

FACTORS AFFECTING EMPLOYEES' JOB
INVOLVEMENT IN FAST FOOD INDUSTRY

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DECLARATION

We hereby declare that:

- (1) This UBMZ 3016 Research Project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed; electronic; or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
JC	Job Characteristics
Mot	Motivation
PF	Personal Factors
Tr	Training
H0	Null Hypothesis
H1	Alternative Hypothesis
SD	Standard Deviation
SPSS	Statistical Package for Social Science
UTAR	Universiti Tunku Abdul Rahman

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PREFACE

This research was conducted with the aim of recognize the factors that affect employee job involvement in Malaysia. This research is indeed essential for organisations, especially fast food restaurants as there was statistical evidence showed that the employees' job involvement is keeping on decreasing. Therefore, this research is dedicated to those organisations in the industry in hope that can provide them with information to formulate an effective strategy to increase employee job involvement.

In order to achieve the objective, there are four independent variables are being analysed to determine their relationship with the job involvement. The four independent variables are motivation, personal factors, training and job characteristics.

ABSTRACT

Employees' job involvement has been found decreasing over the change of time. Therefore, the issue relates with employees' job involvement is getting concern from other researchers due to lack of previous studies done for it. The purpose of this research is to investigate the factors (motivation, personal factor, training and job characteristic) that affect fast food restaurant employee job involvement in Malaysia.

In this research project, we have used quantitative method which is questionnaire in order to collect data from the respondents. Questionnaires were administered in fast food restaurant in Kuala Lumpur, Penang, Johor (namely, Johor Bahru), and Perak (namely, Ipoh and Kampar). Besides, questionnaires also distributed to fast food employees (McDonald, Pizza Hut, KFC) by using close-ended question method.

We have used Pearson correlation coefficient to analyses 380 responses from the questionnaires we obtained. In addition, multiple regressions revealed that the four sources of factors (motivation, personal factor, training and job characteristic) had significant positive relationship with employee job involvement in Malaysia.

Chapter 1: Introduction

1.0 Introduction

The purpose of conducting this research is to explore and understand the most prevalent factors that generate a huge impact on job involvement in fast food industry. Firstly, we conduct a research background to fully understand the concept of job involvement before we proceed to our research work.

Problem statement is then determined on the factors (independent variables) that affect the employees' job involvement (dependent variables). To identify the correct problem statement is of paramount importance as it helps us to discover the proper factors that have the effects on employees' job involvement.

Furthermore, we identify our research objectives and research questions, followed by hypotheses to enhance the reliability and validity of our research and to provide a guideline to our research problems. Significance of the study is then being conducted to explain the importance and contribution of the research. Lastly, chapter layout is formed and followed by a conclusion to summarise the contents addressed in Chapter one.

1.1 Research Background

The very beginning of the food service industry is credited to restaurants that began in France during the 18th century. Due to the changes and revolutions over time, it built up the concept of “Fast Food” in the food service industry. The fast food service restaurants today is the largest segment in the food industry with over 200,000 restaurants generated 120 billion dollar sales in United States (US) alone [Industry: Fast food restaurant (QSR-Quick service restaurant)](as cited in Vikinvest Analysis (n.d), hired around 3.5 million workers around the world. The major players in this industry which operates internationally included McDonald's, KFC, Pizza Hut, A&W Restaurants, Burger King, Dunkin' Donuts, Domino pizza and others.

According to Manila Review (as cited in Food Service Industry in the Philippines, 2010), “Fast Food” is relating to selling quick, inexpensive take-out by a restaurant. Fast food restaurants are normally under a restaurant chain or franchise operation, which cater homogenised ingredients and/or partially prepared foods and supplies to each restaurant through well-established supply channels (Schneider & White, 2004).

In addition, according Brother Ton and Wood (as cited in Blomme, Rheede, and Tromp, 2010), hospitality industry included a wide variety of service industries, such as food service, tourism, hotels and casinos. As a result, it obviously revealed that “Fast Food Restaurant” is under the service industry. Thus, Fast Food Industry sometimes may refer to as “Fast Food Service Industry (FFSI)” (Akdağ & Doğan, 2001). Undeniably, service plays an essential role in the fast food industry.

On the other hand, due to the fast growing pace in fast food industry, a firm performance has been viewed as a criterion that will influence its business long-term succession. In order to improve firm performance, organisation should firstly improve its employees' performance. This action is essential especially in the fast food industry where workers are the major and essential asset to the business survival. To

make employees fully contributed to the company, firm should always ensure that they are fully involved in their job. A fully involved employee would more willing to perform or perform better than an employee that only engages in his job. In other words, job involvement may influence the employee and organisational outcomes (Ishfaq and Talat, 2011).

As noted by Dubin (1956, 1968) (as cited in Saleh and James, 1976), job involvement was defined as the degree to which a job situation is a central of life interest. It is perceived to be the major source of a person's needs satisfaction. Similar to Lawler and Hall (as cited in Saleh and James, 1976), who defined that a person who is totally involved in his or her job, he or she will treat the job as the extremely important part of his or her life. In other word, individual who has high level of job involvement in workplace shall perform better and generate greater work outcome.

In reality, most of the firms believe that a satisfied employee will generate higher level of job involvement. Usually, to have employees satisfied with their job, firm would need to concern about their welfare. For instance, firms can satisfy physiological needs of the employees. Undoubtedly, there are many factors contributing to the employees' job involvement, where the most general factors are employee's motivation, employees' personality, training and job characteristic.

In addition, as regard to Freeman and Kleiner (2000), in an organisation, employees who truly involved in their job would likely to perceive the industrial relations more positively which then they would have greater trust towards the company. This statement also implies that highly job involved employees would view their job is important to them, consequently they would recognise their job as central in their life. As a result, the employees would appreciate not only their job, but the whole organisation. They would contribute to the company with pleasure by providing better inputs which would help the company to generate more profitable outcomes. In other word, employees' job involvement will stimulate the employees to carry their job voluntarily thus result in better performance.

Based on the researches of Shore, Tetrick and, Wayne (as cited in Michael and Donna, 1999), the way an organisation treats its employees will have a substantial influence on the employees' attitudes towards both their jobs and the organisation outcomes. This statement indirectly indicates that the way the company treats its employees will affect the employees' level of involvement towards their job. Blau and Boal (as cited in Michael and Donna, 1999) found that employees' job involvement has a high connection with their performance. Once again, this clearly proved that highly job involved employees can bring enormous contribution to the organisational success and effectiveness. Therefore regardless the type of organisation, employees' job involvement is of paramount important issue to the employers. Unquestionably, fast food restaurants which commonly employed diverse workforces would be necessary to look into this issue as well.

Undoubtedly, there are many factors that contribute to the employees' job involvement. The most general factors that commonly addressed by past researchers includes employee's motivation, employees' personality, training, job characteristic, employees' satisfaction, organisation culture, employees' demographic characteristics, employees' well being, organisations' social climate, and opportunities for employees to participate in decision making.

Currently, the fast food chain is growing tremendously and it is mushrooming all around the world. As a result, studying the factors that affecting employees' job involvement in the fast food industry becomes a major concern among all the players in the fast-food industry. Since employees' job involvement directly affects employee's efforts and the firm's performance, our research will specifically focus on studying the different factors affecting employees' job involvement in the fast food industry, and in the hope that this study could help the organisation's to manage its human resources more successfully and effectively.

1.2 Problem Statement

According to Datamonitor (2005), most fast food industry in Asia worth billions each year and is growing in an ongoing basis. Fast food industry is also known as one of the world's fastest flourishing food types. It is now accountable approximately half of all restaurants' revenues in developed countries and it continues to develop there and in many other industrialised countries in the coming years (Jekanowski & Binkley, 2001).

Apart from that, according to the research conducted in Malaysia by Converging Knowledge Pte Ltd (as cited in Summary of the Independent Market Research Report, 2011), Malaysia food service industry is highly competitive. Every player in this industry always encounters with challenge in enhancing the standards and innovating their food offerings in order to attract more customers. Additionally, Hall (2010) stated that front line employees have contributed significantly to an organisation's competitive advantage and could have a serious effect on its bottom line. He also declared that the work performance of employees in fast food industry would directly lead to customer satisfactions or dissatisfaction since they are the one who face directly with customers.

In addition, "*Service-oriented employees are important to virtually every job in a foodservice organization because they promote the organization's public image and the quality of life in the workplace*" (Dienhart and Downey, 1991). As a result, to better serve customers in any foodservice industry, the company should understand the service's components and determine the impact of employees' service orientation which would lead to foodservice operation's success.

Nonetheless, there is an unpleasant trend happened in the restaurant industry. Based on Nation's Restaurant News' research (2010), the unemployment rate in the restaurant industry has hit its bottom due to the workforce index hit the highest level that generated since the United States (U.S.) initiated a steep decline in October 2008.

This scenario reflected the confidence among people with full or part-time jobs until it has dropped to its lowest level (Yager, 2011).

Some researchers (Huselid and Day, 1991) have pointed out that this scenario happened is due to the lower level of job involvement and job commitment among the employees. However, there is little research has been carried out in this field (Datamonitor, 2005), due to this reason, many fast food restaurants' owners insufficient of relevant knowledge in solving this problem. Consequently, the morale of employees kept decreasing and they are getting less involved in their job (Ouyang, 2009).

Meanwhile, job involvement is recognised as a key factor affecting critical individual and organisational outcomes (Chughtai, 2008). Hence, without a doubt the importance of job involvement should not be ignored. In order to help fast food industry to cope with the problem of lower job involvement among the employees which then lead to higher turnover rate and poor customer service (Dimitriades, 2007), we carry out the study to further explore the determinants influencing the level of job involvement in the fast food industry. With this study, fast food restaurants' owners are believed to enhance in knowledge in improving employees' job involvement, either by monitoring or controlling the major determinants of job involvement.

In other aspect, the study of Hafer and Martin (as cited in Hall, 2010) found that employees build up attitudes about their job and their willingness to remain as a part of the organisation. These attitudes have an immediate linkage to the employees' level of involvement in their jobs, meaning that when employees' job involvement is high, they will be more willing to perform any task assigned by their supervisor (Pringle, 1994).

Nowadays, according to Hafer and Martin (2006), most managers' job aspects are to comprehend, predict, and improve employees' behaviour. Managers always attempt

to determine work-related attitudes in order to make behavioural changes. They are depending on moderating variables, such as the significance, specificity and accessibility of the attitude, the effect of social pressures exist between attitudes, and the direct experience of the employees towards the attitude that affect what employees behaviourally do. In the research of Freund (as cited in Hafer and Martin, 2006), he found that job involvement has been perceived as work-related attitudes and it has been used as work-related outcomes' predictors.

On the other side, in the research of Kanungo (as cited in Somani and Krishnan, 2004), job involvement was referred as an individual's psychological commitment or identification to his or her job. Apart from that, job involvement can also be defined as the enthusiasm of a person towards his or her job (Pollock, 1997). Pollock believed that people who like and interested with their jobs are more likely to perform their works effectively and productively compared to those who dislike their current jobs. If the employees could be engendered with the feeling of importance of their contributions to their tasks on hand, a feeling of pride would arise and involvement in producing the products and services would be increased (Nelson, 1993).

According to Dutton, Dukerich, and Harquail's study (as cited in Somani and Krishnan, 2004), employees' job involvement in the service industry plays a vital role in building a good public image of a company as the optimum job involvement will lead to a better customer service being offered to customers. Consequently, it will maximise the customer satisfaction thus boost the corporate image. In order to increase the employees' job involvement, the company should therefore determine the main factors diminishing the employees' job involvement. According to Bashaw, and Grant, 1994; Blau, 1986; Blau, and Boal, 1987; Chughtai, 2008; Hackett, Lapierre, and Hausdorf, 2001; Lodahl and Kejner, 1965; Mcelroy, Morrow, Crum, and Dooley, 1995; Rabinowitz, Hall, and Goodale, 1977; Rowold, 2008, job involvement is influenced by the 4 main factors, which are Motivation, Personal Factors, Training, and Job Characteristics.

1.3 Research Objectives

1.3.1 General Objective

This research is aiming to determine the factors that contribute to employees' job involvement in fast food industry.

1.3.2 Specific Objectives

- i. To determine whether there is a significant positive relationship between motivation and employees' job involvement.
- ii. To determine whether there is a significant positive relationship between personal factors and employees' job involvement.
- iii. To determine whether there is a significant positive relationship between training and employees' job involvement.
- iv. To determine whether there is a significant positive relationship between job characteristic and employees' job involvement.
- v. To determine the most critical impact among all the independent variables (motivation, personal factors, training, and job characteristics) towards employees' job involvement.

1.4 Research Questions

This study is conducted to answer the following questions.

- i. Does motivation affect the extent of employees' job involvement in fast food industry?
- ii. Do personal factors affect the extent of employees' job involvement in fast food industry?
- iii. Does training affect the extent of employees' job involvement in fast food industry?
- iv. Do job characteristics affect the extent of employees' job involvement in fast food industry?
- v. Do all the independent variables (motivation, personal factors, training, and job characteristics) significantly explain the variance in employees' job involvement and which is the critical factor among the independent variables that will mostly contribute to the employees' job involvement?

1.5 Hypothesis of the Study

Hypothesis 1:

H₀: There is no significant relationship between motivation and employees' job involvement.

H₁: There is a significant relationship between motivation and employees' job involvement.

Hypothesis 2:

H_0 : There is no significant relationship between personal factor and employees' job involvement.

H_1 : There is a significant relationship between personal factor and employees' job involvement.

Hypothesis 3:

H_0 : There is no significant relationship between training and employees' job involvement.

H_1 : There is a significant relationship between training and employees' job involvement.

Hypothesis 4:

H_0 : There is no significant relationship between job characteristic and employees' job involvement.

H_1 : There is a significant relationship between job characteristic and employees' job involvement.

Hypothesis 5:

H_0 : There is no significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

H₁: There is a significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

1.6 Significant of Study

The fast food industry is becoming disgraced as it has a bad reputation pertaining to higher job instability. The owners of the restaurants, managers, co-workers, shareholders, and customers are experiencing the impact of low level of employees' job involvement.

Therefore, this research paper aims to help fast food restaurant's owners and managers to have a better understanding on how different variables (factors) influence the employees' job involvement. Simultaneously, this study is critically essential for the firms in fast food industry as it provides better ways of understanding on how to enhance the employees' job involvement through analysing the major factors that affecting the employees' job involvement. Indeed, this research also forms the backbone of future research on employees' job involvement.

The Manager

The managers who are influenced in this circumstance are needed to identify and execute the practices and policies that help to retain employees' job involvement and enable the employees to feel that their jobs are worth to do. In addition, managers can use the result of this study to design and develop strategies as well as plans to increase employees' job involvement. Besides, this finding can promote a strong future for the restaurants in term of preventing them from losses and insolvency.

The worker

Co-workers can be influenced by the employees' attitudes and behaviours as well. For instance, if the employees have low job involvement, it will cause high turnover among co-workers too. As the sayings go, "one bad apple ruins the entire bunch." As a result, it maximises the costs of the firm and results in lowering the profits of the firm as the sales are being affected.

The employees in these jobs are always being looked down by customers, which provoke the negative perception by the employees. Hence, it leads to high turnover rates, poor service, job dissatisfaction, and low job involvement (Hall, 2010). As a consequence, conducting this study will enhance the knowledge in service industry as well as the fast food industry. In fact, it also contributes to the literature on number of factors that affect the employees' job involvement.

Rabinowitz and Hall (1977) concluded that employees' well being is important to fast food restaurant as "a part of the variance of involvement is also caused by the congruence between personal needs and the characteristic of the jobs – that is, by how well the job fulfils the individual needs." Therefore, this study will enhance and benefit the fast food restaurants with the knowledge of the factors that affecting employees' job involvement. These factors consist of motivation, personal factors, training, and job characteristics.

The scholar or researcher

This research is very beneficial and favourable to the researchers and students who would like to investigate further about the employees' job involvement as it gives a foundation for the future research to be implemented. This research discusses and explains many concepts and recommendations on how to increase employees' job involvement in fast food industry. Hence, it can serve as a reference for future

researchers to explore more relevant factors that affect employees' job involvement. As a consequence, the level of employees' job involvement will be kept on improving in every organisation.

1.7 Chapter Layout

Chapter 1: Introduction

Chapter one is the introductory chapter which provides an overview of the research study and explains the research problem. The researcher also included background information regarding to employees' job involvement in the fast food restaurant in Malaysia, statement of the problem, research objectives to be achieved, research questions to be answered, hypotheses to be tested and significance of the study. Furthermore, a precise conclusion will be included at the end of this chapter.

Chapter 2: Literature Review

Chapter Two in this research is literature review. It consists of comprehensive review of the published and unpublished information from secondary sources of data which include articles from the Internet, journals for the past related studies in job involvement and the determinants of employees' job involvement, and others that are available in our topics of interest. Besides, review of theoretical models, theoretical framework and hypotheses are also included in this chapter. Last but not least, this chapter will end up with a conclusion in providing linkage to the next chapter.

Chapter 3: Methodology

Chapter Three is the research methodology that explained the procedures and methods used in completing the research. This chapter describes how the research is carried out in term of research design, data collection methods, sampling design, research instrument, constructs measurement, data processing and data analysis. Besides, it also emphasises on the factors that will affect employees' job involvement and will end with a short summary.

Chapter 4: Data Analysis

Chapter Four is about the research result details. It mainly focuses on data collection, processes, analyses and interpretation on the results of the findings which are related to the research questions and hypotheses development. Pie charts and tables are being used to present effective research results. Moreover, we will use Statistical Package for Social Science (SPSS) to run our data in order to verify the hypothesis that had been developed and answer our research questions in the previous chapter. Again, a short summary will be shown at the end of this chapter.

Chapter 5: Discussions, Conclusion and Implication

Last but not least is Chapter Five. It consists of discussion of research result. Thus, several implications, recommendations as well as suggestions are provided. Hence, the limitations and weaknesses of the research are identified and discussed. It also summarises the findings and makes comparison between the results collected in this study and the results gained by previous researchers. Furthermore, this chapter also will explain more details about the results obtain through data analysis.

1.8 Conclusion

All in all, Chapter 1 provided a summary review of the research background on employees' job involvement and fast food restaurant in Malaysia, problem statement, research objectives, research questions, hypotheses of the study, significance of the study and chapter outline. Thus, it mainly focuses on the foundation of the hypotheses. Hence, the next chapter, which Chapter 2 will be carried out further review and discussion of the topic.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter is about literature review, where it publishes the information that has been used by various researchers to carry out further studies. Thus, it is considered as secondary sources. Literature review can be defined as a process of gathering information from different sources such as journals, articles, newspapers, internet and others. In this chapter, we have discovered a number of factors that influence employees' job involvement in fast-food industry. Nevertheless, we only focus on the majority factors that are supported by most of the researchers and scholars. As a consequence, the chosen factors are motivation, personal factors, training and job characteristics.

Furthermore, all the selected factors would be tested scientifically. In the end, we would have a clearer picture regarding the factors affecting employees' job involvement in fast-food industry.

2.1 Review of the Literature

2.1.1 Dependent Variable – Job involvement

The earlier concept of job involvement was originally developed by Lodahl and Kejner in 1965 (as cited in Khan and Nemati, 2011). They defined job involvement as the degree to which a person's self esteem was influenced by his or her work performance. Later on, this concept was further elaborated by Kanungo (as cited in Ho, 2006). He tried to eliminate any ambiguity about the concept of job involvement and enhance the measurement inadequacies that happened in the previous research. He defined job involvement as the individual's belief towards his or her present job and he also stated that job involvement acts as a catalyst to satisfy the individual present's needs. In addition, he had clarified the difference between job and work. Whereby, he defined a job as an individual's current work, whereas a work as work in general (as cited in Akhtar and Udham, 2010).

According to the latest job involvement's research, Uygur and Kilic (as cited in Khalid and Rashid Rehman, 2011) described job involvement as motivation to carry out work and it is highly compatible between personal and organisational goals, which stimulates motivation among the employees to generate positive work outcomes. Whereas, Hung (2008) stated that job involvement is one's cognitive needs' fulfillment, which assists him or her to work harder and boost up his or her performance. Indeed, a higher degree of job involvement among the members of an organisation is essential to enhance the organisational effectiveness (Liao and Lee, 2009).

Apart from that, there are four ways to categorise job involvement which consists of (a) actively contribution to the job, (b) work as the central life of interest, (c) performance compatibility with the self-concepts, and (d) performance as central to self-esteem (Ishfaq and Talat, 2011). Ramsey, Lassk, and Marshall (as cited in Ishfaq et al., 2011) stated that employees who view their work as the central life of interest will have greater opportunity to fulfil their major needs. While, employees who participate actively in their job that provides the chance to make decisions and play an essential role in the organisations' goals will assist them to obtain high self-esteem and self regard.

Muchinsky (as cited in Govender and Parumasur, 2010) explained job involvement as the extent whereby individuals are ego-involved in their work. Besides, Sherman, Bohlander and Snell (as cited in Govender et al., 2010) ascertained job involvement as the degree of identification that employees realised in their jobs and the degree of importance they perceived in their jobs. In our research, we adopt Kanungo definition for the job involvement aspect as most of the researches of job involvement are relying on his definition.

Hung (2008) mentioned that employees will be motivated to work harder and upgrade their performance once their mental needs are fulfilled. On the other hand, Abinowitz, Hall, Moch, and Kanungo (as cited in Hung, 2008) emphasised that employees' physical and mental conditions would change when employees' job conflict with their life. As a consequence, these would affect their job involvement and performance. Meanwhile, Freund (as cited in Hung, 2008) viewed the job involvement as a fixed variable which critically control the employees' working attitude, such as job satisfaction, tendency to resignation, and organisational commitment.

Furthermore, according to Kanungo (1982), people who are highly involved in their job will seriously take care and concern about their work (as cited in Chughtai, 2008). Besides, according to Lodahl and Kejner (as cited in

Chughtai, 2008), people who have higher self esteem in their job mostly would be the individuals who have highly involved in their job. As a result, these individuals would like to perform well due to the job is already become part of their lives. At times, Blau, Boal, Lawler, Hackett, Lapierre, and Hausdorf (as cited in Ishfaq et al., 2011) asserted that employees with high job involvement would not late or absent from their work. Also, highly job involved individual would have fewer excuses (such as illness or transportation problems) and pay more attention on their job and hence reduce absenteeism and turnover intention.

Moreover, based on the studies of Preffer, Hackman and Lawler (as cited in Chughtai, 2008), cultivating job involvement is an essential organisational objective as there are many researchers believe that it is a primary stimulus of organisational effectiveness and individual's motivation.

On the other hand, researchers have found that there is a correlation between employee motivation and commitment (Tella, Ayeni, and Popoola, 2007). They defined commitment as a state of being in which a person becomes bound by his or her actions and these actions would sustain activities and involvement.

In the same vein, there are a lot of researchers across various time periods found that job involvement keeps the employees motivated (Bashaw, and Grant, 1994; Hackett, Lapierre, and Hausdorf, 2001; Mcelroy, Morrow, Crum, and Dooley, 1995; Blau, 1986; Blau, and Boal, 1987) and satisfied with their jobs (Gerpott, 1990; Mathieu and Farr, 1991; Paterson, and O'Driscoll, 1990; Shore, Newton, and Thornton, 1990) (as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.).

Apart from that, based on the studies of Castro, Wiener, Muczyk, and Gable (as cited in Riipinen, 1997), they found that there is a relationship between the job involvement and a high level of well-being. Nevertheless, according to the studies of Kanungo and Ladewig (as cited in Riipinen, 1997), they discovered that there is a relationship between job involvement and a low level of well-being. Hence, there is an ambiguity about the relationship between job involvement and well-being.

In addition, Bartlett (as cited in Rowold, 2008) had found that job involvement is positively influenced by employees' subjective access to participate in training. Nevertheless, there was an empirical research done by Osca, Urien, Gonzalez-Camino, Martı́nez-Pe´rez, and Martı́nez-Pe´rez (as cited in Rowold, 2008), where they found that employees who participate in training will lead them have job satisfaction rather than involve in job involvement. Still, Rowold (2008) proved that technical training able to cultivate employees' job involvement besides updating employees' knowledge, skills, and abilities (KSA). These results give support for contemporary training effectiveness model.

Finally, Brown (as cited in Chughtai, 2008) argued that job characteristics, such as job autonomy, task identity, skill variety, task significance, feedback and also supervisory behaviours, including participative decision making, leader consideration, and amount of communication have significantly linked to job involvement.

2.1.2 Independent Variable – Motivation

In this research, it is important for us to know the definition for the term “motivation” in order to understand the concept of motivation. According to the researchers Pinder (1998), “motivation” is defined as a set of energetic forces that cause both within and beyond an individual’s being to trigger behavior relate to work as well as to decide its direction, form, duration or intensity. Thus, motivation process is goal setting.

According to Helliege, Slocum, and Woodman (1992), motivation is the force acting on or within a person that causes the person to behave in a specific and goal-directed manner whereas according to Berman, Bowman, West and Wart (2010, p.180), motivation can be defined as “Drive or energy that compels people to act with energy and persistence towards some goal.”

Meanwhile, Daft and Marcic (as cited in Kim, 2006) explained the definition of motivation as the forces that either within or outside a person that excite with enthusiasm and persistence to pursue some course of action. These concepts of motivation recommend that motivation is something relates with a person’s behaviour, a cause of behaviour, or the reasons of an individual behaviour, and the causes of individual behaviours may vary due to different individual needs. Therefore, managers must understand, discover and investigate among individual differences and their needs according to the intuition of these concepts, subsequently motivate employees by developing strategic models through fulfilling their different needs in order to achieve organisational objectives.

Moreover, according to Locke’s model (as cited in Meyer, Becker, and Vandenberghe, 2004), motivation is a unitary concept. They stated that although they recognised variation in the degree of motivation, they did not

acknowledge with the differences in the psychological states or mindsets which could accompany with motivation.

Aside from that, according to Ryan's and Deci's (as cited in Meyer et al., 2004) self-determination theory, motivation reflects as an intention to act. They stated that intention can be in the form of self-initiated or resulted from external inducements. Intrinsically motivated behaviour is undertaken purely for its own sake and reflects "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn", while extrinsically motivated behaviour refers to "the performance of an activity in order to attain some separable outcomes".

As a consequence, managers need to be aware of the different types of employee motivational factors as well as the changes of these factors over time. Managers have to learn from previous and current motivational programs to enhance their ability in introducing reward systems to fulfill employee's needs since employee's motivation process requires a systematic approach. Therefore, employee's input must be valued and included throughout this process.

It is critical to identify the factors affecting employees' job involvement as employee's motivation is an intricate and sophisticated subject. In order to enhance understanding of employee's motivation, managers must recognise the imperativeness of employees' motivation, its concepts and individual different needs in the fast food industry.

In addition, Herzberg (as cited in Kim, 2006) recommended a motivation theory called Two-Factor Theory, Fredrick Herzberg's Two-Factor, or Motivator-Hygiene Theory. This theory consists of two unique features which are intrinsic and extrinsic factors. Intrinsic factors are recognition, responsibility, advancement and achievement, while extrinsic factors include

company policy, administration, remuneration, status, security, supervision and interpersonal relations. Although the extrinsic factors present at the workplace, they do not motivate the employees. Therefore, it shows that employees are motivated by internal values rather than external values.

Based on the studies of Lee-Ross (as cited in Chiang and Shawn Jang, 2008), the concept of “internal work motivation” can be defined as individuals with more effort in their job would associated with have higher level of motivation. At the same time, intrinsic can be known as natural belonging while extrinsic operating or original from outside. Intrinsic work motivation refers to motivation driven by an interest or enjoyment in the task itself while extrinsic work motivation refers to monetary rewards.

Employees' motivation at work can be divided into two categories which are intrinsic and extrinsic rewards. Campbell, Dunnette, Weick, and Lawler (as cited in Chiang et al., 2008) have differentiated between intrinsic and extrinsic rewards that accrue to an individual as a result of job performance or job effort or both. Extrinsic outcomes are referring to rewards that are distributed by external agent, such as organisation and top management, whereas intrinsic outcomes are mediated by the individual, internal and personal rewards. Moreover, Graen, Mitchell, and Albright (as cited in Chiang et al., 2008) recognised that intrinsic outcomes yield predictions of job performance and job satisfaction are superior to those yielded by extrinsic outcomes.

According to Armstrong, 2006; Ekerman, 2006; Herzberg, Mausner, Peterson and Capwell, 1959, intrinsic motivation has a strong and longer-term effect on employees because it is inherent in employees and not imposed from the management. Therefore, it is a best form of motivation.

Motivation is very important to employees. In fact, it is one of the vital factors for the achievement of employees' and the organisational targets and goals. Motivation increases the job involvement and satisfaction of employees by turning their work more meaningful which thus ensures the employees productivity and performance in doing their job.

In a nutshell, motivation is strongly linked to the employees' job involvement. Therefore, we strongly agreed that this factor to be included as an independent variable in this research.

2.1.3 Independent Variable – Personal Factors

According to Elankumaran, a high degree of employees' job involvement is essential to maximise organisational effectiveness (as cited in Liao and Lee, 2009). Research studies over the past decades explored the construct of job involvement from several perspectives, including individual psychological factors. Blau (1985) proposed that job involvement only involves personal perception towards the total work situation, while Kanungo (1982) pointed out that job involvement depends on employee's perceptions of the job's potential to satisfy their extrinsic and intrinsic needs (as cited in Ho, 2006).

Work involvement reflects attitudes and values towards a particular aspect of life. Sekaran and Mowday (1981) believed that job involvement is greatly influenced by human psychological factors. Individual is thought to own a certain amount of desire or value, and hence they tend to work harder or more involved in their job in order to fulfill their demand or values. Any changes in individual's possession of certain values or personal characteristics will drive their level of job involvement to vary (as cited in Ho, 2006). This statement is consistent with Weber that individuals with a strong work ethic tends to work harder as well as Rabinowits and Hall, that the higher the individual's

internalised work ethics, the higher possibility the individual to be involved in job, regardless his or her job contents (as cited in Sharon and Elwood, 2002).

According to Lodahl and Kejner (1965), the value orientation of individual towards work plays a central role to determine employees' job involvement level (as cited in Ho, 2006). Researchers such as Meglino, Ravlin, and Adkins, 1989; Rokeach, 1973 also suggested that values are stable and hence it can be used in predicting human behaviour over time (as cited in Sharon and Elwood, 2002). Also, according to Mankoff, values greatly influence human motivation and achievement (as cited in Ho, 2006) and Lock and Henne (as cited in Ho, 2006) concluded that work values are thus an important determinant of individual's job involvement as individual's work values have great impact on their work efforts as well as work performance.

Rabinowitz, Hall, and Goodale (1977) referred personal and environmental variables to determine job involvement, whereas McKelvey, and Sekaran (1977) considers personal attributes can better predict job involvement (as cited in as cited in Liao and Lee, 2009). According to the study of Mudrack, nowadays, most of the existing researches assume level of job involvement is highly dependent on the attribute of employees. Barrick, and Mount's meta-analysis consists five factors that most researchers use to represent significant personal viewpoints across measurements, which are neuroticism (emotional stability), extroversion, openness, agreeableness, and conscientiousness (as cited in Liao and Lee, 2009). These five factors are known as Big Five Model. The Big Five model of personality was used by researchers to comprehensively describe human personality. The studies of Digman (1990); Goldberg (1993); McCrae and Costa (1996); and O'Connor (2002) have significantly proved the validity of human personality by using the Big Five Model (as cited in Nikos, 2003).

2.1.4 Independent Variable – Training

Employee has been recognised as one of the essential asset in an organisation. Thus, in order for an organisation to achieve a competitive advantage in this competitiveness business environment, the employee quality has become the major concern. As a result, a lot of organisation would like to make the best investment in cultivating employees' talent (Hung, 2008), especially in the service industry. One of the ways to update the knowledge, develop skills, make about behavioural and attitudinal changes as well as enhance the employees' ability to perform their tasks more efficiently and effectively is through training (Palo and Padhi, 2003). According to Pratten and Curtis (as cited in Rodríguez and Gregory, 2011), training plays a vital role in enhancing the quality of service offered to the customers.

From the other point of view, Sparrow (1998) defined training as a management practice that can be regulated or manipulated to evoke a needed set of unwritten, reciprocal behaviours and attitudes; it encompasses job involvement, motivation and organisational commitment.

On the other hand, researchers said training and development is important to the Human Resource Management (HRM)'s and Total Quality Management (TQM)'s implementation. It is because it can enhance the employees' job involvement, ease the updating of skills, increase the sense of belonging, benefit and well-being, maximise commitment towards organisation and build the organisation's competitiveness (Ooi, Arumugam, Safa, and Bakar, 2007).

According to Cooper et al. (as cited in Farhan Akhtar, Ali, Sadaqat, and Hafeez, 2011), he found that there is a positive relationship between training programs and employees' job involvement. He accentuated that if the company can offer financial benefit to the higher performers and recognise their efforts, it will motivate them to work towards some extends through

adapting new skills, knowledge and competencies which will ultimately enhance the organisational performance.

In the same vein, Mathieu and Martineau (as cited in Bartlett, 2001) stated that job involvement is the most positively related to the training-related outcomes, especially if the program is designed to advance the performance of employees on central aspects of their existing job. However, job involvement has less influential on training when the program is aimed at more peripheral aspect of employees' present job.

Hung (2008) has also found that there is a positive relationship between training and job involvement through the regression analysis ($\beta=0.541$, $p=0.000$). It means that if the company can offer its employees with a better training program, it will enhance their willingness to work and view their work as part of their life. Thus, it will lead to higher level of job involvement among all the employees. Meanwhile, Ooi et al. (2007) pointed out that a favourable training and development program can actually fortify more supportive employee attitudes, loyalty and assist employees in their personal advancement and job involvement. Furthermore, Zhang (1999) emphasised that training and development may gradually boost up one's motivation and job involvement at work and thus it leads one's self to grow and develop further.

Additionally, according to the results in the studies of Karia and Asaari (2006), it showed that "Training and Education" and "Empowerment and Teamwork" defined most of the variance in employees' job involvement. This means that "Training and Education" and "Empowerment and Teamwork" are significantly related to employees' job involvement. Karia et al. (2006) also indicated that continuous training and education are very crucial for the employees to continuous upgrading their skills. The longer the duration of

training and education provided to employees, the greater the employees' job satisfaction, job involvement, and organisation commitment.

Moreover, in the research done by Cherrington (as cited in Ooi et al., 2007), he proved that job involvement is actually associated with training program as employees can acquire new knowledge or skills throughout the program and they will view their job as their central life interest too. Therefore, they can easily cope with any changing environment by applying their new knowledge gained from the training. Meanwhile, Noe (as cited in Khalid et al., 2011) ascertained that an employee who is motivated to enhance his job-related skills will influence the extent to which he is involved in his job. This is due to the reason that he has sufficient know-how of his surroundings and he knows how and what to perform.

Aside from that, Lester (as cited in Farhan Akhtar, et al., 2011) emphasised that professional must continuously relearn and retrain to keep their skills up to date. He asserted that all the employees have to keep on relearning and retraining new skills, knowledge and competencies in order to match their abilities with the dramatic changing business environment. At the same time, he realised there is a positive correlation between training and the highest prior level of education possessed which maximise the employee motivation. Thus, he concluded that if employees can successfully learn something new throughout the whole training program and they perceive the new things learnt is really beneficial for them to seize the future opportunities, this will subsequently increase their job motivation as well as their job involvement.

Nevertheless, Ooi et al. (2007) concluded that training and development is not a good predictor for job involvement among the employees. It is due to training and development is requiring a long-term commitment from all the employees since its results are not immediately realised. Thus, management will need to have a continuous training and development to ensure the

practices of HRM or TQM can successfully contribute to the highest level of job involvement. In the same vein, Osca, Urien, González-Camino, and Martínez-Pérez (as cited in Rowold, 2008) found that training does not have positive relationship with job involvement; instead, they discovered training is positively related to job satisfaction.

2.1.5 Independent Variable – Job Characteristics

Previous researches have tested three possible determinants regarding job involvement, which include personal background and socialization, job characteristics and a combination of job and personal factors (e.g., Rabinowitz et al., 1977). According to Seashore, and Taber (1978), job characteristics refer to work-related factors or attributes that include the nature of the work itself and job-related skills, benefits, environment, autonomy, salary, job security, challenges, feedback, knowledge learned, interpersonal relationships as well as developmental opportunities (as cited in Chen and Chiu, 2009). Patchen (1970) identifies job characteristics variables as team-work, physiological-psychological stress on work, autonomy as well as challenge face in job (as cited in Bill and Uma (1977)). Many researchers had previously linked job involvement to job characteristics. Some past researches focused only on a single or few dimensions of job characteristics, for example Anderson and Williams (1996) investigated job characteristics include only job autonomy and job interdependence, while Pearce and Gregersen (1991) focused only on job interdependence (as cited in Chen and Chiu, 2009).

Similar viewpoints have been proposed by other researchers, for example Ting (1997) found that the tasks transparency associates with higher job satisfaction (as cited in Sharma and Bajpai, 2010) and Bass (1965) pointed out that when employees are given with higher decision-making authority and

when their contributions greatly affect their company's success or failure, employees' job involvement will increase.

Regarding to the dimensionality of job characteristics, the most famous model is the Job Characteristics Model (JCM) proposed by Hackman and Oldham (as cited in Chen and Chiu, 2009), which focuses on five core job dimensions: autonomy, which is the sense of freedom and independence an individual has in carrying out work; skill variety, which indicates the extent to which an employee must use variety of skills to perform the work; task identity, which is the extent to which an individual is able to complete a whole piece of work; task significance, which is the extent to which a job impacts on others; and feedback from job, which indicates how much employees know about their own job performance from the job itself. They suggested that job enrichment can satisfy workers better; hence work characteristics are expected to increase job performance and job satisfaction, simultaneously enhancing job involvement. Other studies on job characteristics such as Meyer et al. (2002) meta-analysis determine job characteristics as goal setting, task variety, role ambiguity, subjective stress, and intergroup conflict (as cited in Cynthia, Myria, Deborah , 2008).

2.2 Review of Relevant Theoretical Models

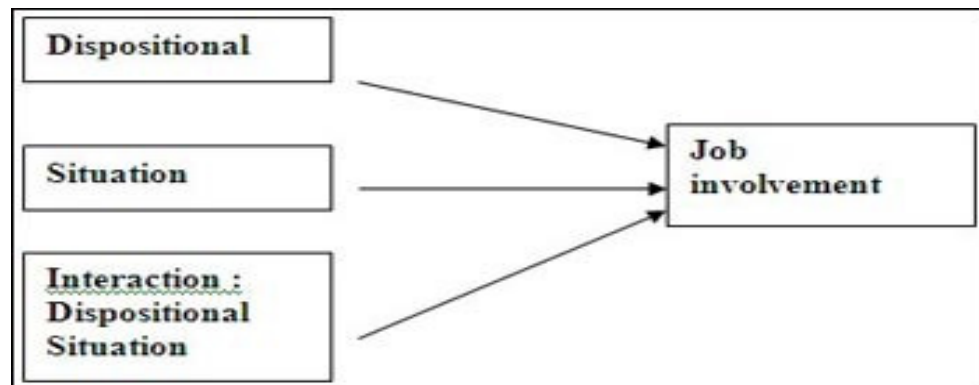
2.2.1 Dependent variable - Job Involvement

There are two kinds of job involvement models have been selected in our research in order for us to draw out a better theoretical model for our research.

2.2.1.1 Integrated Theory Model

Rabinowitz and Hall (as cited in Akhtar and Singh, 2010) have related three classes of working variables with job involvement which include the approach held by individual – dispositional, situational decided approach held and interaction influence between these approaches. In this model, there is none of the approach has a strong relationship with job involvement as all these of the approaches are equally essential in defining job involvement. The figure below has shown the model of job involvement's dimensions that created by Rabinowitz, and Hall (1977).

Figure 2.1: Rabinowitz and Hall's (1977) the Job Involvement Theory Model



Adapted from: Akhtar, Z., & Udham, S. (2010, July 14). Job Involvement: A Theoretical Interpretation in Different Work Settings. *Indian MBA.com*. Retrieved December 28, 2011, from http://www.indianmba.com/Faculty_Column/FC1179/fc1179.html

2.2.1.2 Theoretical Model from Lodahl and Kejner

According to Lodahl and Kejner (as cited in Govender and Parumasur, 2010), he held that job involvement encompasses four sub-dimensions:

Response to work: In this dimension, Lodahl and Kejner used the expectancy theory to elaborate it. Under this theory, it has been defined that employees will respond to their work base on different expectations about their work they possess and the extent of these expectations are achieved will be able to determine the level of job involvement they experience. Riipen (as cited in Govender et al., 2010) criticised that employees' needs fulfillment due to the congruence between job expectations and the job itself will produce higher level of job involvement.

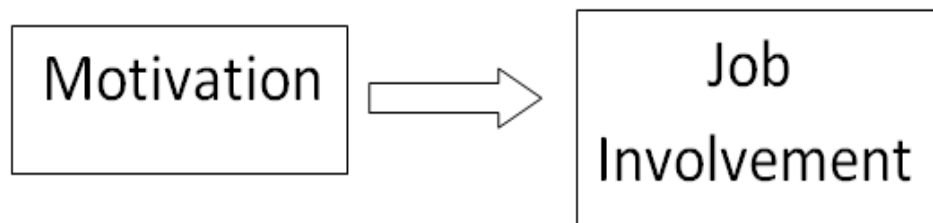
Expressions of being job involved: It has been explained that the expression of employees on job involvement is different from one and another with the level of job involvement experienced. For instance, some employees may state that they have high job involvement by thinking of the job even when they are not at work. Conversely, others may feel depressed if they fail at something related to the job (Lodahl, and Kejner, 1965).

Sense of duty towards work: A highly involved individual would have a great sense of duty towards work. It is because they feel great with their work. For instance, in order to complete an assigned task, an employee is willing to work overtime without pay.

Feelings about unfinished work and absenteeism: A highly involved employee will try to prevent being absent from work and feel guilty about unfinished work (Lodahl, and Kejner, 1965). It is because they feel excite and comfortable with their job in the workplace.

2.2.2 Independent Variable - Motivation

Figure 2.2: A conceptual framework of motivation and employees' job involvement.



Adapted from: Govender, S. & Parumasur, S. B. (2010). The Relationship between Employee Motivation and Job Involvement. *SAJEMS NS*, 13(3), 237-253.

Based on the study of Mullins (as cited in Govender and Parumasur, 2010) research, employees' job involvement will be directly influenced by motivation. There are two types of employees' motivation in the workplace, which are intrinsic motivation and extrinsic motivation.

Intrinsic motivation people are those people who are intrinsically or internally motivated and they normally do not require any external rewards to perform well in a job. They are self-motivated because they enjoy performing or the challenge of successfully completing the tasks. Hence, employee achievement and recognition can create their job satisfaction in the workplace.

On the other hand, extrinsic motivation people are those people who are motivated externally. They usually do not enjoy the tasks but are motivated to perform particular task when some kinds of rewards are being offered, such as promotion, job security and increase in pay.

Indeed, in the studies of Armstrong, 2006; Herzberg, Mausner, Peterson, and Capwell, 1959; Ekerman, 2006 (as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.), they disclosed that intrinsic motivation is likely to have a strong and longer-term effect on employees as it is inherent in employees and not enforced by the management, thus it is the best form of motivation.

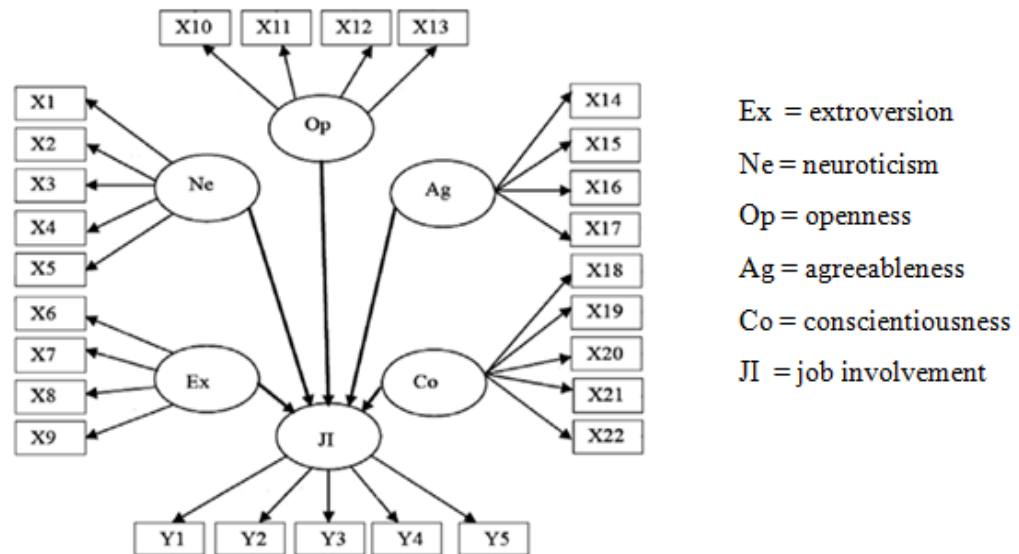
According to Denton's study (as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.), motivated employees with high levels of job involvement are considered as an important asset for an organisation. Keeping the employees' motivation and job involvement at a high degree always reward a business as motivated employees are more productive, thus results in higher profits gained by organisation. In order to increase employees' job involvement in an organisation, motivation plays a very important role. Rate of employees' turnover during a certain period of time could be gauged by the level of motivation and employees' job involvement. Employees with high job involvement are more concentrate on their jobs (Hackett, Lapierre, and Hausdorf)(as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.). Therefore, they are more likely to be associated with less turnover and leaving intensions (Blau, 1986; Blau, and Boal, 1987; Meyer, Allen, and Smith, 1993) (as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.), thus they are more motivated to stay in the organisation (Bashaw, and Grant, 1994; Porter, Steers, Mowday, and Boulian, 1974) (as cited in Mohsan, Nawaz, Khan, Shaukat, and Aslam, n.d.).

On the other hand, according to Vroom's theory (Vroom, 1964), employee effort will lead to performance and performance will lead to rewards. The rewards can be either positive or negative where employee will be highly motivated with positive reward while less motivated with negative reward.

2.2.3 Independent Variable - Personal Factors

2.2.3.1 Big Five Personality Traits

Figure 2.3: Big Five Personality Traits



Adapted from: Liao, C. S., & Lee, C. W. (2009). An Empirical Study of Employee Job Involvement and Personality Traits: The Case of Taiwan. *International Journal of Economics and Management*, 3(1), 22-36.

2.2.3.1.1 Neurotic (Emotionally Stable) Personality

Neuroticism refers to individual differences in emotional stability and adjustment. According to Barrick and Mount (1991), neurotic employees tend to create negative opinions as they experiences anxiety, depression, anger, insecurity, and worry (as cited in Liao and Lee, 2009). Individuals with high neuroticism may lack of confidence and optimism, hence probably will not perform his or her job with positive attitudes. They are less likely to engage in job with enthusiasm but more likely to be distracted easily especially when unfavorable feedbacks are being received as they consider feedback as a threat which could leads to anxiety and overly intense stimuli (Smither, London and Richmond, 2005) (as cited in Liao and Lee, 2009).

A negative relationship between neuroticism and work efficiency could further lead neurotic employees to a low level of job involvement. Malouff (1990) suggested a negative relationship between neuroticism and goal direction as low work efficiency leads to low goal trends (as cited in Liao and Lee, 2009). In addition, Niehoff (2006) also noted that high neuroticism individual associates with low leadership emergence and effectiveness (as cited in Liao and Lee, 2009). All in all, researchers believed that neuroticism appears consistently negatively correlated with job involvement.

2.2.3.1.2 Extroverted Personality

Extroversion is an important element in personality psychology. According to Costa and McCrae (1992); Cooper (2003), extroversion refers to people who are assertive, dominant, energetic, active, talkative, and enthusiastic (as cited in Zhao, 2006). Meta-analysis of PA–job satisfaction relationships by Connolly and Viswesvaran's (2000) demonstrated that extroverts are more

likely to experience positive emotions, and this emotions will then leads to higher level of job satisfaction (as cited in Badril, 2009).

Highly extroverted people tend to be cheerful, sociable and comfortable in dealing with large groups of people. Berg and Feij (2003) noted that extroverted employees have better utilisation of their competencies than those with low extroversion, hence enable them to achieve better work efficacy. Costa and McCrae (1992) described salespersons as the ideal extroverts (as cited in Emily, 2006). They made appropriate use of their self-confidence, optimistic, and aggressive manner to fulfill customers' requests, thus results in increased customer satisfaction. Evidence also showed that extroverts tend have more friends as they prefer to spend time and enjoy in interpersonal interactions with people surroundings (D. Watson and Clark, 1997) (as cited in Trevor, 2010).

Another linkage between extroversion and job involvement is suggested by Hurley (1998), that extroverted employees often able to fully utilise their talents (as cited in Liao and Lee, 2009). Considering these past and recent analyses and research results, extroversion should be viewed as one of the crucial factors in Big Five Personality Model in identifying employees' level of job involvement.

2.2.3.1.3 Openness Personality

According to Feist (1998), openness to experience is related to scientific and artistic creativity (as cited in Nur Naha Abu Mansur, 2011). Someone who is intellectually curious and tends to explore new ideas would be characterised as high openness people. According to Clarke and Robertson (2005), openness includes the ability to imagine, curious, and open minded (as cited in Liao and Lee, 2009). They are always creative, innovative, imaginative and

untraditional in doing things. High openness also refers to acceptance to new ideas, concepts, actions, or feelings (Niehoff, 2006) (as cited in Liao and Lee, 2009). According to McCrae (1987), openness is positively correlated with individual's intelligence, especially aspects of intelligence related to creativity, such as divergent thinking. Hence, McCrae defines openness as divergent thinking, low religiosity, and political liberalism (as cited in Liao and Lee, 2009).

High openness may represent job efficiency, because individual with high level of openness would achieve greater efficiency at work as they able to capture opportunities to learn new knowledge and cope with vague situations. Furthermore, to strengthen working efficiency in today's work fields expansion and rapid changing technology, an employee with an open personality should constantly equip themselves with new methods to accomplish his or her works (Stewart and Nandkeolyar, 2006) (as cited in Liao and Lee, 2009). In future, demand for productive workers with new developments awareness and those who are continuing engage in education and professional growth is believed to increase as the importance of openness increase (Lounsbury *et al.*, 2007) (as cited in Liao and Lee, 2009).

2.2.3.1.4 Agreeableness Personality

Agreeableness refers to interpersonal orientation, where according to Cooper (2003), agreeableness personality refers to courteous, trusting, good-natured, cooperative, forgiving, tolerant person (as cited in Liao and Lee, 2009). Also, people with high agreeableness prefer to maintain positive interpersonal relationships and cooperate with others. On the other hand, according to Costa and McCrae (1992) and Digman (1990), individual with low agreeableness can be described as manipulative, self-centered, suspicious, and ruthless (as cited in Zhao, 2006)

According to Costa and McCrae, 1991, one essential characteristic of high agreeable individual is the willingness to assist others (as cited in Sharon and Elwood, 2002). Agreeable employees are cooperative and forgiving, tend to follow rules and instructions given by supervisor. According to Barrick and Mount (1991), agreeable employees can achieve better results when interacting and cooperating with others, thus increases work efficiency (as cited in Nikos, 2003). In addition, agreeable staff can encourage others to cooperate and works together by providing them with appropriate assistance, thus enhance their job commitment and subsequently lead to a more effective working culture.

Overall, a highly agreeable employee indicates positive perceptions of work efficiency because agreeable employees would be more involved in their jobs as they tend to regard work and career achievement with their desire to improve their personal value and earn respect.

2.2.3.1.5 Conscientious Personality

According to Barrick and Mount (1991), conscientiousness is the ability of individual to work hard and motivation to pursue goal accomplishment. It has been the most stable personality predictor of all types of occupations' job performance (Barrick, Mount, and Judge, 2001) (as cited in Nikos, 2003)

According to Costa and McCrae (1991), conscientiousness personality dimension is constituted by competence, order, self-discipline, dutifulness, achievement striving, and deliberation (as cited in Sharon and Elwood, 2002). These descriptors are similar to the component of work commitment, thus conscientiousness has been found to be associated with work commitment. Consequently, conscientious-orientated employees are believed would have higher level of job involvement. A conscientious employee is likely to attain

greater job efficiency, which further lead to job involvement improvement. This statement is consistent with Wallace and Chen (2006) and Judge and Ilies (2002), who revealed that conscientiousness is instrumental in driving individual to accomplish more work more quickly (as cited in Liao and Lee, 2009). Those high in conscientiousness generally perform their works in a more productive way, and thus can accomplish works more effectively, while employees with low conscientiousness work only to meet immediate demands, regardless the goals, rules, standards and future results (Arthur and Doverspike, 2001) (as cited in Liao and Lee, 2009).

Some researchers argued that conscientiousness should be related to job satisfaction instead job involvement. Organ and Lingl (1995) argued that conscientiousness should be related to job satisfaction because it indicates general work involvement, and thus leads to obtaining work rewards (as cited in Kuldeep and Arti, 2010). Also, according to DeNeve and Cooper (1998), there is a positive relationship between conscientiousness and job satisfaction (as cited in Nur Naha Abu Mansur, 2011)

2.2.4 Independent Variable – Training

According to the study of Bartlett (2001), he divided the training concept into six sub-variables. These sub-variables consist of participation in training, perceived access to training, motivation to learn from training, perceived benefits from training, perceived support for training, and job organisational tenure. Nevertheless, this research mainly focuses on participation in training, perceived benefits of training and motivation to learn from training. The reason we choose these three training's dimensions is based on the research findings showed in "2.1 Review of the Literature". As under the training variable, there are many findings from the previous researchers (Farhana Akhtar, et al., 2011; Karia et al., 2006; Khalid et al., 2011; Ooi et al., 2007;

Zhang, 1999) stated that these three chosen training's dimensions have much impact on employees' job involvement. The further descriptions of these three sub-variables of training will be unfolded below:

2.2.4.1 Participation in Training

According to Tharenou (as cited in Bartlett, 2001), participation in training is found to be related to the perceptions that training is accessible and that company supports training for career advancement. Nevertheless, training participation is generally being evaluated through the use of traditional measurement, namely the training's frequency and the duration of training.

According to Bartlett (1999), training's frequency is referring to the number or amount of training events or experiences that individuals had taken part during the past year. This frequency of training may require the individuals to refer back to their last year employment to identify the amount of training experiences given by their company that they joined with. Every training program, event, or course is considered as one despite the length of the programs. Apart from that, the training's duration refers to the period of time taken by each training event.

Last but not least, perceived access to training has been chosen by the Tharenou and Conroy (as cited in Bartlett, 2001) as the alternative measure for training participation. This measure is used to comprehend the perceptions of the employees regarding to the training opportunities' availability. For instance, it measures the extent to which the workers feel that they have the chance to participate in the training required for attaining the knowledge, skills, and abilities (KSA) that they need for their present job. It also accesses the extent to which employees experience that littlest organisational barriers confine their participation in training.

Essentially, Karia et al. (2006) found that participation in training will lead to high employees' job involvement. Consequently, Mohrman, Lawler, and Ledford (as cited in Karia et al., 2006) stated that employees who are getting more involved in their job will successfully bring improvement to the company performance.

2.2.4.2 Perceived Benefits of Training

Lester (as cited in Akhtar, et al., 2011) argued that employees who are able to gain benefits from the training will feel more motivated and willingness to get more involved to their job that they are responsible for. Based on this variable, Noe and Wilk (1993) developed a fourteen item scale to measure the advantages of development of career development (for example, promotion); learning motivation (for example, crave to participate in more training and like to learn more); and psychological development (for example, self-actualisation). There are three basic types of benefits that the employees can obtain through participating in training program, including career, personal and job-related benefits (Nordhaug, 1989).

Career-related benefits may typically engender from the participation in training activities that comprise of clarifying career objectives, achieving career objectives, and furnishings opportunities to pursue distinguished career paths. On the other hand, personal-related benefits may usually refer to the extent that the employees think that training activities will provide abundance of benefits which helps them to advance their career. For instance, the training activities may assists them to build better network, enhance their job performance, and develop them personally. Also, job-related benefits will be regarding to increasing in compensation, status, and responsibility.

According to Copper et al. (as cited in Farhan Akhtar, et al., 2011), employees who received the benefits from the training programs which create the potential for their career advancement will motivate them to adapt the new skills, knowledge and competencies to their current job. Consequently, it leads to better organisational performance. Apparently, this shows that there is a significant relationship between training programs and employees' job involvement. In addition, Murphy, Cross, and McGuine (as cited in Farhan Akhtar, et al., 2011) recommended that organisation should eliminate all the constraints that diminish the training effectiveness and foster the motivators (namely, enhancing the employees' self esteem and confidence level, creating higher career satisfaction levels and more opportunities for promotion, particularly for those who have a good performance). Subsequently, this will exaggerate employees' motivation and employees' job involvement.

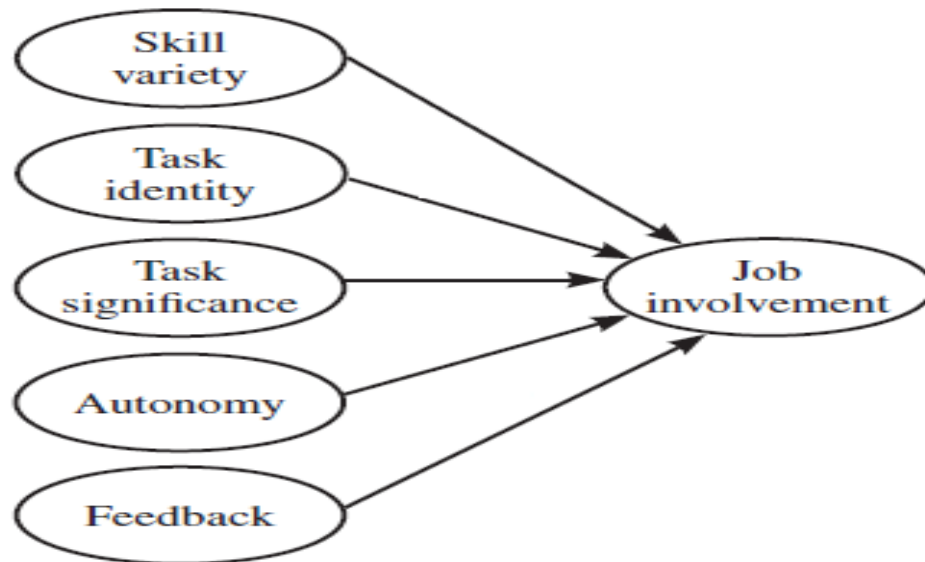
2.2.4.3 Motivation to Learn from Training

Motivation to learn is defined as the motivation generated towards participation in training and development activities. It is being recognised as the most essential determinant of training outcome (Bartlett, 2001). At times, Neo & Schmitt (as cited in Kang, 2007) defined motivation to learn as the employees' desire to learn the subject of training. In the study of Cannon-Bowers, Salas, Tannenbaum, and Mathieu (as cited in Bartlett, 2001), they concluded that highly motivated people would likely to apply the skills they learnt from the training to their job. Meanwhile, according to Noe and Wilk (1993), motivation to learn is often considered as having direct impact on employees' activities.

Aside from that, motivation to learn can be explained as how much participation from employees in training activities (Kang, 2007). Nevertheless, Birdi, Allen and Warr (as cited in Kang, 2007) suggested that motivation to learn is most relevant to be defined as how much an employee learned from the training program that he or she attended. According to Khalid et al. (2011), organisation that has well communicated and highly motivated employees are more likely to have employees who possess high level of job involvement. This is due to they are familiar with organisation culture, such as the long-term and short-term objectives. Therefore, they know what and how to perform their tasks in an effective manner. Similarly, Noe and Schmitt (as cited in Khalid et al., 2011) discovered that employees who are motivated to learn are likely to adapt the new skills to their current job and gradually, they will get more involved to their job too.

2.2.5 Independent variable – Job Characteristics

Figure 2.4: Relationship between job characteristics and job involvement



Adapted from: Chen and Chiu (2009). The Mediating Role of Job Involvement in the Relationship Between Job Characteristics and Organizational Citizenship Behavior. *The Journal of Social Psychology*, 149(4), 474–494.

Many researches had shown that high motivating job characteristics (e.g., skill variety, task significance, task identity, autonomy, and feedback) are positively related to employees' job involvement. A number of empirical studies also revealed that Job Characteristic Model (JCM) and job involvement are positively correlated (Elloy, Everett, and Flynn, 1991; Lambert, 1991; Shore, Thornton, and Shore, 1990; Steel and Rentsch, 1997). According to the JCM proposed by Hackman and Oldham (1975, 1976, 1980), job involvement can be influenced by job characteristics because employees'

internal motivation may be enhanced by core job characteristics. Subsequently, employees with high internal motivation are more likely to have higher job involvement as they have inner desires to devote more effort to their jobs (Brown, 1996; Dowling and Sayles, 1978). The JCM also indicates that when employees feel that they make a significant contribution to their work and when they perceive the significance of their work, an enhancement of employees' psychological job involvement occurs (Brown and Leigh, 1996; Hackman and Oldham, 1980).

The skill variety, task significance, and task identity in JCM contribute to the meaningfulness of the work, hence the higher these three dimensions, the higher the meaningfulness of the work to employee. The fourth dimension is autonomy, which the higher the autonomy, the more the employees' sense of responsibility towards the outcome of his or her work. Overall, the JCM suggests that motivating job characteristics leads to higher employees' motivation, high-quality performance, higher job satisfaction, lower absenteeism, as well as lower labour turnover which subsequently lead to higher employees' job involvement.

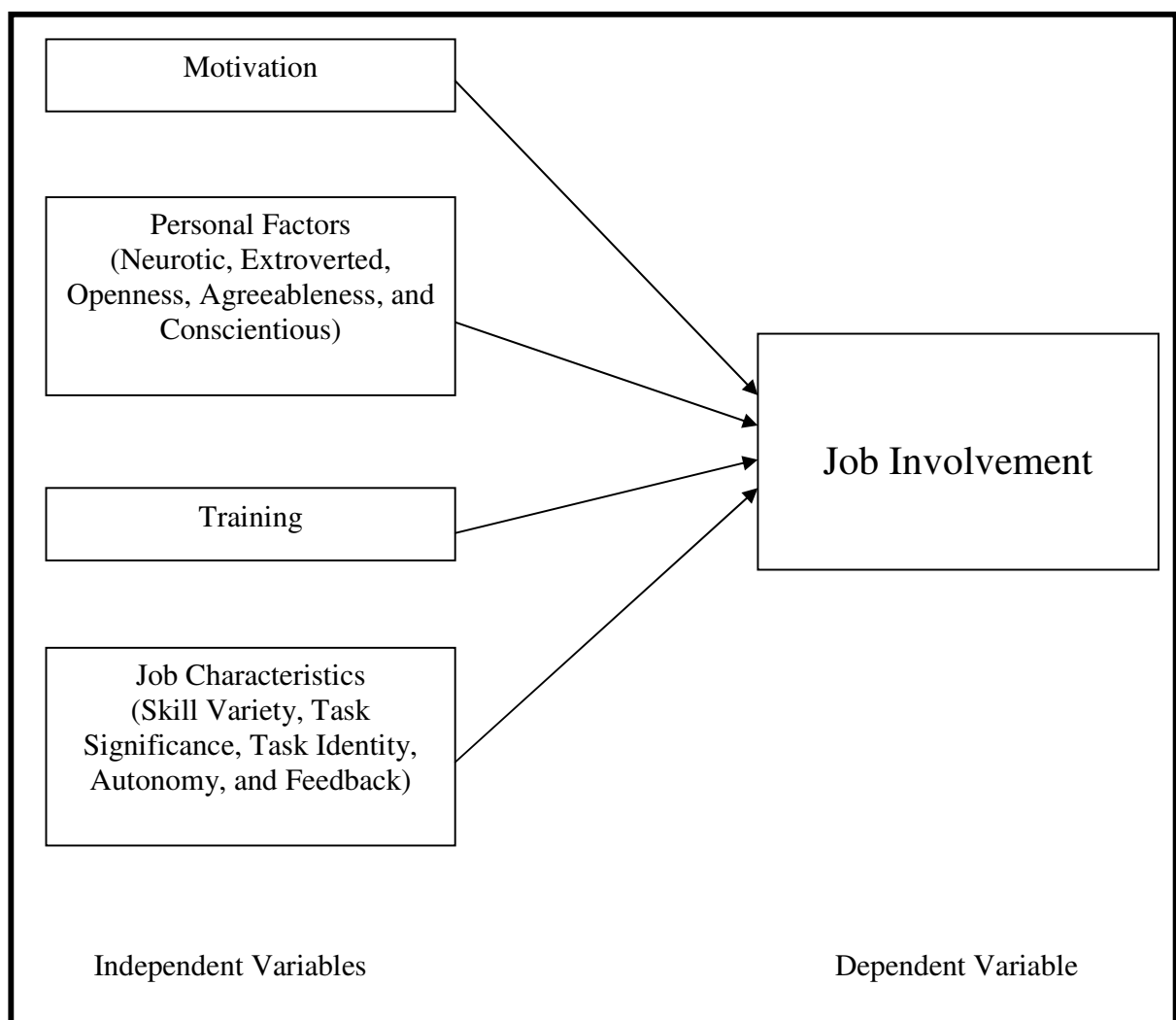
According to Xie and Johns (1995), a high level of skill variety leads to exceeding employee job workload, thus increases employee job pressure and decrease employee job involvement (Brown, 1996). However, a meta-analysis study of Brown (1996) showed that four of the five job characteristics (excluding autonomy), all these had positive relationships with job involvement consequently concluded that "enriched jobs stimulate job involvement" (p. 242). Also, cross-sectional field study conducted by Elloy et al. (1991) found that job feedback in JCM could not provide sufficient evidence of its impact on job involvement. In addition, although not measured JCM, task variety which focuses on the number of different behaviours performed on job, has frequently been measured via the Job Characteristics Inventory (Sims, Szilagyi, and Keller, 1976).

Overall, past researchers had shown a positive relationship between motivating job characteristics and job involvement. Hence, we tend to examine and clarify the relationships between job characteristics and job involvement by using the JCM proposed by Hackman and Oldham's (1975), which includes five core job dimensions: skill variety, task identity, task significance, autonomy, and feedback. Our study intends to better clarify the impact of each job characteristic on job involvement.

2.3 Proposed theoretical/conceptual framework

Our conceptual framework is graphically shown in Figure 2.5:-

Figure 2.5: A conceptual model of internal factors that influence employees' job involvement



Source: Developed for the research

According to the research being conducted, it showed that most of the organisations are researching for the factors that will influence employees' job involvement in their organisations especially in service industry.

There are many researchers discovered that employees' job involvement will directly be influenced by motivation. Based on the findings, we found that there are more than 80 percent of the researchers uphold this statement. Besides that, employees with high levels of job involvement will go on work in time and usually more motivated to contribute extra efforts in the workplace. Conversely, employees having minor level of job involvement are least motivated and always have different excuses such as illness or transportation problems (Blau, 1986; Blau, and Boal, 1987).

Based on the review of relevant theoretical models, personal factor is known as one of the vital independent variables that contribute towards job involvement in fast-food industry. It is because mostly of the researchers agree with this statement. There are many famous researchers (Lodahl and Kejner, 1965; Rabinowits and Hall, 1977; Kanungo, 1982; and Blau, 1985) of job involvement concepts have proved that the relationship between personal factor and job involvement are significant. However, in our research, we focus on the theory proven by Barrick and Mount (1991), which is the Big Five Model.

Furthermore, training has a significant relationship with job involvement also being established by many researchers. We found that there around 70 percent of researches support this statement in our findings. Ooi et al. (2007) showed that Human Resource Management (HRM) has played a vital role in an organisation. At the same time, Hung (2008) proved that training as a part of HRM is significantly related to job involvement.

Lastly, based on the relevant theoretical model, job characteristics have been recognised by most of the researchers in determining the impact on job involvement. There are more than 90 percent of the researches supports this statement. Elloy,

Everett, and Flynn, (1991); Lambert, (1991); Shore, Thornton, and Shore, (1990); Steel, and Rentsch, (1997) used the Job Characteristic Model (JCM), which is developed by Hackman and Oldham (1975, 1976, 1980) to prove the relationship between job characteristics and job involvement and they found the relationship is very strong.

2.4 Hypotheses Development

2.4.1 Motivation

There is a closest connection between employee motivation and job involvement noted in a study by Tella, Ayeni and Popoola (2007), where the authors found a correlation between employee motivation and commitment. This shows that there is a positive relationship between employee motivation and job involvement.

According to Michie, Oughton and Bennion (as cited in Govender and Parumasur, 2010), the inter-relationship of sound employee's involvement practices with employee's ownership had a positive effect on motivation and performance. Thus, this study which focused on the relationship between employee's ownership, motivation and productivity, has concluded that employee's involvement increase motivation and commitment, which then leads to increased in productivity.

It has been found by many researchers across different time periods that job involvement can keep employees motivated (Bashaw, & Grant, 1994; Hackett, Lapierre, & Hausdorf, 2001; Mcelroy, Morrow, Crum, & Dooley, 1995; Blau, 1986; Blau, & Boal, 1987) and satisfied with their jobs in the workplace

(Gerpott, 1990; Mathieu, & Farr, 1991; Paterson, & O'Driscoll, 1990; Shore, Newton, & Thornton, 1990) as well as to boost the employees' efforts in their work, subsequently tend to display higher levels of job performance (Cron, 1984; Dubinsky, & Hartley, 1986; Brown, & Leigh, 1996).

Hypothesis 1

H₀: There is no significant relationship between motivation and job involvement.

H₁: There is a significant relationship between motivation and job involvement.

2.4.2 Personal Factors

The Big Five Model was used by various researchers to describe its relationship with job involvement. Smithikrai (2007) suggested that employees with high neuroticism may have lower performance at work thus associates with low probability of job success. According to this reasoning then, neuroticism should negatively correlate with job involvement (as cited in Liao and Lee, 2009), while for extraversion, Erdheim, Wang & Zickar (2006) noted that extroverted employees are positively related to affective commitment (as cited in Nur Hana, 2011). As for openness personality, no recent research provides significant evidence in proving its relationship with job involvement. Furthermore, DeNeve and Cooper (1998) noted that openness only provides subjective and unclear impact on employees' job involvement (as cited in Timothy and Daniel, 2002). According to Ashton and Lee (2001), agreeable persons are more concerned with others' welfare, and therefore they are the predictor in understanding service-based productive behaviour and efficiency (as cited in Liao and Lee, 2009). Hence,

agreeableness should be positively related to job involvement because agreeable employees consider more carefully on personal interactions, therefore they tend to offer more constructive responses to customers as well as to their own work. Furthermore, according to the meta-analytic review of Brown (1996), a positive relationship between job involvement and the extent of individual's conscientiousness was identified, as employees who are high in conscientious are likely to achieve greater job efficiency, which then will lead to higher job involvement (as cited in Nikos, 2003).

Hypothesis 2

H₀: There is no significant relationship between personal factors and job involvement.

H₁: There is a significant relationship between personal factors and job involvement.

2.4.3 Training

According to Snape, Wilkinson, Marchington, and Redman (1995), they emphasised that training and development will lead to increased employees' job involvement towards the organisation. This is because training helps to maximise the employees' ability to accomplish job-related tasks (Acton and Golden, 2002). As a result, employees will love to perform their routines job and hence increases employees' job involvement (Pierce and Aguinis, 2003). Furthermore, Bartlett, (2001); Farhan Akhtar, Ali, Sadaqat, and Hafeez (2011); Ooi et al. (2007) also found that training will lead to high level of employees' job involvement. They further clarified that employees who are motivated to learn new job-related skills through the training and development program will tend to be more involved in performing their job. Due to abundant

previous researches have proved that training can significantly explain the employees' job involvement, this proposes the following hypothesis:

Hypothesis 3

H₀: There is no significant relationship between training and job involvement.

H₁: There is a significant relationship between training and job involvement.

2.4.4 Job Characteristics

Blauner (1964) noted that employees' job involvement can be enhanced through increasing employees' control over their work contents (as cited in Chen and Chiu, 2009). Lawler (1992) and Pfeffer also revealed that job design could be linked to job involvement, while Hall and Lawler (1970) suggested that when employees are satisfied with their job, the sense of satisfaction will encourage employees to contribute more to their work thus increase job involvement. A number of empirical studies also revealed that Job Characteristic Model (JCM) and job involvement are positively correlated (Elloy, Everett, and Flynn, 1991; Lambert, 1991; Shore, Thornton, and Shore, 1990; Steel and Rentsch, 1997). In addition, according to Xie and Johns (1995), a high level of skill variety leads to exceeding employee job workload, thus increases employee job pressure and decrease employee job involvement (Brown, 1996) (as cited in Chen and Chiu, 2009).

Hypothesis 4

H₀: There is no significant relationship between job characteristics and job involvement.

H₁: There is a significant relationship between job characteristics and job involvement.

2.4.5 Overview of All Independent Variables and Dependent Variable

According to Raninowitz and Hall (as cited in Liao and Lee, 2009), they found that personal factors is highly contributed to employees' job involvement and this result also is supported by the study of Mckelvey and Sekaran (1977).

According to Luthans (1998), he asserts that motivation is a process that arouses, energises, directs and sustains behaviour and performance. This proves that motivation is a process of stimulate people to action and achieve the desired task. Therefore, the best way to stimulate people is to employ effective motivation which makes workers more satisfied and committed in their jobs. Moreover, according to Diefendorff et al. (2002), they have found out that the theoretical notion that being immersed in one's work increases motivational processes which in turn influence job performance and other relevant outcomes like turnover and absenteeism.

According to Clarke and Robertson (2005), they suggest that emotional stability prompts greater job proficiency across occupations. While, according to Barrick and Mount (1991), neurotic personality experiences anxiety, depression, anger, insecurity, and worry which tend to create negative

opinions. Therefore, they may have lack of confidence towards their work. Hence, a negative relationship likely exists between neuroticism and goal direction (Malouff et al., 1990).

Moreover, neurotic employees are dislike to occupy themselves to work and easy to be distracted. Hence, it can increases their behavioral risks and suggests that a positive relationship between insufficient work efficiency and neuroticism. In addition, neurotic employees are less productive at the workplace.

While for training, Kushnir, Ehrenfeld and Shalish (2006) argued that there is a positive relationship between training with employee job involvement. He used a self report to as a research instrument and compared the experimental study (graduates who got training) with the control group (graduates who did not get training). As a result, he found that training increased employee motivation, self-efficacy and professional performance.

Lastly, according to Wu (1995), Huang and Wu (1996), they found out that job characteristic are influential determinant of the job involvement.

Hypothesis 5

H₀: There is no significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

H₁: There is a significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

2.5 Conclusion

This chapter gave us a better understanding of the relationship among dependent variable and independent variables being used in this research. We were aware that there are many internal factors influencing employees' job involvement in the fast-food industry based on the research results generated by previous researchers. They had provided us with numerous theories, models as well as data in explaining the relationships of the dependent variable (employees' job involvement) and various independent variables including motivation, personal factors, training, as well as job characteristics. Consequently, adequate research methods are required to be clarified for us to continue testing our hypothesis for the present study. It will be clearly explained in the next chapter: Research Methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In the previous chapter, we had summarised the viewpoints obtained from various researchers' which related with our present study: Factors affecting employees' job involvement. In this chapter (research methodology), we will focus on the methods used in carrying out our study. We discuss about the research design for our study, such as quantitative data, descriptive research, and causal research. Subsequently, we explain the different types of data collection methods used by use, such as primary data (questionnaire) and secondary data. Later on, we determine the sampling design, research instruments and measurements being used in our survey. Meanwhile, we also describe the data processing (such as checking, coding, data entry, and editing) and data analysis (such as descriptive analysis, scale measurement, and inferential analysis). All in all, this chapter illustrates the way data are being collected as well as the optimal data analysis methods in interpreting our survey results.

3.1 Research Design

According to the studies carried out by Hair, Money, Page, and Samouel (2007), research design provides research project with a fundamental direction for conducting the study.

According to Zikmund (2000), the major purpose of research design includes exploratory, descriptive and causal research, where all of these researches are known as explanatory research. Exploratory research conducts into a research problem or issues which few or no earlier studies we can refer for information. For the present study, the main purpose is to search for ideas or hypotheses rather than testing a

hypothesis, moreover it is concentrated in defining the current issues (low employees' job involvement). The exploratory research is therefore unsuitable to be selected as it is used in discovering the new ideas and it is usually very open and concentrates on gathering a wide range of data and impressions.

The next research method: descriptive research, is conducted to describe the existing phenomena. This approach is to identify and obtain information on the characteristics of a particular problem or issue. Descriptive research goes further in examining a problem rather than exploratory research, as it is undertaken to describe the characteristics of the pertinent issues, objects, or people. Another type of research: causal research, is the type of study that pinpoints the cause and effect relationship between the variables. (Zikmund, 2000). It attempts to create a linkage between independent variable and dependent variable.

As a consequence, we choose descriptive and causal research for our study as descriptive research can be used to describe the respondents' data, such as type of employment, work experience, gender, age, race, marital status, and level of education, whereas causal research can be used to diagnose the cause and effect relationship between independent variables (motivation, personal factors, training, and job characteristics) and dependent variable (job involvement).

Furthermore, there are two basic approaches can be used in investigating the data, which are quantitative and qualitative approach. Qualitative research is defined as generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It is differed from quantitative research which attempts to gather data by objective methods for the information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation (Smith, 1983). According to Denscombe (1998), the difference between qualitative and quantitative approach is that the data focuses on either words or numbers. Qualitative mainly focus on observation of data while qualitative focus on measurement of numbers and data.

The main purpose of this research is to find out the factors affecting the employees' job involvement in fast food industry. We use quantitative data collection technique to investigate and gather information as our research consists of numerical data collection and all the explanations rely on the attributes of the source of data. According to Lodico, Spaulding and Voegtler (2010), quantitative research able to help researchers in analysing the most influential factor that affects dependent variable (Job Involvement).

Lastly, the unit of analysis in our study is focusing on the employees in fast food industry, such as KFC, McDonalds' and Pizza Hut in Malaysia. Total up of 400 sets of questionnaires to be distributed or e-mailed to our targeted group fast food employees. We design our questionnaire with close-ended questions as it encourages respondents' willingness to complete our survey. Moreover, this type of questionnaire consumes less time and cost.

3.2 Data Collection Methods

There are two types of data collection method being used in our current study, which are primary data and secondary data.

3.2.1 Primary Data

Primary data is defined as data that has not been previously published as the data is derived from a new or original research study. According to the researchers (Hair et al., 2007), a research cannot be accomplished with only depending on secondary data. Researchers are required to collect and gather primary data to obtain a more accurate result. Primary data collection method can be divided into two different methods, which are qualitative and

quantitative research (Hair et al., 2007). In our research, we use the quantitative technique which is questionnaire survey form. This method is being selected by us as it enables the survey to be completed in a convenient and cost efficient way. Moreover, the data obtained is original as it was obtained directly from the target sample.

Questionnaire has been chosen in collecting primary data. The questionnaires were distributed to respondents through face to face as well as e-mail. This method of distribution is an effective way to collect data from a large sample of working people within a short period. Permission letter from Universiti Tunku Abdul Rahman (UTAR) was obtained from the Faculty of Business and Finance and it was shown to our respondents before the survey is being conducted by them. All the responses from the respondents are kept in private and confidential.

3.2.2 Secondary Data

Secondary sources can be defined as describe, interpret, analyse, evaluate, explain, or comment on a primary source or event. According to Hair et al. (2007), secondary data is addressed as the data which is already gathered by other people or researchers and available for everyone to be used. Our secondary data are mainly from journals that subscribed by Universiti Tunku Abdul Rahman (UTAR). Generally, the journals that we were referring to included Proquest, ScienDirect, Sage Journals, EBSCO, and JSTOR. The main reason for us to use journals is to gather relevant information provided by previous researchers. This method is considered as a time-efficient way for us to discover new information relevant to our study. More to the point, we use numerous publications, articles, and books to enhance our secondary data.

3.3 Sampling Design

Sampling is a process of selecting a sufficient number of elements from a population. It increases the probability of results obtained from sample to be attributable to the population.

3.3.1 Target Population

According to Sekaran and Bougie (2010), population is the entire group of people, events or things that researchers wish to investigate on. As stated in the study of Ghazali (2010) towards Malaysia fast food industry, the employment of the fast food industry sector has been the largest contributor to employment in Malaysia. Similar as in the Ninth Malaysia Plan (2006) (as cited in Ghazali, 2010), the fast food sector have been expected to create 693,400 jobs during the year 2006 to 2010.

Whilst in the study of Habib, Dardak and Zakaria (2011), the researchers pointed out that a number of fast food restaurants are doing very well in the industry in Malaysia. In term of number of outlet, as at 2010, the top five leading food service chain brands in Malaysia are KFC (494 outlets), Pizza Hut (208 outlets), Secret Recipe (200 outlets), McDonald's (196 outlets) and Old Town White Coffee (160 outlets).

As a result, all the workers that involved in the fast food industry will make up the population for our study.

3.3.2 Sampling Frame and Sampling Location

Sekaran and Bougie (2010) stated that sampling frame is the sample that is drawn from a list of population elements that usually might be different from the target population in actual practices.

Regarding to Malaysia Franchise Association (2006), (as cited in Habib, Dardak & Zakaria, 2011) the top performers, this included KFC with 494 outlets that account for 46% market shares in fast food market, followed by McDonald's with 25% market shares and Pizza Hut with 14% market shares. For KFC, currently it has more than 10,000 staff work in full-time and part-time positions, while for McDonald's company, more than 8000 local staff are employed at its headquarters to manage the day-to-day operation. For Pizza Hut, it employes approximate of 5000 employees for its business operation (Saeed, Jain & See, 2001).

The sampling frame for the research is the employees who work or worked in the fast food service sector. We narrow down the amount of employees by focusing only on those who have work experience in McDonald's restaurant, KFC restaurant and Pizza Hut restaurant. For the sampling location, we target on the fast food restaurants which located in flourishing location, including Ipoh, Kuala Lumpur, Pulau Pinang and Johor Bahru. We target these former places as these locations assemble the main city in Malaysia. Besides, we select Kampar as our additional sampling location as there are one McDonald's restaurant, two KFC restaurants and one Pizza Hut restaurant were found within this area. Overall, the results obtained from these locations are believed generalisable to the population.

3.3.3 Sampling Elements

The respondents for our study are those workers who work or worked in McDonald's, KFC and Pizza Hut restaurants. We target fairly all the employees from these restaurants, in other word our respondents consist of workers from all hierarchy level in the fast food restaurant, which include part-timer to permanent staff as well as management level workers to a general worker.

3.3.4 Sampling Technique

There are two types of sampling method which are probability sampling and non-probability sampling. For probabilities sampling, each of the element in the target population has an equal probability of being chosen as the sample for the survey conducted. Probability sampling is scientific, operationally convenient and simple in theory, and the results obtained from this method are more generalizable toward the target population. For non-probability sampling, each of the elements in the sampling frame does not have an equal chance to be chosen as the sample. Admittedly this method is simpler and convenient to operate however the results obtained cannot be confidently generalised to the population.

For our study, we chose the probability sampling as this method could assure the result obtained is representative toward the population. We chose the simple random sampling which is known to provide the most generalisable and least bias results.

3.3.5 Sampling Size

According to the data getting from scholars' researches, the population for our study is large which accounts for around 23,000. Based on the study of Krejcie and Morgan (as cited in Sekaran and Bougie, 2010), the appropriate sample size for the population of 23,000 should be 377, hence we round up the figure into 380. However, we decide to distribute 400 survey questionnaires to respondents to prevent the occurrence of some serious incident which may reduce our sample size and consequently affect our final result, that is unreturned questionnaire from respondents.

Primarily, we have distributed 35 sets of survey questionnaire for the purpose of pilot test. After we have collected back all the 35 sets of questionnaire and ensured the reliability of all the constructs, we then run the actual survey by distributing 400 sets of survey questionnaire to the employees who work or worked in McDonald's, KFC and Pizza Hut restaurants.

Figure 3.1 Sample size for a given population size.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	175	2000	322
55	48	320	181	2200	327
60	52	340	191	2400	331
65	56	360	196	2600	335
70	59	380	205	2800	338
75	63	400	210	3000	341
80	66	420	217	3500	346
85	70	440	226	4000	351
90	73	460	242	4500	354
95	76	480	248	5000	357
100	80	500	260	6000	361
110	86	550	265	7000	364
120	92	600	274	8000	367
130	97	650	278	9000	368
140	103	700	169	10 000	370
150	108	750	186	15 000	375
160	113	800	201	20 000	377
170	118	850	214	30 000	379
180	123	900	234	40 000	380
190	127	950	254	50 000	381
200	132	1000	269	75 000	823
210	136	1100	285	1 000 000	384

Note: N is Population Size.

S is Sample Size.

Adapted from: Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill building approach* (5th ed). Chichester, West Sussex : John Wiley & Sons, Inc.

3.4 Research Instrument

According to Zikmund, Babin, Carr, and Griffin (2010), questionnaire is defined as a technique for collecting data in which it requires the respondents to answer the same set of questions in a predetermined order. Comparing to interview and observation, questionnaire is to be believed that the most appropriate technique to collect significant data. Questionnaire has been chosen in our research as it can help us to pinpoint the most influential factors that affect employees' job involvement. We prefer not to exercise interview is because questionnaire can help us to easily analyse the collected data (Zakaria, 2007). Based on the study conducted by Field (2003), he ascertained that questionnaire is more conducive to make judgment and comparison than interview. Yet, interview is not a good alternative for our present research as it is time-consuming and very tough to compare the results. Likewise, the result from the interview will be easily affected by the analyser's subjectivity (Harris and Brown, 2010).

According to Demirdjian (2006), he stated that observation is known as a systematic approach to write down behavioral patterns of people and objects as they arise. The critical problem of using observation to collect the data is that we are unable to justify what kinds of factors that give the impact to employees' job involvement. Also, there will have problem to obtain an accurate result if we apply observation to analyse the result. In a nutshell, interview and observation have been excluded in our research, while questionnaire is being applied as it is a good measuring instrument.

3.4.1 Questionnaire Design

Our research questionnaire consists of only fixed-alternative questions which are questions that provide respondents with multiple or limited choices to answer. Fixed-alternative questions are also known as closed-ended questions. Fixed-alternative questions limit the possible replies by avoiding bias introduced by articulate individuals' longer answers. It is standardised thus requires less interviewer's skill, takes less time to answer, easier for the respondents to answer and provide comparability of answers. Basically, there are two different types of fixed-alternative questions are being used in our research, one is simple-dichotomy question and another one is determinant-choice question. Simple-dichotomy question which requires respondents to choose one out of two alternatives, while determinant-choice question which requires respondents to choose one of several alternatives.

Example of Simple-Dichotomy Question

Are you male or female?

Male Female

Example of Determinant-Choice Question

What is your race?

Malay Chinese Indian

Others (Please specify): _____

3.4.2 Pilot Test

Before we conduct the actual survey, a pilot test has been run to test the design of our questionnaire. *A pilot test is to be considered as “a dress rehearsal” in which a small-scale trial of the study is carried on prior to the full-scale study (Gay, Mills, and Airasian, 2006). The main purposes of this pilot test are to test the respondents' understanding of question meaning as well as the question clarity. It is also used to check the reliability and internal consistency.*

In pilot test, 35 respondents were being chosen from the employees who are working in service industry in Malaysia. There were 20 respondents who completed the questionnaire through online and we distributed the other 15 survey questionnaires directly to the respondents and they finished it on the spot. Data collected from the respondents is essential for identifying potential problem and error occur in the questions, hence correction can be made for the assurance of more meaningful and accurate data. The pilot test had been completed in 1 week before we proceed to the distribution of questionnaire to the real sample size. The result of reliability test for the pilot test is shown in Table 3.1 and the interpretations for the result will be discussed in the following chapter (Chapter 4). The reliability of all the constructs designed in this study will be tested using the rule of thumb of Cronbach's Alpha as shown in Table 3.2.

Table 3.1: Pilot Test's Cronbach's Alpha Result

Construct	Cronbach's Alpha	Number of Items
Motivation	0.811	5
Personal Factors	0.718	5
Training	0.756	6
Job Characteristics	0.712	5
Job Involvement	0.838	6
All Variables (Motivation, Personal factors, Training, Job Characteristics, and Job Involvement)	0.883	27

Source: Developed for the research

3.5 Constructs Measurement (Scale and Operational Definitions)

Our research consists of two sections. Section A is about factors affecting the employees' job involvement and it consists five parts, while Section B is about Personal Particulars and it consists of seven questions.

All the questions under Section A are used to measure the independent variables and dependent variable (Motivation, Personal Factors, Training, and Job Characteristics, and Job Involvement). As a consequence, all the questions in Section A are designed with interval scale. The interval scale is a standard survey rating scale which interprets differences in the distance along the scale (*example: strongly disagree to*

strongly agree). This kind of scale is best suit for opinion or attitude measurement. The scaling technique of interval measurement scale being used in our questionnaire is 7-Point Likert Scale, in which there are inconclusive results on the use of a middle or neutral point.

According to Alreck, Selttle, and Miller (as cited in Maiyaki and Mokhtar, 2011), Likert-type scale is more reliable and appropriate. This kind of Likert-scale is selected based on the recommendation of Kronsnick and Fabrigar (as cited in Maiyaki et al., 2011). They clarified that the range of scale between 5 and 7 is set up to be more reliable than five-point Likert scale and the further argued that 7-point scale appears to be optimal when measuring a bipolar. This is due to the reason that the scale with more points allows the respondents to articulate their viewpoint more precisely and comfortably. In addition, seven-point Likert scale allows the researcher to make more subtle distinction among the various respondents' attitudes regarding to a particular item.

Example of Seven-Point Likert Scale Questions

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	I am satisfied with my benefit package.	1	2	3	4	5	6	7
2.	I am satisfied with the provided recognition for my achievements.	1	2	3	4	5	6	7
3.	I am satisfied with provided development opportunities.	1	2	3	4	5	6	7
4.	I am satisfied with my physical working environment.	1	2	3	4	5	6	7

On the contrary, all the questions under Section B are designed in nominal scale and ordinal scale. Nominal scale is known as the most elementary level of measurement. It places entities into categories where no order, no origin and no rank are being implied (Sekaran and Bougie, 2010). There are total four questions (type of employment, gender, race, and marital status) in Section B using nominal scale.

Example of Nominal Scale Question:

What is your type of employment in the fast food industry?

- Part-time worker
- Full-time worker (Permanent worker)
- Ex-employee in the industry

On the other hand, ordinal scale has all the nominal scale's properties, but it also allows things to be arranged in accordance with how much of some concept it owns. In other words, an ordinal scale is known as a ranking scale (Sekaran and Bougie, 2010). The question under ordinal scale can have rank-ordered attributes. However, the distances between attributes do not have any meaning. There are total three questions (years of working experience, age and level of education) in Section B using ordinal scale.

Example of Ordinal Scale Question

How long have you been working in fast food industry? (Please specify below)

- 0 to 6 months
- 6 to 12 months
- 1 to 2 years
- 2 to 4 years
- More than 4 years

3.5.1 Standard Measurements of Independent Variables

There are five independent variables (Motivation, Personal Factors, Training, and Job Characteristics) will be measured by adapting the previous researchers' standard measurements.

3.5.1.1 Motivation

There five questions adapted to test the impact of motivation towards employees' job involvement. All the questions under motivation part were adapted from "Employee Motivation Questionnaire" which was developed by Fourie (1989). Under the Motivation Questionnaire, it actually consists of 39 items and all the items are measured using using five-point Likert scale. However, we just choose the questions that are significantly related to the employees' job involvement. Also, we extend the Likert scale to seven-point Likert scale.

3.5.1.2 Personal Factors (Neurotic, Extroverted, Openness, Agreeableness, and Conscientious)

There are five questions adapted to test the impact of personal factors towards employees' job involvement. All the questions under personal factors were developed by Christopher and Oliver (2009) and they were designed in five-point Likert Scale. However, we extend it to seven-point Likert scale in order to generate a more reliable result.

3.5.1.3 Training

There are six questions adapted to test the impact of training towards employees' job involvement. All the questions under training part were developed by Noe and Wilk (1993) and they were designed in five-point Likert scale. Again, we extend it to seven-point Likert scale.

3.5.1.4 Job Characteristics

There are five questions adapted to test the impact of job characteristics towards employees' job involvement. All the questions under job characteristics were developed by Hackman and Oldham and they were designed in five-point Likert scale. However, we extend to seven-point Likert scale.

3.5.2 Standard Measurements of Dependent Variable

There are six questions adopted to test the employees' job involvement. All the questions under job involvement were developed by Kanungo (1982) and they were designed in five-point Likert scale. Similarly, we extend the five-point Likert scale to seven-point Likert scale.

3.6 Data Processing

After collecting all the questionnaires from the respondents, data processing step is then taken before any analysis being implemented. The data preparation process consists of checking, editing, coding, and transcribing. Meanwhile, all the unusual responses are identified.

Before checking all the collected questionnaires, we counted and numbered every questionnaire to assure the required amount of questionnaires is being returned by the respondents. After that, we checked the all data that we had collected to ensure that all the questions inside the questionnaire were being filled up completely by the respondents without any omission. Any incomplete questionnaire found would then be taken out. Next, we did coding, data entry, editing, and data transformation for all the remaining survey questionnaires.

3.6.1 Coding

This step is taken in order for us to key in the data into the Statistical Package for Social Sciences (SPSS) system. We assigned the code to each participant's response. For instance, in Section B- Personal Particulars, under type of employment, we assigned "0" to part-time worker, "1" to full-time worker

(Permanent Worker), and “2” to ex-employee in the industry. While for the question of work experience, we assigned “1” to “5” for all the responses.

Apart from that, we attributed “0” for male and “1” for female. However, for the rest questions in Section B (from question 4 to question 7), we started the code from “1” instead of “0” for all the responses. For example, we attributed from “1” to “8” for all the responses of age.

Furthermore, under Section A, all the responses for the independent variables and dependent variable were coded with the scale ranging from “1” to “7”. “1” symbolises strongly disagree and “7” symbolises strongly agree. At times, all the missing data were coded as “99.”

3.6.2 Data Entry (Transcribing) and Editing

Once all the questions' responses had eventually been coded, we began to enter all the data into the SPSS database. This process is also known as transcribing (Malhotra, 1993). Before running the reliability test, we carried out the editing tasks towards all the responses. We attempted to detect and correct the problems, such as illogical, inconsistent, or illegal responses. Illogical response is the response that is given by the respondent which looks significantly different from others' responses. Sometimes, this respondent is known as outlier. While, inconsistent responses happened when the respondents' responses that is incoherent with other information provided. Also, it is possible that the inconsistent responses are caused by bias. As a result, we need to edit the inconsistent responses provided by the respondents. Meanwhile, illegal codes are values that are not indicated in the coding instructions provided. The best mean to solve this problem is through the use of computer to generate frequency distribution and then look for the illegal codes.

Moreover, if there are many respondents who have answered “Neutral” to a particular question or questions, we will do further investigation. For instance, we found out many respondents answered “Neutral” for Question 4 under Section A- Part V (Job Involvement), which is “I eat, breathe, and live my job.” Thus, to reduce the ambiguity and increase the respondents’ understandability, we have changed the question to “I have very strong ties with my current job which would be very difficult to break.” The meaning of this changed question is still same as the previous question and we just make the question clearer to the respondents so that they are able to choose their desired and unbiased responses.

3.6.3 Data Transformation

Additionally, we also carried out data transformation after data entry and editing. Data transformation is a data coding variation, which is the process of altering the original numerical representation of a quantitative value to another value (Sekaran and Bougie, 2010). The data transformation that had been implemented in our research was reverse scoring. For instance, almost all the questions are in positive forms and there are only four questions, which are Question 5 and Question 6 under training part (independent variable), Question 1 under the personal factor part (independent variable), and Question 6 under Job involvement part (dependent variable) are in negative form. It means that most of the responses in question will be somewhere in scale 1 (Strongly Disagree), 2 (Disagree), or 3 (Slightly Disagree). Thus, to maintain consistency in the meaning of response, we reversed the score for these questions. For example, a 1 (Strongly Disagree) would be transformed to a 7 (Strongly Agree), a 2 to a 6, and so forth.

3.7 Data Analysis

According to Zikmund et al. (2010), data analysis is defined as the reasoning application which helps the researchers to understand the data that have been collected. The purpose to implement data analysis is to examine and model the data by assigning facts and figure to answer research problem. Also, it highlights the useful information by recommending assumptions to take advantage of the collected data in order to solve some specific problem, such as addressing the research problem.

The computer software that has been applied to analyse the collected data is SPSS. SPSS provides us many types of analysis that is very helpful in our current research. Typically, there are three types of analysis that is required in our research, which are descriptive analysis, scale measurement, and inferential analysis.

3.7.1 Descriptive Analysis

Descriptive analysis is used in order to clarify and describe the characteristics of the variables of interest in a situation (Sekaran and Bougie, 2010). Besides, Zikmund defined descriptive analysis as the elementary transformation of data in a way that illustrate the fundamental characteristic, such as central tendency and variability. Generally, mean, median, mode, variance, range, and standard deviation are widely applied in describing the descriptive statistic. The advantage of using descriptive analysis is that it helps to summaries the sample and measure. It also forms basic quantitative data analysis with simple graphics analysis.

In our research, we choose to use pie chart for analysing the collected data. A pie chart is circular chart in which the circle is cut into pieces or sectors. Each sector in the circle represents an item in a data set to match the amount of item

as a fraction or percentage of the total data set. The pie chart is undertaken to determine the percentage of type of employment, years of working experience, gender, age, race, marital status, and level of education. Meanwhile, pie chart is easily for us to differentiate the sizes of items in one chart. Also, it requires less additional explanation comparing to others types of graphics (such as histograms). Indeed, the summary of the overall data set in visual form are easily to understand by every researcher.

3.7.2 Scale Measurement- Reliability Test

In order to obtain consistent result, it is critically important to ensure that all the questions in the survey form are clear and free from ambiguity and error before the actual survey has been carried out. That is why reliability test is needed to be run when pilot study is done. The reliability is normally measured by the Cronbach's Alpha.

According to Zikmund et al. (2010), the Cronbach's Coefficient Alpha is ranging in value from "0", meaning no consistency, to 1, meaning complete consistency (all items produce corresponding values). The independent variables and dependent variable that are required to run the reliability test are motivation, personal factors, training, job characteristics, and job involvement. In fact, all the alpha value for each independent variable must be above 0.70 which reveals that the recommended independent variables are good or sustained reliable (Jagannathan, 2008).

Table 3.2: Rule of Thumb of Cronbach's Coefficient Alpha

Coefficient Alpha Range , α	Description
0.80 to 0.95	Very Good Reliability
0.70 to 0.80	Good Reliability
0.60 to 0.70	Fair Reliability
$\alpha < 0.60$	Poor Reliability

Source: Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business Research the Methods (8th ed.)*. New York: South-Western/ Cengage Learning.

3.7.3 Inferential Analysis

Pearson Correlation Coefficient and Multiple Regression Analysis are being selected in inferential analysis. They used to analyse the relationship between independent variables (Motivation, Personal Factors, Training, and Job Characteristics) and dependent variable (Job Involvement).

3.7.3.1 Pearson Correlation Coefficient

According to Sekaran and Bougie (2010), Pearson correlation coefficient will provide the researchers with the direction, strength and significance of the bivariate relationship among all the variables that are measured through the use of interval or ratio scale. The condition for using this correlation is to test the relationship between independent variable and dependent variable. It is also considered as a powerful test which always gives credible result to the

researchers. The correlation is derived by evaluating the changes in one variable as another variable also varies.

In theory, Pearson correlation coefficient can be divided into two correlations, one is perfect positive correlation between two variables which is always represented by 1.0 (plus 1.0), and another is perfect negative correlation which is always represented by -1.0 (minus 1.0). Nevertheless, Sekaran and Bougie (2010) stated that neither of these correlations will be discovered in reality when evaluating correlations between any two variables expected to be dissimilar from each other.

The reason that we choose this statistical test is that correlation coefficient is suitable for measuring the independent variables and dependent variable which are designed in Likert scale.

Table 3.3: Rule of thumb of Pearson Correlation Coefficient

Coefficient Range	Strength
+/- 0.91 to +/- 1.00	Very strong
+/- 0.71 to +/- 0.90	High
+/- 0.41 to +/- 0.70	Moderate
+/- 0.21 to +/- 0.40	Small but definite relationship
0.00 to +/- 0.20	Slight, almost negligible

Source: Hair, J. F., Money, A. H., Samouel, P., Page, M. (2007). *Research methods for business*. Chichester, West Sussex: John Wiley & Sons, Inc.

3.7.3.2 Multicollinearity Analysis

Sekaran and Bougie (2010) stated that multicollinearity is a problem (statistical phenomenon) whereby there are two or more highly correlated independent variables occur in the multiple regression model. This problem will cause the estimation of regression coefficients become unreliable. As a result, we must detect the multicollinearity before running the multiple regression analysis. One of the ways to diagnose this problem is through the use of bivariate or partial correlation coefficient (Gupta, 2000). If the result for this bivariate or partial correlation coefficient is equal or greater than 0.70, it means that there is a significant multicollinearity between the independent variables (Sekaran et al., 2010). Therefore, to deal with this circumstance, we need to remove the highly correlated variable(s) and replace it or them with the new variable(s) if necessary.

3.7.3.3 Multiple Regressions

Multiple regression analysis is similar to simple regression analysis. The difference between these two analyses is that simple regression just tests on the impact of one independent variable towards one dependent variable, while multiple regressions are used to test the impacts of more than one independent variable towards one dependent variable. Meanwhile, all the independent variables and dependent variable must be in the form of Likert scale. As a result, we applied this to examine relationship among all the independent variables with the dependent variable. With this analysis, it helps us to clearly identify the most influential factor (independent variable) that affects employees' job involvement (dependent variable). We can identify the importance of independent variables by comparing the beta weights showed in the statistical table.

The multiple regression equation is shown as follows:

$$Y = a + b (X1) + c (X2) + d(X3) + e (X4) + f$$

Where,

Y	= Job Involvement
A	= Constant Value, equal to the value of Y when the value of X1, X2, X3, X4=0
b, c, d, e	= Slope of Regression Line
X1	= The Value of Motivation
X2	= The Value of Personal Factors
X3	= The Value of Training
X4	= The Value of Job Characteristics
f	= A random term associated with each observation

3.8 Conclusion

In this chapter, it discusses about the methodology function and purposes as well as the way we conduct the research where we used questionnaire as our primary data and journal as our secondary data. Also, we had done a pilot test study and reliability test based on the data collected from the pilot study. Besides, we also explained the functions of Statistical Package of the Social Sciences (SPSS), Cronbach Coefficient Alpha, Pearson Correlation Coefficient, and Multiple Regressions in this chapter. Thus, in the following chapter, we will explain in detailed about systematic understanding by illustrating and interpreting the data collected from the actual survey and pilot test.

CHAPTER 4: RESEARCH RESULT

4.0 Introduction

In the previous chapter, we have determined the way the research is designed and conducted. The objective of this chapter is to present analyses and interpret the results which are relevant to the research questions and hypotheses. Therefore, in this chapter, we will use Statistical Package for Social Science (SPSS) to do analysis and elaborate data for this research project. The research data were obtained from the fast food restaurant in Malaysia. This chapter consists of three analyses which are descriptive analysis, scale measurement and inferential analyses. These three components are crucial in our research because descriptive analysis explained the respondents' demographic and overall information of the respondents; scale measurement is used to for analyse the reliability of each constructs determined in the study, while inferential analysis is used to collect the sample of the data regarding to the characteristics of the respondents. Summary will be included at the end of data analysis to provide a clearer picture and understanding of the overall result.

4.1 Descriptive Analysis

In this part, we discuss about the personal information (Demographic Variable) of the target respondents who participated in our research. Out of 400 sets of survey questionnaires distributed, we are able to collect back 380 sets of completed questionnaires. All the data collected are being analysed and interpreted in the following parts.

4.1.1 Demographic Analysis

The demographic analysis' data included in our study consists of gender, age group, marital status, education background, ethnic group (race), employment status and the past working experience. All the frequency and percentage results will be interpreted and show in the following discussion part.

4.1.1.1 Gender

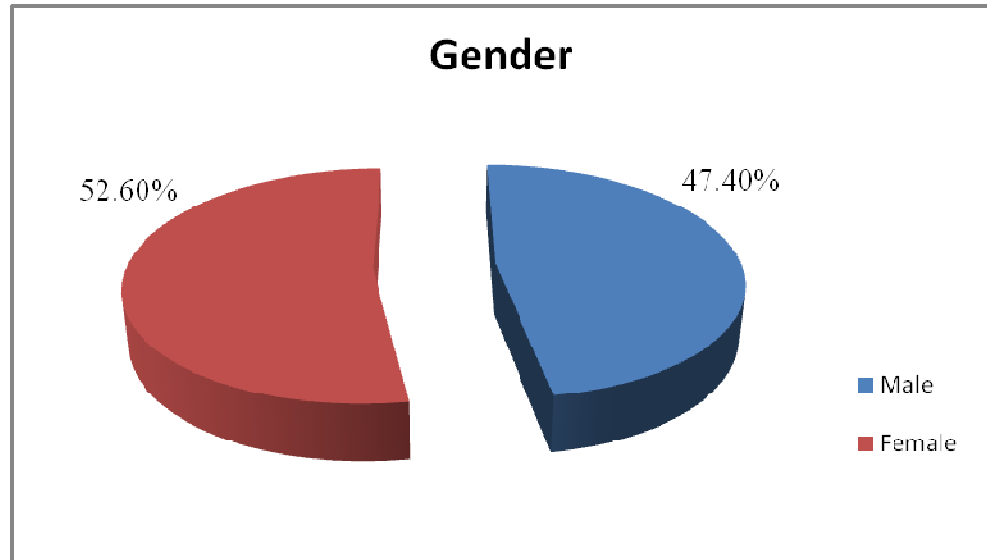
Table 4.1 Gender

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Male	180	47.4	47.4	47.4
Female	200	52.6	52.6	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Table 4.1 shows that there are 52.6% or 200 respondents are female, and 47.4% or 180 respondents are male. The result indicated that female worker is more voluntary in helping us to complete the survey. Besides, this result also proved that the number of female employees joining the workplace is increasing, especially in the service line.

Figure 4.1: Gender



Source: Developed for the research

Again, Figure 4.1 (the pie chart) shows that 52.63% of our respondents from fast food restaurants are female and the remaining 47.4% are male employees.

4.1.1.2 Age group

Table 4.2 Age Group

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Below 20 years old	64	16.8	16.8	16.8
21-25 years old	155	40.8	40.8	57.6
26-30 years old	92	24.2	24.2	81.8
31-35 years old	38	10.0	10.0	91.8
36-40 years old	18	4.7	4.7	96.6
41-45 years old	5	1.3	1.3	97.9
46-50 years old	2	.5	.5	98.4
51 years old and above	6	1.6	1.6	100.0
Total	380	100.0	100.0	

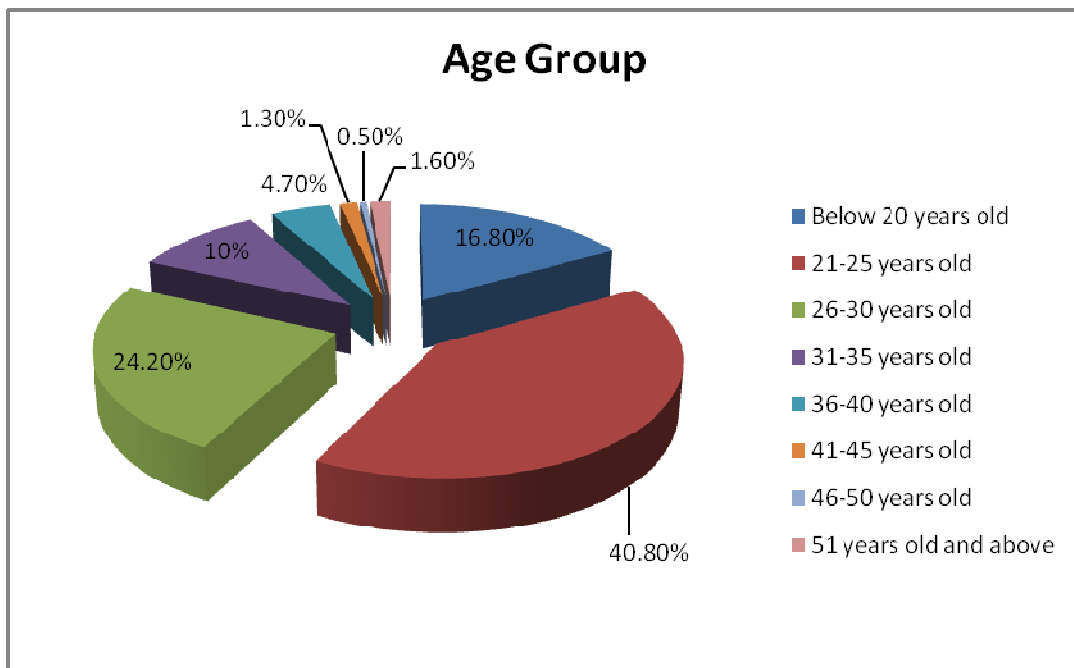
Source: Developed for the research

From the result, we categorised our respondents into eight different age groups which included those who are below 20 years old, 21-25 years old, 26-30 years old, 31-35 years old, 36-40 years old, 41-45 years old, 46-50 years old, and 51 years old and above.

Result show that out of 380 respondents, 64 of the respondents with 16.8% are below 20 years old. 155 or 40.8% of the respondents fall in the range of 21-25 years old. There are 92 (24.2%) of them are 26-30 years old. The respondents who fall in the range of 31-35 years old consisted 38 of respondents accumulated 10% of the total respondents. Besides, there are 18 respondents fall in the range of 36-40 years old with 4.7%.

Following this, we have 5 of the respondent are between 41-45 years old represent 1.3%, 2 of the respondent was in the range of 46-50 years old with 0.5% and lastly 6 of the respondent are in the range of 51 years old and above.

Figure 4.2 Age Group



Source: Developed for the research

The result generated in Figure 4.2 (the pie chart) indicates that majority of the employees who work or worked in the fast food industry are those who are in the range of 21 to 25 years old. The second higher group is formed by those who are between 26 and 30 years old, whereas the third larger group is formed by those who are in below 20 years old. This implies that most of the employees in Malaysia's service sector are younger people.

4.1.1.3 Ethnic Group (Race)

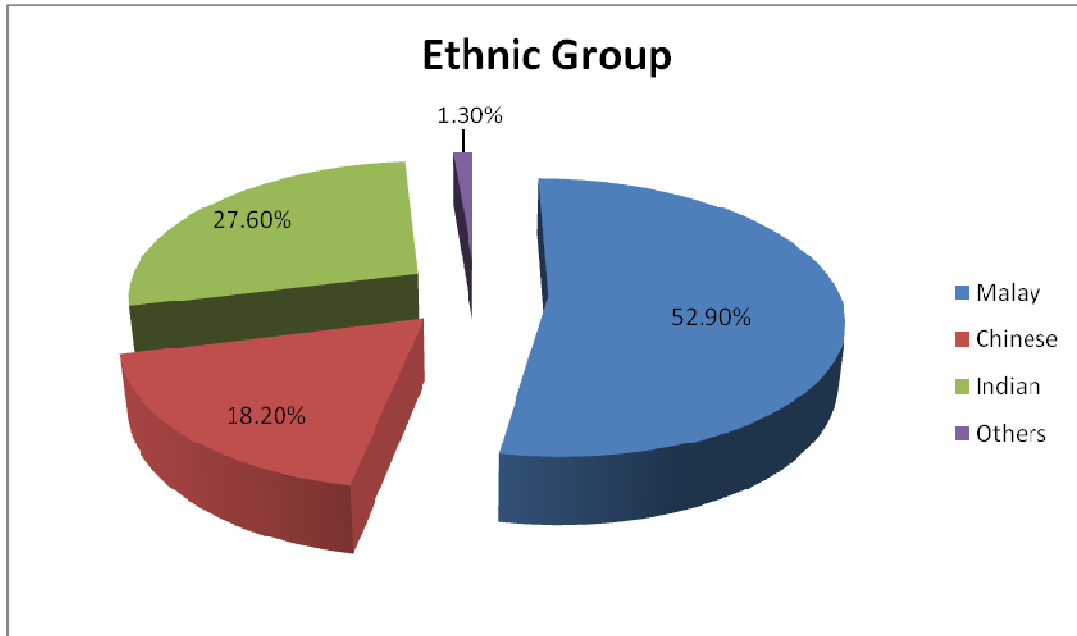
Table 4.3 Ethnic Group- Races

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Malay	201	52.9	52.9	52.9
Chinese	69	18.2	18.2	71.1
Indian	105	27.6	27.6	98.7
Others	5	1.3	1.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Based on the Table 4.3, it reveals that 201 respondents are Malay which represents 52.9% of the total population of the study. On the other hand, 105 respondents are Indians which cover 27.6% of the total respondents. There are 69 or 18.2% respondents are from Chinese ethnic group. The remaining portion of the respondents involves Nepalese, Punjabis and Bangladesh who work in the fast food restaurant and they are total of 5 persons which represent 1.3% of the total respondents in this study.

Figure 4.3 Ethnic Group



Source: Developed for the research

Figure 4.3 is the pie chart for ethnic group. It shows that Malaysian fast food service industry is dominated by local Malay, Indian and Chinese ethnic group. The number of foreign workers in this industry occupied a smallest portion.

4.1.1.4 Marital status

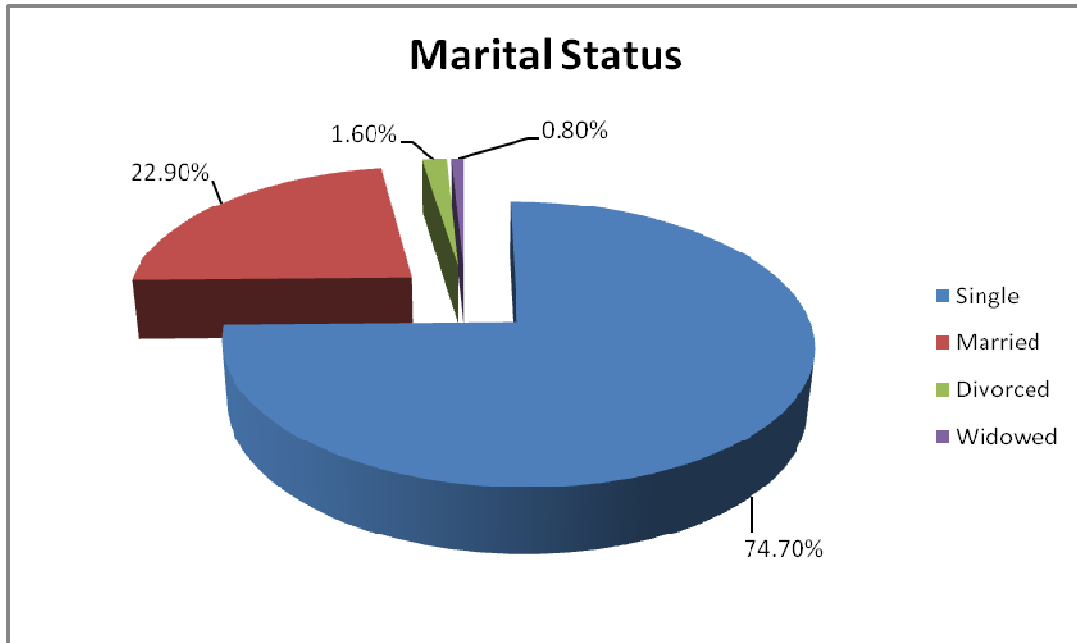
Table 4.4 Marital Status

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Single	284	74.7	74.7	74.7
Married	87	22.9	22.9	97.6
Divorced	6	1.6	1.6	99.2
Widowed	3	.8	.8	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Table 4.4 reveals the marital status of the total respondents in this study. Throughout the above, it shows that there are 284 respondents who are in single status and this group of people represents 74.7% of the total respondents, whereas 87 respondents are married and they make up 22.9% of the total respondents. Lastly, there are 6 respondents are divorced and the remaining 3 persons are widowed, each of them represents 1.6% and 0.8% out of 100% respectively.

Figure 4.4 Marital Status



Source: Developed for the research

Figure 4.4 (the pie chart) exhibits the largest portion of employees in the fast food service industry are not married yet. On the other hand, although a large proportion of employees are married, they still remain in contributing for the industry.

4.1.1.5 Employment Status

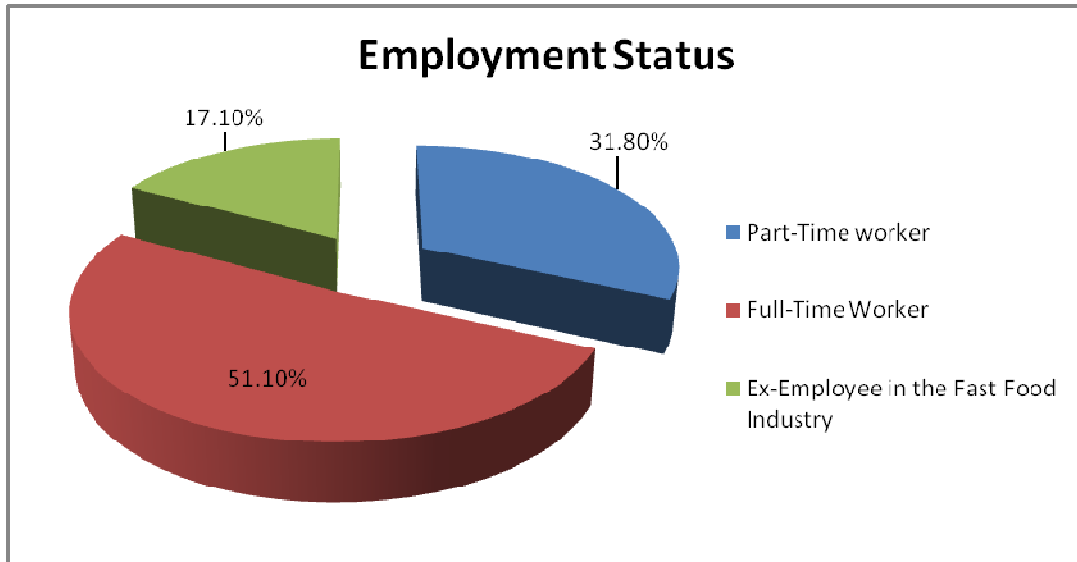
Table 4.5 Employment Status

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Part-Time Worker	121	31.8	31.8	31.8
Full-Time Worker (Permanent Worker)	194	51.1	51.1	82.9
Ex-Employee in Fast Food Industry	65	17.1	17.1	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Based on Table 4.5, out of 380 respondents, 194 or 51.1% of the total respondents are the full time employees. 121 or 31.8% respondents are part time employees. In addition, 65 respondents are the ex-employees in fast food industry, which represents 17.1% of the overall respondents.

Figure 4.5 Employment Status



Source: Developed for the research

Figure 4.5 (the Pie Chart) reveals that half of the total number of employees in the fast food industry are permanent workers, and the second highest portion is the part-time workers. This result indicates that part time workers form the second largest contributor in the industry.

4.1.1.6 Education Background

Table 4.6 Education Background

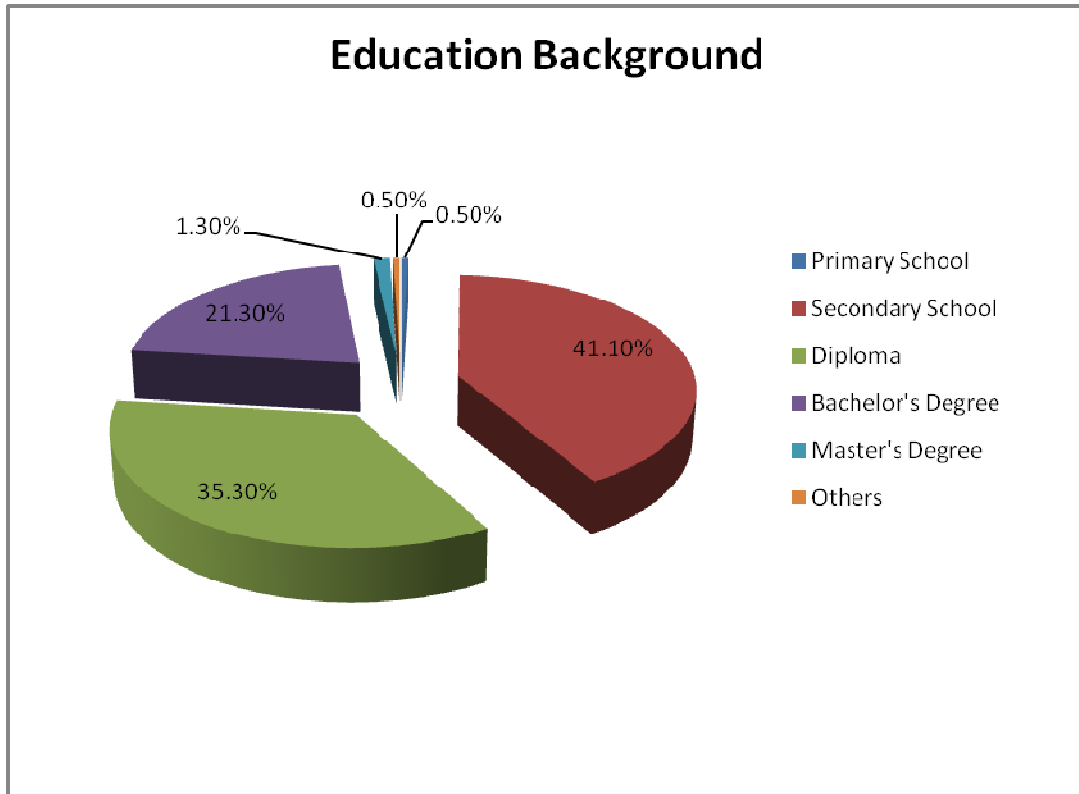
	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Primary School	2	.5	.5	.5
Secondary School	156	41.1	41.1	41.6
Diploma	134	35.3	35.3	76.8
Bachelor's Degree	81	21.3	21.3	98.2
Master's Degree	5	1.3	1.3	99.5
Others	2	.5	.5	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Table 4.6 shows the education background of the respondents. There are 156 respondents, which accounted 41.1% of the total respondents have only completed their studies in secondary school. Meanwhile, there are 134 respondents are holding Diploma certificate, which represents 35.3% of the total respondents. Apart from that, there are 21.3% or 81 respondents possess Bachelor Degree education certificate, followed by 1.3% or 5 respondents had finished their Master's Degree study. The 4 remaining respondents including 0.5% or 2 respondents who hold the primary school certificate and the other 0.5% or 2 respondents possess others education level, such as *Sijil Tinggi Persekolahan Malaysia (STPM)*.

All in all, we can conclude that most of the employees who work in the Malaysian fast food services industry having a certain level of education, and only few of them are in low literate education.

Figure 4.6 Educational Level



Source: Developed for the research

Figure 4.6 shows the overview of educational level of the respondents. The pie chart illustrates that most of the respondents are highly literate and they have contributed to the three largest portions (secondary school, diploma, and bachelor's degree) of the total pie chart. Among the three largest portions, respondents who had finished the study in secondary school made up the largest number of the total respondents.

4.1.1.7 Past working experience- working duration

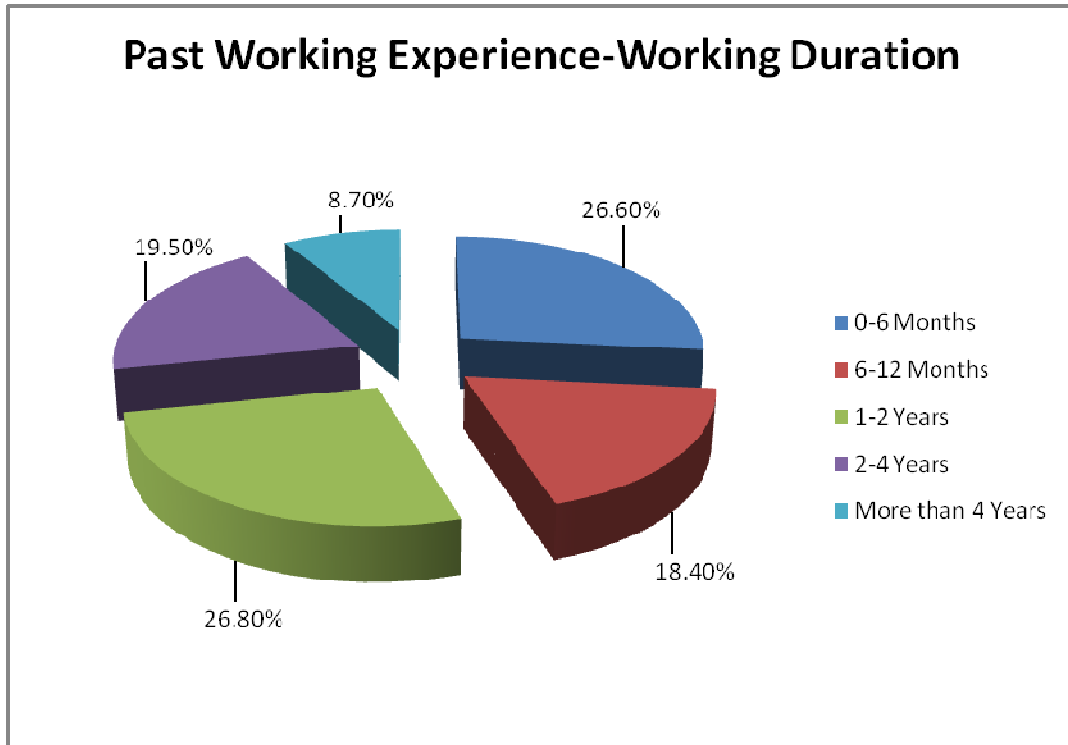
Table 4.7 Past Working Experience- Working Duration

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid 0 to 6 months	101	26.6	26.6	26.6
6 to 12 months	70	18.4	18.4	45.0
1 to 2 years	102	26.8	26.8	71.8
2 to 4 years	74	19.5	19.5	91.3
More than 4 years	33	8.7	8.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The table above shows that 102 respondents have at least 1 to 2 years of experience in working in the fast food restaurant, which makes up 26.8% of the total respondents. 26.6% or 101 of the respondent have a working duration below 6 months in the industry. There are 19.5% or 74 respondents involved in the fast food restaurant for 2 to 4 years, followed by 18.4% or 70 respondents who have 6 to 12 months of work experience in the industry. Lastly, there are 8.7% or 33 respondents have worked in the fast food restaurant for more than 4 years.

Figure 4.7 Past Working Experience- Working Duration



Source: Developed for the research

Figure 4.7 shows the past working experience of respondents. The pie chart above indicates that most of the employees in the fast food industry have at least one to two years of experience. Besides, the second largest portion reveals those who have at least six months' experience due to the reason that most of them are part timers or first time to work in the fast food restaurant.

4.1.2 Central Tendencies of Measurement of Construct

In the following part, central tendencies will be used to identify the mean scores for the seven interval-scaled constructs that we used in the questionnaire. Mean score and standard deviation value of 27 items or questions were obtained from the SPSS output. All the questions are using 7 point Likert Scale. 1 indicated "Strongly Disagree", 2 indicated "Disagree", 3 indicated "Slightly Disagree", 4 indicated "Neutral", 5 indicated "Slightly Agree", 6 indicated "Agree", and lastly 7 indicated "Strongly Agree".

4.1.2.1 Job Involvement

Table 4.8 Job Involvement

	Statement (Item)	Mean	Median	Std. Deviation	Mean Ranking	Std.D Ranking
1	The greatest satisfaction in my life comes from my job.	4.80	5	1.373	5.5	3
2	My work is very important to me.	5.26	6	1.217	2	4
3	I am really a perfectionist regarding to my work.	5.43	6	1.210	1	5
4	I have very strong ties with my current job which would be very difficult to break.	4.87	6	1.400	4	2
5	I am very much involved in my work personally.	5.00	5	1.193	3	6
6	Other things in my life are more important than my work.	4.80	6	1.452	5.5	1

N=380

Source: Developed for the research

Table 4.8 illustrates the percentage of responses in employees' job involvement. As regards to the mean ranking, the statement "I am really a perfectionist regarding to my work" scores 5.43 situated the top ranking. The second top ranking mean is "My work is very important to me" which accounted 5.26, followed by "I am very much involved in my work personally" which accounted mean of 5.00. Subsequently, the statement "I have very strong ties with my current job which would be very difficult to break" has been ranked in fourth and with the mean score at 4.87. Followed by the last ranking "The greatest satisfaction comes from my job" and "Other things in my life are more important than my work", both come with the same ranking mean at 4.80.

Table 4.8.1 Top ranked mean: Item 3 "I am really a perfectionist regarding to my work."

Job Involvement 3

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	1	.3	.3	.3
Disagree	9	2.4	2.4	2.6
Slightly Disagree	13	3.4	3.4	6.1
Neutral	52	13.7	13.7	19.7
Slightly Agree	109	28.7	28.7	48.4
Agree	120	31.6	31.6	80.0
Strongly Agree	76	20.0	20.0	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Based on the table above, it illustrated that the top ranking statement “I am really a perfectionist regarding to my work.” has 120 (31.6%) respondents selected “Agree”, 109 (28.7%) respondents selected “Slightly Agree” and 76 (20%) respondents selected “Strongly Agree”. There are 52 (13.7%) respondents selected “Neutral”, 13 (3.4%) respondents selected “Slightly Disagree”, and 9 (2.4%) respondents selected “Disagree”. The remaining 1 (0.3%) respondents selected “Strongly Disagree”.

Table 4.8.2 Second ranked mean: Item 2 “My work is very important to me.”

Job Involvement 2

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	4	1.1	1.1	1.1
Disagree	10	2.6	2.6	3.7
Slightly Disagree	19	5.0	5.0	8.7
Neutral	44	11.6	11.6	20.3
Slightly Agree	118	31.1	31.1	51.3
Agree	142	37.4	37.4	88.7
Strongly Agree	43	11.3	11.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The second highest rank statement “My work is very important to me.”, results show that 142 (37.4%) respondents chose “Agree”, 118 (31.1%) respondents chose “Slightly Agree”, and 44 (11.6%) respondents chose “Neutral”, and 43 (11.3%) respondents chose “Strongly Agree” for this item. There are 19 (5.0%) respondents selected “Slightly Disagree”, 10 (2.6%) respondents chose “Disagree” and only 4 (1.1%) respondents chose “Strongly Disagree”.

Table 4.8.3 Third ranked mean: Item 5 “I am very much involved in my work personally.”

Job Involvement 5

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	2	.5	.5	.5
Disagree	12	3.2	3.2	3.7
Slightly Disagree	17	4.5	4.5	8.2
Neutral	94	24.7	24.7	32.9
Slightly Agree	117	30.8	30.8	63.7
Agree	105	27.6	27.6	91.3
Strongly Agree	33	8.7	8.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

For the third rank item “I am very much involved in my work personally”, there are 117 (30.8%) respondents selected “Slightly Agree”, 105 (27.6%) respondents selected “Agree”, 94 (24.7%) respondents selected “Neutral”, 33 (8.7%) respondents chose “Strongly Agree”, 17 (4.5%) respondents chose “Slightly Disagree”, 12 (3.2%) respondents chose “Disagree” and only 2 (0.5%) respondents selected “Strongly Disagree”.

Table 4.8.4 Fourth ranked mean: Item 4 “I have very strong ties with my current job which would be very difficult to break.”

Job Involvement 4

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	7	1.8	1.8	1.8
Disagree	15	3.9	3.9	5.8
Slightly Disagree	41	10.8	10.8	16.6
Neutral	76	20.0	20.0	36.6
Slightly Agree	99	26.1	26.1	62.6
Agree	102	26.8	26.8	89.5
Strongly Agree	40	10.5	10.5	100.0
Total	380	100.0	100.0	

Source: Developed for the research

For the fourth rank item, which is “I have very strong ties with my current job which would be very difficult to break” having 102 (26.8%) respondents selected “Agree”, 99 (26.1%) respondents selected “Slightly Agree”, 76 (20%) respondents selected “Neutral”, 41 (10.8%) respondents chose “Slightly Disagree”, 40 (10.5%) respondents chose “Strongly Agree”, 15 (3.9%) respondents chose “Disagree”, and only 7 (1.8%) respondents selected “Strongly Disagree”.

Table 4.8.5 Joint-fifth ranked mean: Item 1 “The greatest satisfaction comes from my job.”

Job Involvement 1

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	7	1.8	1.8	1.8
Disagree	19	5.0	5.0	6.8
Slightly Disagree	45	11.8	11.8	18.7
Neutral	59	15.5	15.5	34.2
Slightly Agree	115	30.3	30.3	64.5
Agree	111	29.2	29.2	93.7
Strongly Agree	24	6.3	6.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The joint-fifth ranked item’s “The greatest satisfaction comes from my job” having 115 (30.3%) respondents chose “Slightly Agree”, 111 (29.2%) respondents chose “Agree”, 59 (15.5%) respondents chose “Neutral”, and 45 (11.8%) respondents chose “Slightly Disagree” for this item. There are 24 (6.3%) respondents selected “Strongly Agree”, 19 (5.0%) respondents chose “Disagree” and only 7 (1.8%) respondents chose “Strongly Disagree”.

Table 4.8.6 Join-fifth ranked mean: Item 6 “Other things in my life are more important than my work.”

Job Involvement 6

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	6	1.6	1.6	1.6
Disagree	28	7.4	7.4	8.9
Slightly Disagree	35	9.2	9.2	18.2
Neutral	76	20.0	20.0	38.2
Slightly Agree	95	25.0	25.0	63.2
Agree	103	27.1	27.1	90.3
Strongly Agree	37	9.7	9.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The item “Other things in my life are more important than my work” with the same mean score with previous item, was applied with reverse scoring in order to maintain consistency in the meaning of response (as mentioned in Chapter 3.6.3). After the scores had been reversed, there were 103 (27.1%) respondents who chose “Agree”, 95 (25%) respondents who chose “Slightly Agree”, and 76 (20%) respondents who chose “Neutral”. Furthermore, there are 37 (9.7%) respondents who chose “Strongly Agree”, 35 (9.2%) respondents selected “Slightly Disagree”, another 28 (7.4%) respondents chose “Disagree”, and only 6 (1.6%) respondents chose “Strongly Disagree” for this item. For this question, to acquire the original date before reverse scoring, a 1 (Strongly Disagree) should be transformed to a 7 (Strongly Agree), a 2 to a 6, and so forth.

For standard deviation (SD) shown in the Table 4.8, the item “Other things in my life are more important than my work” has the highest SD value of 1.452.

The second highest is “I have very strong ties with my current job which would be very difficult to break,” which its SD value is 1.400. The third highest SD value is “The greatest satisfaction in my life comes from my job” which achieves SD value of 1.373, followed by “My work is very important to me,” which its SD value is 1.217. The statement that ranks in the fifth position are “I am really a perfectionist regarding to my work” which its SD value is 1.210, and the last statement which achieved the lowest SD value of 1.193 belongs to “I am very much involved in my work personally”.

4.1.2.2 Motivation

Table 4.9 Motivation

	Statement (Item)	Mean	Medium	Std.Deviation	Mean Ranking	Std.D Ranking
1	I am satisfied with my benefit package.	4.72	5	1.437	2	5
2	I am satisfied with the provided recognition for my achievements.	4.46	5	1.470	4	4
3	I am satisfied with the provided development opportunities.	4.41	5	1.558	5	2
4	I am satisfied with my physical working environment.	5.13	5	1.486	1	3
5	I believe that my salary is competitive as compared to similar jobs in other organisation.	4.60	5	1.564	3	1

N=380

Source: Developed for the research

Table 4.9 illustrates the percentage of responses toward motivation. In accordance with the mean ranking, the Item 4, namely “I am satisfied with my physical working environment” scores 5.13 and achieves the top ranking. The second top rank mean belongs to Item 1 “I am satisfied with my benefit package” which has the mean value of 4.72, followed by Item 5 “I believe that my salary is competitive as compared to similar jobs in other organisation” which achieved a mean value of 4.60. Subsequently, Item 2 “I am satisfied with the provided recognition for my achievements” achieved a mean score of 4.46. Lastly is the Item 3 “I am satisfied with the provided development opportunities” which achieved mean value of 4.41 thus is considered as the lowest mean in the ranking.

Table 4.9.1 Top ranked mean: Item 4 “I am satisfied with my physical working environment.”

Motivation Variable 4

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	12	3.2	3.2	3.2
Disagree	20	5.3	5.3	8.4
Slightly Disagree	21	5.5	5.5	13.9
Neutral	37	9.7	9.7	23.7
Slightly Agree	110	28.9	28.9	52.6
Agree	123	32.4	32.4	85.0
Strongly Agree	57	15.0	15.0	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The table above shown that the top ranking statement “I am satisfied with my physical working environment”, has a total of 123 (32.4%) respondents selected “Agree”, 110 (28.9%) of the respondents selected “Slightly Agree”, and there is 57 (15%) of respondents selected “Strongly Agree”. There are 37 (9.7%) respondents selected “Neutral”, 21 (5.5%) respondents selected “Slightly Disagree”, 20 (5.3%) selected “Disagree” and the remaining 12 (3.2%) respondents selected “Strongly Disagree”.

Table 4.9.2 Second ranked mean: Item 1 “I am satisfied with my benefit package.”

Motivation Variable 1

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	9	2.4	2.4	2.4
Disagree	29	7.6	7.6	10.0
Slightly Disagree	31	8.2	8.2	18.2
Neutral	78	20.5	20.5	38.7
Slightly Agree	100	26.3	26.3	65.0
Agree	109	28.7	28.7	93.7
Strongly Agree	24	6.3	6.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The second ranking item “I am satisfied with my benefit package” result shown 109 (28.7%) respondents chose “Agree”, 100 (26.3%) of the respondents chose “Slightly Agree”, and 78 (20.5%) respondents chose “Neutral”. 31 (8.2%) respondents selected “Slightly Disagree” for this item. There are another 29 (7.6%) respondents selected “Disagree”, 24 (6.3%) of

them chose “Strongly Agree” and only 9 (2.4%) respondents selected “Strongly Disagree”.

Table 4.9.3 Third ranked mean: Item 5 “I believed that my salary is competitive as compared to similar jobs in other organisation.”

Motivation Variable 5

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	17	4.5	4.5	4.5
Disagree	32	8.4	8.4	12.9
Slightly Disagree	36	9.5	9.5	22.4
Neutral	73	19.2	19.2	41.6
Slightly Agree	90	23.7	23.7	65.3
Agree	106	27.9	27.9	93.2
Strongly Agree	26	6.8	6.8	100.0
Total	380	100.0	100.0	

Source: Developed for the research

For the statement ranked in the third position “I believed that my salary is competitive as compared to similar jobs in other organisation”, there are 106 or 27.9% of respondents selected “Agree”, 90 or 23.7% respondents selected “Slightly Agree”, 73 or 19.2% of them selected “Neutral”. 36 or 9.5% respondents chosen “Slightly Disagree”, 32 or 8.4% respondents chose “Disagree”, 26 or 6.8% of them chose “Strongly Agree” and lastly the remaining 17 or 4.5% of the respondents selected “Strongly Disagree” in regard to this item.

Table 4.9.4 Fourth ranked mean: Item 2 “I am satisfied with provided recognition for my achievements.”

Motivation Variable 2

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	13	3.4	3.4	3.4
Disagree	29	7.6	7.6	11.1
Slightly Disagree	49	12.9	12.9	23.9
Neutral	90	23.7	23.7	47.6
Slightly Agree	101	26.6	26.6	74.2
Agree	73	19.2	19.2	93.4
Strongly Agree	25	6.6	6.6	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The fourth ranking statement is “I am satisfied with provided recognition for my achievements”. Results show that 26.6% or 101 respondents selected “Slightly Agree”, 23.7% or 90 respondents selected “Neutral”, and 19.2% or 73 respondents chose “Agree”. There are 12.9% or 49 of them selected “Slightly Disagree” for this item. There are another 7.6% or 29 respondents selected “Disagree”, 6.6% or 25 of them chosen “Strongly Agree” and only 3.4% or 13 respondents selected “Strongly Disagree”.

Table 4.9.5 Fifth ranked mean: Item 3 “I am satisfied with the provided development opportunities.”

Motivation Variable 3

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	22	5.8	5.8	5.8
Disagree	30	7.9	7.9	13.7
Slightly Disagree	44	11.6	11.6	25.3
Neutral	84	22.1	22.1	47.4
Slightly Agree	94	24.7	24.7	72.1
Agree	85	22.4	22.4	94.5
Strongly Agree	21	5.5	5.5	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The fifth ranking statement belongs to “I am satisfied with the provided development opportunities”. Results above illustrated that there are 94 or 24.7% respondents selected “Slightly Agree”, 85 or 22.4% respondents selected “Agree”, and 84 or 22.1% of the respondents chose “Neutral” for this item. There are another 44 or 11.6% of them selected “Slightly Disagree” for this item, followed by 30 or 7.9% of them selected “Disagree”, 22 or 5.8% of the respondents chose “Strongly Disagree” and only 21 or 5.5% of them selected “Strongly Agree”.

Based on Table 4.9, the standard deviation (SD) results indicate that “I believed that my salary is competitive as compared to similar job in other organisation” has the highest value with 1.564, followed by “I am satisfied with the provided development opportunities” with SD value of 1.558. Subsequently, the third highest SD value was scored by the item “I am satisfied with my physical working environment” with the SD value of 1.486.

“I am satisfied with provided recognition for my achievement” with the SD value of 1.470 was in the fourth position, lastly “I am satisfied with my benefit package” has the lowest SD value which is only 1.437.

4.1.2.3 Personal Factors

Table 4.10 Personal Factors

	Statement (Item)	Mean	Median	Std. Deviation	Mean Ranking	Std.D Ranking
1	Personal Factor- Neurotic Personality	5.56	6	1.230	2	1
2	Personal Factor- Extroverted Personality	5.54	6	1.160	3	4
3	Personal Factor- Openness Personality	5.38	5	1.177	4.5	3
4	Personal Factor- Agreeableness Personality	5.74	6	1.021	1	5
5	Personal Factor- Conscientious Personality	5.38	6	1.220	4.5	2

N=380

Source: Developed for the research

Table 4.10 shows the percentage of the result of responses regarding personal factors. Based on the mean ranking, the top ranking item is “Agreeableness personality” with mean value of 5.74. The second top ranking mean value belongs to “Neurotic Personality” which the mean value is 5.56, followed by “Extroverted Personality” with mean value of 5.54. “Conscientious

Personality” and “Openness Personality” shared the same position at rank 4.5 with mean value of 5.38.

Table 4.10.1 Top ranked mean: Item 4 “Agreeableness Personality”

Personal Factor- Agreeableness Personality

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	1	.3	.3	.3
Disagree	2	.5	.5	.8
Slightly Disagree	4	1.1	1.1	1.8
Neutral	37	9.7	9.7	11.6
Slightly Agree	90	23.7	23.7	35.3
Agree	156	41.1	41.1	76.3
Strongly Agree	90	23.7	23.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

From the table above, the top ranking item of personal factor “Agreeableness Personality” has 41.1% or 156 respondents chose “Agree”, 23.7% or 90 respondents ticked “Strongly Agree” and 23.7% or 90 respondents ticked “Slightly Agree” as well. There are another 9.7% or 37 respondents selected “Neutral”, 1.1% or 4 of them chosen “Slightly Disagree” and 0.5% or 2 respondent selected “Disagree”. The rest 0.3% or 1 respondent had selected “Strongly Disagree”.

Table 4.10.2 Second ranked mean: Item 1 “Neurotic Personality”

Personal Factor- Neurotic Personality

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	3	.8	.8	.8
Disagree	10	2.6	2.6	3.4
Slightly Disagree	9	2.4	2.4	5.8
Neutral	41	10.8	10.8	16.6
Slightly Agree	87	22.9	22.9	39.5
Agree	148	38.9	38.9	78.4
Strongly Agree	82	21.6	21.6	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The item “Neurotic Personality” with second highest ranking was applied with reverse scoring in order to maintain consistency in the meaning of response (as mentioned in Chapter 3.6.3). After the scores had been reversed, “Neurotic Personality” associated with 38.9% or 148 respondents voted “Agree”, 22.9% or 87 respondents voted “Slightly Agree”, and followed by “Strongly Agree” with the vote of 21.6% or 82 respondents. “Neutral” has a vote of 10.8% or 41 respondents and followed by 2.6% or 10 of respondents voted for “Disagree”. There is 2.4% or 9 respondents voted “Slightly Disagree” and the rest 0.8% or 3 respondents have placed their vote under “Strongly Disagree”. For this question, to acquire the original date before reverse scoring, a 1 (Strongly Disagree) should be transformed to a 7 (Strongly Agree), a 2 to a 6, and so forth.

Table 4.10.3 Third ranked mean: Item 2 “Extroverted Personality”

Personal Factor- Extroverted Personality

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	3	.8	.8	.8
Disagree	9	2.4	2.4	3.2
Slightly Disagree	7	1.8	1.8	5.0
Neutral	35	9.2	9.2	14.2
Slightly Agree	100	26.3	26.3	40.5
Agree	158	41.6	41.6	82.1
Strongly Agree	68	17.9	17.9	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Based on the personal factor “Extroverted Personality”, there are 41.6% or 158 respondents selected “Agree”, 26.3% or 100 of them selected ‘Slightly Agree’, and 17.9% or 68 respondents place their vote to “Strongly Agree”. There are 9.2% or 35 respondents selected “Neutral”, 2.4% or 9 respondents chose “ Disagree” and the other 1.8% or 7 respondents voted for “Slightly Disagree”. The remaining 0.8% or 3 respondents had selected “Strongly Disagree”.

Table 4.10.4 Joint-fourth ranked mean: Item 5 “Conscientious Personality”

Personal Factor- Conscientious Personality

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	1	.3	.3	.3
Disagree	6	1.6	1.6	1.8
Slightly Disagree	28	7.4	7.4	9.2
Neutral	43	11.3	11.3	20.5
Slightly Agree	99	26.1	26.1	46.6
Agree	139	36.6	36.6	83.2
Strongly Agree	64	16.8	16.8	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The joint-fourth ranked item is “Conscientious Personality”. There are 36.6% or 139 respondents selected “Agree”, 26.1% or 99 respondents selected “Slightly Agree”, and 16.8% or 64 respondents had voted “Strongly Agree”. There are another 11.3% or 43 of them selected “Neutral” for this item. A portion of 7.4% or 28 respondents selected “Slightly Disagree” while the rest 1.6% or 6 respondents have chose “Disagree” and only 0.3% or 1 respondent selected “Strongly Disagree”.

Table 4.10.5 Joint-fourth ranked mean: Item 3 “Openness Personality”

Personal Factor- Openness Personality

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Disagree	7	1.8	1.8	1.8
Slightly Disagree	24	6.3	6.3	8.2
Neutral	40	10.5	10.5	18.7
Slightly Agree	120	31.6	31.6	50.3
Agree	125	32.9	32.9	83.2
Strongly Agree	64	16.8	16.8	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Another joint-fourth ranked item “Openness Personality” has the vote of 32.9% or 125 respondents voted on “Agree”, another 31.6% or 120 respondents were “Slightly Agree” and 16.8% or 64 respondents voted “Strongly Agree”. Consequently, 10.5% or 40 respondents voted on “Neutral” and a small amount of 6.3% or 24 of them voted “Slightly Disagree”. The remaining 1.8% or 7 respondents voted “Strongly Disagree”. In regard to this item, no respondent had selected the “Strongly Disagree”

According to the result of standard deviation (SD) showed in Table 4.10, “Personal factor-Neurotic Personality” has the highest value SD value which is 1.230, followed by the second ranked item “Personal factor- Conscientious Personality” with SD value of 1.220. The third item is “Personal factor- Openness Personality” with SD value of 1.177, followed by the fourth place “Personal factor- Extroverted Personality” with SD value of 1.160. The lowest ranked item is “Personal factor-Agreeableness Personality” which associated with SD value of 1.021.

4.1.2.4 Training

Table 4.11 Training

	Statement (Item)	Mean	Median	Std. Deviation	Mean Ranking	Std.D Ranking
1	Participating in training activities able to help me develop my knowledge, skills, and abilities	4.74	5	1.689	3	3
2	Participating in training activities help me to increase my salary and get promotion	4.35	4	1.657	6	4
3	Participating in training activities help me to achieve my career objectives	4.41	5	1.710	5	1
4	Participating in training activities help me socialise well with other employees	4.59	5	1.693	4	2
5	participating in training activities is helpless to me as I have all the needed knowledge and skills	5.32	6	1.565	1	6
6	I am willing to put in more efforts to upgrade my skills and competencies just for learning's sake	4.97	5	1.608	2	5

N =380

Source: Developed for the research

From table 4.11, it demonstrates the percentage of responses toward the training activities. Based on the mean value analysis, “participating in training activities is helpless to me as I have all the needed knowledge and skills” score the highest mean 5.32, while “Participating in training activities help me to increase my salary and get promotion” scored the lowest mean 4.35. The second highest mean is item “I am willing to put in more efforts to upgrade my skills and competencies just for learning's sake” with mean value of 4.97. followed by “Participating in training activities able to help me develop my knowledge, skills, and abilities” and “Participating in training activities help me socialise well with other employees”, with mean value 4.74 and 4.59, which are in the third and fourth place respectively. The statement “Participating in training activities help me to achieve my career objectives” was ranked in the fifth place with mean value 4.41.

Table 4.11.1 First ranked mean: Item 5 “Participating in training activities is helpless to me as I have all the needed knowledge and skills.”

Training 5

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	12	3.2	3.2	3.2
Disagree	19	5.0	5.0	8.2
Slightly Disagree	20	5.3	5.3	13.4
Neutral	39	10.3	10.3	23.7
Slightly Agree	75	19.7	19.7	43.4
Agree	125	32.9	32.9	76.3
Strongly Agree	90	23.7	23.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The item “Participating in training activities is helpless to me as I have all the needed knowledge and skills” with the highest ranking was applied with reverse scoring in order to maintain consistency in the meaning of response (as mentioned in Chapter 3.6.3). After the scores had been reversed, there are 32.9% or 125 respondents selected “Agree”, 23.7% or 90 respondents selected “Strongly Agree” and another 19.7% or 75 of them selected “Slightly Agree” as regard to this item. Consequently, there are 10.3% or 39 respondents voted for “Neutral”, followed by 5.3% or 20 respondents voted “Slightly Disagree”, and 5.0% or 19 of them voted for “Disagree”. The remaining 3.2% or 12 respondents selected “Strongly Disagree”. For this question, to acquire the original date before reverse scoring, a 1 (Strongly Disagree) should be transformed to a 7 (Strongly Agree), a 2 to a 6, and so forth.

Table 4.11.2 Second ranked mean: Item 6 “I am willing to put in more efforts to upgrade my skills and competencies just for learning’s sake.”

Training 6

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	9	2.4	2.4	2.4
Disagree	36	9.5	9.5	11.8
Slightly Disagree	29	7.6	7.6	19.5
Neutral	43	11.3	11.3	30.8
Slightly Agree	92	24.2	24.2	55.0
Agree	110	28.9	28.9	83.9
Strongly Agree	61	16.1	16.1	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The item “I am willing to put in more efforts to upgrade my skills and competencies just for learning’s sake” with the second highest ranking was applied with reverse scoring in order to maintain consistency in the meaning of response (as mentioned in Chapter 3.6.3). After the scores had been reversed, there are 28.9% or 110 respondents voted “Agree”, 24.2% or 92 respondents voted “Slightly Agree”, others 16.1% or 61 of them voted “Strongly Agree”, followed by 11.3% or 43 respondent ticked “Neutral”, 9.5% or 36 selected “Disagree”, and 7.6% or 29 of them voted “Slightly Disagree”. The rest of 2.4% or 9 respondents respond “Strongly Disagree” toward this item. For this question, to acquire the original date before reverse scoring, a 1 (Strongly Disagree) should be transformed to a 7 (Strongly Agree), a 2 to a 6, and so forth.

Table 4.11.3 Third ranked mean: Item 1 “Participating in training activities able to help me develop my knowledge, skills, and abilities.”

Training 1

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	16	4.2	4.2	4.2
Disagree	37	9.7	9.7	13.9
Slightly Disagree	29	7.6	7.6	21.6
Neutral	75	19.7	19.7	41.3
Slightly Agree	71	18.7	18.7	60.0
Agree	94	24.7	24.7	84.7
Strongly Agree	58	15.3	15.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The above table further the result of Table 4.11, which is about the third ranked mean item “Participating in training activities able to help me develop

my knowledge, skills, and abilities”, there are 24.7% or 94 respondents voted for “Agree”, 19.7% or 75 responded voted “Neutral” and 18.7% or 71 respondents voted “Slightly Agree”. 15.3% or 58 of them voted for “Strongly Agree”, 9.7% or 37 respondents voted “Disagree” and the other 7.6% or 29 respondents voted for ‘Slightly Disagree’. The rest 4.2% or 16 respondents voted for “Strongly Disagree”.

Table 4.11.4 Fourth ranked mean: Item 4 “Participating in training activities help me socialise well with other employees.”

Training 4

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	22	5.8	5.8	5.8
Disagree	39	10.3	10.3	16.1
Slightly Disagree	31	8.2	8.2	24.2
Neutral	68	17.9	17.9	42.1
Slightly Agree	77	20.3	20.3	62.4
Agree	106	27.9	27.9	90.3
Strongly Agree	37	9.7	9.7	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The table above shows the result regarding the fourth ranked mean score item “Participating in training activities help me socialise well with other employees”. There are 27.9% or 106 respondents selected “Agree”, 20.3% or 77 respondents selected “Slightly Agree” and another 17.9% or 68 of them selected “Neutral” as regard to this item. Consequently, there are 10.3% or 39 respondents voted “Disagree”, followed by 9.7% or 37 respondents voted

“Strongly Agree”, and 8.2% or 31 of them voted for “Slightly Disagree”. The remaining 5.8% or 22 respondents selected “Strongly Disagree”.

Table 4.11.5 Fifth ranked mean: Item 3 “Participating in training activities help me to achieve my career objectives.”

Training 3

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	26	6.8	6.8	6.8
Disagree	40	10.5	10.5	17.4
Slightly Disagree	43	11.3	11.3	28.7
Neutral	69	18.2	18.2	46.8
Slightly Agree	85	22.4	22.4	69.2
Agree	81	21.3	21.3	90.5
Strongly Agree	36	9.5	9.5	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The fifth mean score item “Participating in training activities help me to achieve my career objectives” has 22.4% or 85 respondents voted “Slightly Agree”. Other 21.3% or 81 respondents voted “Agree”, and 18.2% or 69 of them selected “Neutral”, followed by 11.3% or 43 respondents voted for “Slightly Disagree”. The remaining portion 10.5% or 40 respondents voted “Disagree”, 9.5% or 36 voted for “Strongly Agree”, and lastly 6.8% or 26 respondents voted “Strongly Disagree”.

Table 4.11.6 Sixth ranked mean: Item 2 “Participating in training activities help me to increase my salary and get promotion.”

Training 2

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	18	4.7	4.7	4.7
Disagree	43	11.3	11.3	16.1
Slightly Disagree	60	15.8	15.8	31.8
Neutral	74	19.5	19.5	51.3
Slightly Agree	69	18.2	18.2	69.5
Agree	84	22.1	22.1	91.6
Strongly Agree	32	8.4	8.4	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The lowest ranked item “ Participating in training activities help me to increase my salary and get promotion” has 22.1% or 84 respondents chose “Agree”, 19.5% or 74 respondents chose “Neutral”, and 18.2% or 69 respondents chose “Slightly Agree”. 15.8% or 60 respondents chose “Slightly Disagree” for this item, followed by 11.3% or 43 respondents selected “Disagree”, 8.4% or 32 of them chose “Strongly Agree” and only 4.7% or 18 of the respondents chose “Strongly Disagree”.

Refer back to the former Table 4.11, the standard deviation (SD) results illustrates that “Participating in training activities help me to achieve my career objectives” has scored the highest SD with 1.710, followed by “Participating in training activities help me socialise well with other employees” with a SD value of 1.693. The third highest SD value was scored by the item “Participating in training activities able to help me develop my knowledge, skills, and abilities” with 1.689. Consequently, “Participating in training activities help me to increase my salary and get promotion” with the SD value of 1.657 was in the fourth position, followed by “I am willing to put in more efforts to upgrade my skills and competencies just for learning's sake” scored the fifth SD value which is 1.608. The lowest SD is “participating in training activities is helpless to me as I have all the needed knowledge and skills” with SD value of 1.565.

4.1.2.5 Job Characteristics

Table 4.12 Job Characteristics

	Statement (Item)	Mean	Median	Std. Deviation	Mean Ranking	Std.D Ranking
1	Skill Variety- I see my job requires number of skills	5.62	6	1.089	1	5
2	Task Significance- I see my job has a direct impact on the organization or its stakeholders	5.45	6	1.167	3	3
3	Task Identity- I see my job involves doing a complete job from beginning to end	5.46	6	1.165	2	4
4	Autonomy- I see my job provides me high degree of freedom to make decision	4.88	5	1.396	5	2
5	Feedback- I see my job provides me a better recognition or reward for doing a good job	4.94	5	1.415	4	1

N=380

Source: Developed for the research

Table 4.12 illustrates the percentage of responses toward the job characteristics in term of Skill Variety, Task Significance, Task Identity, Autonomy and Feedback. Through evaluate the mean value, “Skill Variety- I see my job requires number of skills” scores the highest mean with 5.62 ranked in the first place. “Task Identity- I see my job involves doing a complete job from beginning to end” with mean value of 5.46 ranked in the second place, while “Task significance- I see my job has a direct impact on

the organisation or its stakeholders” scored the third highest mean score which is 5.45. “Feedback- I see my job provides me a better recognition or reward for doing a good job” was ranked in the fourth place with mean value of 4.94, followed by the lowest mean score “Autonomy- I see my job provides me high degree of freedom to make decision” with mean value 4.88.

Table 4.12.1 Top ranked mean: Item 1 “Skill Variety”

Job Characteristics- Skill Variety

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Disagree	5	1.3	1.3	1.3
Slightly Disagree	16	4.2	4.2	5.5
Neutral	30	7.9	7.9	13.4
Slightly Agree	89	23.4	23.4	36.8
Agree	168	44.2	44.2	81.1
Strongly Agree	72	18.9	18.9	100.0
Total	380	100.0	100.0	

Source: Developed for the research

“Skill Variety” scores the highest mean score. The table above illustrates that there are 44.2% or 168 respondents voted “Agree”. 23.4% or 89 respondents voted “Slightly Agree” and another 18.9% or 72 of them voted “Strongly Agree”. 7.9% or 30 respondents response “Neutral”. The rest 4.2% or 16 respondents selected “Slightly Disagree” and only 1.3% or 5 respondents voted “Disagree”. In respond to this item, no respondent selected “Strongly Disagree”.

Table 4.12.2 Second ranked mean: Item 3 “Task Identity”

Job Characteristics- Task Identity

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	3	.8	.8	.8
Disagree	5	1.3	1.3	2.1
Slightly Disagree	15	3.9	3.9	6.1
Neutral	46	12.1	12.1	18.2
Slightly Agree	92	24.2	24.2	42.4
Agree	160	42.1	42.1	84.5
Strongly Agree	59	15.5	15.5	100.0
Total	380	100.0	100.0	

Source: Developed for the research

“Task Identity” has the second highest mean score ranks. There are 42.1% or 160 respondents voted “Agree” for this item. Consequently, 24.2% or 92 respondents selected “Slightly Agree” and another 15.5% or 59 of them voted “Strongly Agree”. There are 12.1% or 46 of the respondents chose “Neutral”. The remaining 3.9% or 15 of them voted “Slightly disagree”, while the rest 1.3% or 5 respondents selected “Disagree” and 0.8% or 3 of them voted “Strongly Disagree”.

Table 4.12.3 Third ranked mean: Item 2 “Task Significance”

Job Characteristics- Task Significance

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	1	.3	.3	.3
Disagree	11	2.9	2.9	3.2
Slightly Disagree	9	2.4	2.4	5.5
Neutral	45	11.8	11.8	17.4
Slightly Agree	106	27.9	27.9	45.3
Agree	145	38.2	38.2	83.4
Strongly Agree	63	16.6	16.6	100.0
Total	380	100.0	100.0	

Source: Developed for the research

Based on the Job characteristic “Task Significance”, there are 145 or 38.2% respondents selected “Agree”, 106 or 27.9% of them selected ‘Slightly Agree’. 63 or 16.6% of respondents placed their vote to “Strongly Agree”. There are 45 or 11.8% respondents selected “Neutral”, 11 or 2.9% chose “Disagree” and the other 9 or 2.4% respondents voted for “Slightly Disagree”. There is only 1 respondent that constitute 0.3% selected “Strongly Disagree”.

Table 4.12.4 Fourth ranked mean: Item 5 “Feedback”

Job Characteristics- Feedback

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	8	2.1	2.1	2.1
Disagree	16	4.2	4.2	6.3
Slightly Disagree	36	9.5	9.5	15.8
Neutral	69	18.2	18.2	33.9
Slightly Agree	93	24.5	24.5	58.4
Agree	119	31.3	31.3	89.7
Strongly Agree	39	10.3	10.3	100.0
Total	380	100.0	100.0	

Source: Developed for the research

The table above shows the result of the job characteristic that ranked in the fourth place, “Feedback”. There are 31.3% or 119 respondents selected “Agree”, 24.5% or 93 respondents selected “Slightly Agree” and another 18.2% or 69 of them selected “Neutral” as regard to this item. Consequently, there is 10.3% or 39 respondents voted for “Strongly Agree”, followed by 9.5% or 36 respondents voted “Slightly Disagree”, and 4.2% or 16 of them voted for “Disagree”. The remaining 2.1% or 8 respondents voted “Strongly Disagree”.

Table 4.12.5 Fifth ranked mean: Item 4 "Autonomy"

Job Characteristics- Autonomy

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Strongly Disagree	6	1.6	1.6	1.6
Disagree	23	6.1	6.1	7.6
Slightly Disagree	39	10.3	10.3	17.9
Neutral	52	13.7	13.7	31.6
Slightly Agree	108	28.4	28.4	60.0
Agree	125	32.9	32.9	92.9
Strongly Agree	27	7.1	7.1	100.0
Total	380	100.0	100.0	

Source: Developed for the research

"Autonomy" scores the lowest mean score which ranking at the fifth position among all the others characteristic. There are 32.9% or 125 respondents voted "Agree" for this item, followed by 28.4% or 108 respondents selected "Slightly Agree" and another 13.7% or 52 of them voted "Neutral". There is 10.3% or 39 of the respondents chose "Slightly Disagree" and the other 7.1% or 27 respondents voted "Strongly Agree", while the rest 6.1% or 23 respondents selected "Disagree" and 1.6% or 6 respondents voted "Strongly Disagree".

Refer back to the result of standard deviation (SD) showed in Table 4.12, "Feedback" has the highest SD value of 1.415, followed by "Autonomy" with the value of 1.396 and the third place "Task Significance" with the SD value of 1.167. "Task Identity" with SD value of 1.165 was ranked in the fourth place while "Skill Variety" was in the lowest rank with SD value of 1.089.

4.2 Scale Measurement

4.2.1 Reliability Test

Regarding to study of Sekaran and Bougie (2010), the reliability of a measure is critically essential to be established in order to test for both consistency and reliability. Consistency implies that how well the items used in measuring a concept (variable) hang together as a set. The reliability coefficient can be determined through Cronbach's alpha and it implies that how well the items in a set are significantly correlated to one another.

Due to motivation, personal factors, training, job characteristics and job involvement are measured with multi-item scales, it is necessary to test the consistency of the respondents' answers to the scale items for each measure.

Table 4.13: Reliability Test for Each Independent Variable and the Overall Variables

Construct	Cronbach's Alpha (Pilot Study)	Cronbach's Alpha (Actual Study)	Number of Items
Motivation	0.811	0.893	5
Personal Factors	0.718	0.810	5
Training	0.756	0.739	6
Job Characteristics	0.712	0.797	5
Job Involvement	0.838	0.824	6
All Variables (Motivation, Personal factors, Training, Job Characteristics, and Job Involvement)	0.883	0.914	27

Source: Developed for the research

Table 4.13 unveils the result of reliability test for the pilot study and actual study and the reliability test is implemented to test for the four independent variables (motivation, personal factors, training, and job characteristics), dependent variable (job involvement) and the overall variables' internal consistency.

In Chapter 3, we have explained different range of coefficient Cronbach's alpha value (Table 3.2). The Cronbach's alpha value which is less than 0.60 is considered to be poor reliability whereas, Cronbach's alpha value that is in the range of 0.60 to 0.70 is considered to be fair reliability. Those Cronbach's alpha values that are in the range of 0.70 to 0.80 indicate good reliability and those alpha values that are within the range of 0.80 to 0.95 indicate very good reliability. In a nutshell, the closer the Cronbach's alpha value is to 1.00, the greater the internal consistency. From the Table 4.13, it apparently showed that all the Cronbach's alpha values for each variable are well above 0.60. Hence, the internal consistency reliability of the measures applied in this study can be considered to be acceptable.

The Cronbach's alpha values of the pilot study for motivation, personal factors, job characteristics, and all variables seem to have improvement after the actual study's reliability test is being carried out, and only training and job involvement drop slightly. In the actual study, motivation, personal factors and job involvement have achieved the Cronbach's alpha above 0.80 and are considered to be very good reliability. Whilst for training and job characteristics have just achieved Cronbach's alpha above 0.70 and are consider to be good reliability. On the one hand, the reliability of the training measure that is presented in the actual study still remains in the same coefficient alpha range and therefore is considered to be good reliability.

Lastly, the Cronbach's alpha revealed in the reliability test for the pilot and actual study is increased from 0.883 to 0.914. This indicated that all variables' reliability in the actual study is considered to be excellent internal consistency.

4.3 Inferential Analysis

Under inferential analysis, statistical test is being chosen to analyse the quantitative data. There are two types of statistical tests used in this research, which are Pearson Correlation Coefficient and Multiple Regression Analysis. Under the Pearson Correlation Coefficient, the hypotheses formulated earlier would be tested in order to know whether the relationship between two variables is positively related or negatively related. Next, Multiple Regression Analysis will be used to explain the variance between more than one independent variables and the dependent variable. The results generated from the Multiple Regression Analysis will help us to identify the most critical factor that gives the highest impact on employees' job involvement.

4.3.1 Pearson Correlation Coefficient Analysis

Table 4.14: Overview of Correlation of Independent Variables

Variable	JI	JC	Mot	PF	Tr
JI Pearson Correlation	1	.697**	.403**	.641**	.428**
SIg. (2-tailed)		.000	.000	.000	.000
N	380	380	380	380	380
JC Pearson Correlation	.697**	1	.343**	.721**	.385**
SIg. (2-tailed)	.000		.000	.000	.000
N	380	380	380	380	380
Mot Pearson Correlation	.403**	.343**	1	.305**	.545**
SIg. (2-tailed)	.000	.000		.000	.000
N	380	380	380	380	380
PF Pearson Correlation	.641**	.721**	.305**	1	.338**
SIg. (2-tailed)	.000	.000	.000		.000
N	380	380	380	380	380
Tr Pearson Correlation	.428**	.385**	.542**	.338**	1
SIg. (2-tailed)	.000	.000	.000	.000	
N	380	380	380	380	380

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

Note: JI is Job Involvement.
 JC is Job Characteristics.
 Mot is Motivation.
 PF is Personal Factors.
 Tr is Training.

Source: Developed for the research

4.3.1.1 Relationship between Motivation and Employees' Job Involvement

Table 4.15: Correlation Coefficient for Motivation

		Motivation	Job Involvement
Motivation	Pearson Correlation	1	.403**
	Sig. (2-tailed)		.000
	N	380	380
Job Involvement	Pearson Correlation	.403**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: Developed for the research

Hypothesis 1:

H₀: There is no significant relationship between motivation and employees' job involvement.

H₁: There is a significant relationship between motivation and employees' job involvement.

Direction

In the Table 4.15 shows that there is a positive correlation between motivation and employees' job involvement. It is because the value shown in the table for correlation coefficient is positive. The motivation variable has a 0.403 correlation with the employees' job involvement. Hence, when employees receive motivation from the company, they will get more involved in their job.

Strength

The value of this correlation coefficient (0.403) is fall under coefficient range from +/- 0.21 to +/- 0.40. According to the Table 3.3 (in Chapter 3), the relationship between motivation and job involvement is therefore considered to be small but definite relation.

Significance

Since the p-value (0.000) is less than the alpha value (0.01), hence we reject H₀ in Hypothesis 1. In conclusion, we can conclude that there is sufficient

evidence that the relationship between motivation and job involvement is significant.

4.3.1.2 Relationship between Personal Factors and Employees' Job Involvement

Table 4.16: Correlation Coefficient for Personal Factors

		Personal Factors	Job Involvement
Personal Factors	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	380	380
Job Involvement	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: Developed for the research

Hypothesis 2:

H₀: There is no significant relationship between personal factors and employees' job involvement.

H₁: There is a significant relationship between personal factors and employees' job involvement.

Direction

In the Table 4.16 shows that there is a positive correlation between personal factor and employees' job involvement. It is because the value shown in the table for correlation coefficient is positive. The personal factor variable has a 0.641 correlation with the employees' job involvement. Hence, when employees' extroversion, openness, agreeableness, and conscientiousness are high while neuroticism is low, they will get more involved in their job.

Strength

The value of this correlation coefficient (0.641) is fall under coefficient range from +/- 0.41 to +/- 0.70. According to the Table 3.3 (in Chapter 3), the relationship between personal factor and job involvement is therefore considered to be moderate.

Significance

Since the p-value (0.000) is less than the alpha value (0.01), hence we reject H₀ in Hypothesis 2. In conclusion, we can conclude that there is sufficient evidence that the relationship between personal factor and job involvement is significant.

4.3.1.3 Relationship between Training and Employees' Job Involvement

Table 4.17: Correlation Coefficient for Training Variable

		Training	Job Involvement
Training	Pearson Correlation	1	.428**
	Sig. (2-tailed)		.000
	N	380	380
Job Involvement	Pearson Correlation	.428**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: Developed for the research

Hypothesis 3:

H₀: There is no significant relationship between training and employees' job involvement.

H₁: There is a significant relationship between training and employees' job involvement.

Direction

From the Table 4.17, it reveals that there is positive relationship between training and job characteristics. This is because the value of correlation coefficient is positive. The training variable has a 0.428 correlation with the

employees' job involvement. Hence, when employees receive more training from the company, they will get more involved in their job.

Strength

The value of this correlation coefficient (0.428) is fall under coefficient range from +/- 0.41 to +/- 0.70. According to the Table 3.3 (in Chapter 3), the relationship between training and job involvement is therefore considered to be moderate.

Significance

Since the p-value (0.000) is less than the alpha value (0.01), hence we reject H_0 in Hypothesis 3. In conclusion, we can conclude that there is sufficient evidence that the relationship between training and job involvement is significant.

4.3.1.4 Relationship between Job Characteristics and Employees' Job Involvement

Table 4.18: Correlation Coefficient for Job Characteristics

		Job Characteristics	Job Involvement
Job Characteristics	Pearson Correlation	1	.697**
	Sig. (2-tailed)		.000
	N	380	380
Job Involvement	Pearson Correlation	.697 **	1
	Sig. (2-tailed)	.000	
	N	380	380

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

Source: Developed for the research

Hypothesis 4:

H₀: There is no significant relationship between job characteristic and employees' job involvement.

H₁: There is a significant relationship between job characteristic and employees' job involvement.

Direction

In the Table 4.18 shows that there is a positive correlation between job characteristic and employees' job involvement. It is because the value shown in the table for correlation coefficient is positive. The job characteristic variable has a 0.697 correlation with the employees' job involvement. Hence, when employees' job characteristics (skill variety, task significance, task identity, autonomy and feedback) are motivating, they will get more involved in their job.

Strength

The value of this correlation coefficient (0.697) is fall under coefficient range from +/- 0.41 to +/- 0.70. According to the Table 3.3 (in Chapter 3), the relationship between job characteristics and job involvement is therefore considered to be moderate.

Significance

Since the p-value (0.000) is less than the alpha value (0.01), hence we reject H_0 in Hypothesis 4. In conclusion, we can conclude that there is sufficient evidence that the relationship between job characteristics and job involvement is significant.

4.3.2 Multicollinearity Analysis

Table 4.19: Overview of Partial Correlation

Control Variables			Mot	PF	Tr	JC
JI	Mot	Correlation	1.000			
		Significance (2-tailed)	.			
	PF	Correlation	.067	1.000		
		Significance (2-tailed)	.191	.		
Tr	Correlation	.450	.092	1.000		
	Significance (2-tailed)	.000	.074	.		
JC	Correlation	.097	.499	.134	1.000	
	Significant (2-tailed)	.060	.000	.009	.	

Source: Developed for the research

Based on Table 4.19, it revealed that there are very little intercorrelations among all the independent variables in this study. This is due to the coefficient values appear in Table 4.19 (partial correlation) and also correlation values showed in the Pearson Correlation (Table 4.14) are all lower than 0.70. In other words, we can conclude that none of the independent variables in a multiple regression model are greatly correlated. Therefore, all the

independent variables in this study are able to be further analysed in multiple regression analysis. The full set of the Partial Correlation's result is shown in the Appendix 4.1.

4.3.3 Multiple Regression Analysis

This analysis is used to define the relationship between the four independent variables (motivation, personal factors, training and job characteristics) and dependent variable (job involvement). Thus, the hypothesis 5 is being developed.

Hypothesis 5:

H₀: There is no significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

H₁: There is a significant relationship between independent variables (motivation, personal factors, training, and job characteristics) and job involvement.

Table 4.20: Result of Multiple Regressions on Independent Variable and Dependent Variable (Model Summary)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.554	3.83321

a. Predictors: (Constant), Job Characteristics, Training, Personal Factors, Motivation

b. Dependent Variable: Job Involvement

Source: Developed for the research

R Value

The R value is known as the correlation coefficient between the dependent variable and independent variables taken together. The correlation coefficient's value (R value) for this study is 0.747. It means that the relationship between dependent variable (job involvement) and independent variables (motivation, personal factors, training and job characteristics) is positively and highly correlated.

R Square

The R square signifies the percentage or the extent to which independent variables can define the variations in the dependent variable. In this research, the independent variables (motivation, personal factors, training and job

characteristics) can define 55.8 percent (%) of the variations in dependent variable (job involvement). Nevertheless, it is still left 44.2% (100% - 55.8%) undefined in this study. In simple terms, there are other additional variables that are essential in defining the employees' job involvement that have not been selected in this study.

Table 4.21: Result of Multiple Regression on Independent Variable and Dependent Variable (ANOVA)

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6969.150	4	1742.288	118.575	.000 ^a
	Residual	5510.058	375	14.693		
	Total	12479.208	379			

a. Predictors: (Constant), Job Characteristics, Training, Personal Factor, Motivation

b. Dependent Variable: Job Involvement

Source: Developed for the research

In regards to the Table 4.21, p-value (namely, the significant value is 0.000) is less than the alpha value (0.05). The F-statistic is significant. Also, the model for this research is a superior descriptor of the relation between the dependent variable and predictor variables. As a consequence, the independent variables (motivation, personal factors, training and job characteristics) are significant to define the variance in employees' job involvement. Therefore, we can accept the alternate hypothesis (H₁) and reject the null hypothesis (H₀).

**Table 4.22: Multiple Regression on Independent Variable and Dependent Variable
(Coefficient)**

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.663	1.363		1.220	.223
Motivation	.105	.038	.115	2.755	.006
Personal Factors	.340	.065	.260	5.225	.000
Training	.100	.037	.114	2.685	.008
Job Characteristics	.525	.063	.426	8.353	.000

(a). Dependent Variable: Job Involvement

Source: Developed for the research

1) Is motivation (predictor variable) significant to predict dependent variable (job involvement)?

Based on Table 4.22, the independent variable (motivation) is significant to predict dependent variable (job involvement) for this research. This is due to the reason that p-value for motivation is 0.006 which is less than the alpha value (0.05).

2) Are personal factors (predictor variable) significant to predict dependent variable (job involvement)?

According to the Table 4.22, personal factors are significant to predict dependent variable (job involvement) for this research. This is due to the fact that p-value for personal factors is 0.000 which is less than alpha value (0.05).

3) Is training variable (predictor variable) significant to predict dependent variable (job involvement)?

Based on the Table 4.22, training variable is significant in predicting the dependent variable (job involvement) for this research. This is because the p-value for training variable is 0.008 which is less than alpha value (0.05).

4) Are job characteristics (predictor variable) significant to predict dependent variable (job involvement)?

According to the Table 4.22, job characteristics are significant to predict dependent variable (job involvement) for this research. It is because the p-value for job characteristics is 0.000 which is less than the alpha value (0.05).

Interpretation on the Different Level of Contribution among the Interdependent Variables towards the Dependent Variable

Table 4.23 The Ranking of Independent Variables' Contribution

Independent Variable	Standardised Coefficients (Beta)	Ranking
Motivation	0.115	3
Personal Factors	0.260	2
Training	0.114	4
Job Characteristics	0.426	1

Source: Developed for the research

The multiple linear regression equation for this study is being formed as follows:

$$\text{Job Involvement} = 1.663 + 0.105 (\text{motivation}) + 0.340 (\text{personal factors}) + 0.100 (\text{training}) + 0.525 (\text{job characteristics})$$

Through the above generated equation, it apparently shows that the increase of 0.105 (motivation), 0.340 (personal factors), 0.100 (training), or 0.525 (job characteristics) will cause the level of job involvement to increase as well.

According to the Table 4.23, motivation is the predictor variable (independent variable) that contributes the third highest to the variation of the dependent variable (job involvement) as the Beta value (under standardized coefficients) for this independent variable is the third largest (0.115) as compared with other independent variables (personal factors, training and job characteristics). In other words, motivation contributes the third strongest in defining the variation in dependent variable (job involvement), when the variance defined by all other predictor variables in the coefficient model is controlled for.

Aside from that, the predictor variable that contributes the second highest to the variation of the dependent variable (job involvement) is the personal factors. This is because the Beta value (under standardized coefficients) for this predictor variable is the second largest (0.260) as compared with other predictor variables (motivation, training and job characteristics). In other words, personal factors make the second strongest exclusive contribution to define the variation in dependent variable (job involvement), when the variance defined by all other predictor variables in the coefficient model is controlled for.

In addition, training variable (predictor variable) has contributed the least to the variation of the dependent variable (job involvement). This is because training variable possesses the lowest Beta value (0.114) under standardized coefficients if comparing to the other predictor variables (motivation, personal factors and job characteristics). This indicates that training variable makes the least contribution to define the variation in dependent variable (job involvement), when the variance defined by all other predictor variables in the coefficient model is manipulated.

Last but not least, job characteristics (predictor variable) have contributed the highest to the variation of the dependent variable (job involvement). This is due to the Beta value (0.426) under the standardized coefficients is the largest value as compared to other predictor variables (motivation, personal factors and training). This revealed that job characteristics make the strongest exclusive contribution to define the variation in dependent variable (job involvement), when the variance defined by all other predictor variables in the coefficient model is manipulated.

4.4 Conclusion

In this chapter, we have used different tools to generate the result from all the tested variables. Firstly, descriptive analyses have been used to analyse the information (responses) collected from the respondents in the fast food restaurants. The data were measured on the central tendencies and dispersion of the four constructs. In addition, reliability test for the pilot study was being analysed and compared with the actual study. The actual study's reliability test is carried for the purpose of Test-Retest Reliability.

Besides, Pearson Correlation Coefficient was used to examine significant relationship between the independent variables and dependent variable. As a consequence, the results show there is strong relationship between the four constructs (motivation, personal factor, training, job characteristic) and employees' job involvement. Before running the Multiple Regression Analysis, we had tested the intercorrelation among all the independent variables in order to prevent multicollinearity from taking place as it might affect the Multiple Regression Analysis to be implemented effectively. Lastly, Multiple Regression Analysis was used to examine the overall relationship between all independent variables and dependent variable.

Afterwards, all the result analyses and interpretations will be further discussed in the following chapter, which is Chapter 5- discussion and conclusion.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents the overall analysis of the study based on the statistics and discusses the relationship between independent variables (motivation, personal factor, training and job characteristic) and dependent variable (job involvement). A brief summary and explanations will be provided regarding to the analysis results computed in the previous chapter. Moreover, discussions of major findings of the research also will be included in this chapter. Next, we will provide limitations of the study that have been identified and recommendations to support for the future research. Lastly, this chapter will be concluded precisely for the entire research project.

5.1 Summary of Statistical Analyses

The summary of the statistical analyses include descriptive analyses, scale measurement (reliability analysis), and inferential analyses.

5.1.1 Descriptive Analysis

Overall, there are 380 respondents participate in our survey. Our study mainly focuses on those who work in McDonald's, KFC and Pizza Hut fast food restaurant in five location- Kampar, Ipoh, Pulau Pinang, Kuala Lumpur and Johor Bahru. More than

half of our total respondents are female which consist of 200 respondents while the rest 180 are male workers.

Most of the respondents are between 21-25 years old, which 40.8% of them come from this age range. Respondents from age range of 46-50 is the least which only 2 of the respondent are belong to this group. For ethnic group, majority of our respondents are Malay which is 201 respondents construct 52.9% of the total respondents. Other ethnic group such as Nepalese, Punjabis and Bangladesh respondents make up the least portion which is only 1.3%.

Meanwhile, majority of our respondents are single, which 284 them construct 74.7% of the total respondents. Only 3 or 0.8% of our respondents are widow. There are 194 or 51.1% of the respondents are full time employee and only 65 or 17.1% of them are ex-employee in the industry. Respondent who holding secondary school certificate make up the largest portion which 156 of them occupied 41.1% of the total respondents. Lastly, 26.8% or 102 respondents having 1-2 years of experience in the fast food industry, make up the largest portion of employees' past working duration.

5.1.2 Scale Measurement

5.1.2.1 Reliability Test

Based on the Table 4.13, the construct which achieves the highest Cronbach's alpha value is motivation (without comparing with overall variables), in which its alpha value is 0.893, whereas the lowest Cronbach's alpha value is training which scores 0.739. All in all, we can conclude that all the constructs used in our research have achieved a good internal consistency, namely they are reliable, as all the alpha values for the constructs are above 0.60.

5.1.3 Inferential Analyses

Under inferential analyses, we will summarise the result for Pearson Correlations Coefficient, multicollinearity and multiple regression analyses.

5.1.3.1 Pearson Correlations Coefficient

Based on the Table 4.15, it shows that correlation coefficient between motivation and job involvement is 0.403, which is considered small but definite relation. In addition, the p-value (0.000) is also less than the alpha value (0.01). In other words, the relationship between motivation and job involvement is significant and positive.

Based on the Table 4.16, the correlation coefficient between personal factors and job involvement is 0.641 and the p-value (0.000) is less than the alpha value (0.01). As a result, it indicates that there is significant and positive relationship between personal factors and job involvement.

According to the Table 4.17, it signifies that the correlation coefficient between training and job involvement is moderate, which scores 0.428. In addition, the p-value is 0.000 which is less than the alpha value (0.01). Therefore, it implies that there is significant and positive relationship between training and employees' job involvement.

Lastly, based on the Table 4.18, it highlights that the correlation coefficient between job characteristics and job involvement is the highest among all the independent variables, which scores 0.697. Also, the p-value is 0.000 which is less than the alpha value (0.01). Thus, it indicates that there is significant and positive relationship between job characteristics and job involvement.

5.1.3.2 Multiple Regression Analysis

Throughout the research, we found that the correlation between the independent variables and dependent variable in this study is positive and high. Apart from that, the multiple regression analysis showed that the independent variables (motivation, personal factors, training and job characteristics) are able to define 73.7% of the variation in dependent variable (job involvement). On the other hand, the ANOVA table (Table 4.21) revealed that the F-statistic is significant and hence the model for this study is a good descriptor in explaining the relationship between the dependent variable and predictor variables (independent variables). Job Characteristics are the predictor variable that contributes the most in explaining the variation in dependent variable (job involvement), followed by personal factors, motivation, and the lowest contribution of the predictor variable is training. In conclusion, we recommend that the managers in all fast food restaurants should focus on all the predictor variables (motivation, personal factors, training and job characteristics) in this study as they are all significant in solving the low job involvement problem.

5.2 Discussion of Major Findings

Table 5.1: The Summary of Hypotheses Testing Result

Hypothesis	Description	Accepted	Rejected
Hypothesis 1	H1 There is a significant relationship between motivation and employees' job involvement.	$\beta = 0.403$ $p = 0.000 < 0.01$	
Hypothesis 2	H1 There is a significant relationship between personal factors and employees' job involvement.	$\beta = 0.641$ $p = 0.000 < 0.01$	
Hypothesis 3	H1 There is a significant relationship between training and employees' job involvement.	$\beta = 0.428$ $p = 0.000 < 0.01$	
Hypothesis 4	H1 There is a significant relationship between job characteristics and employees' job involvement.	$\beta = 0.697$ $p = 0.000 < 0.01$	

Source: Developed for the research

5.2.1 Hypothesis 1: Motivation

Based on the Table 5.1, we decided to reject H_0 and accept H_1 . This research's finding reveals that the p-value for hypothesis 1 is less than 0.01, which means motivation is significantly related to employees' job involvement in the fast food restaurant in Malaysia. This hypothesis testing's result has been proven by Reio and Callahon (2004), where they concluded that intrinsic and extrinsic rewards motivate the employees in resulting higher productivity. The

result shows that motivation is crucial towards employees' job involvement. Employee who receives less motivation from company will display less job involvement towards their work. However, employees who are motivated will tend to involve more in their job. The result shown in the hypothesis testing indicates that a positive relation between motivation and employees' job involvement, hence we can conclude that employees' motivation will ultimately increase their job involvement. Understanding the relationship between the two variables will definitely lead to positive effects throughout the organisation.

The major findings in the previous chapter enable to answer the one of the research questions in this study, which is "Does motivation affect the extent of employees' job involvement in fast food industry?" Result has shown that motivation is significantly related to employees' job involvement in the fast food industry.

5.2.2 Hypotheses 2: Personal Factors

Research outcome has showed that there is significant positive relationship between personal factors and job involvement which carries correlation coefficient value of 0.641 and p-value of 0.000 which is significant at the alpha value 0.01. H_0 will not be accepted and H_1 will be accepted in this research. Therefore, employees who scored high in extroversion, openness, agreeableness, conscientiousness will be more involved in the job, while those who score low in neuroticism will possess higher degree of job involvement.

The finding of the present study is similar with the previous researches which support that there is a significant and positive relationship between personal factors and employees' job involvement (McKelvey & Sekaran, 1977; Barrick & Mount, 1991). As our result shown, the Big Five traits — extraversion,

conscientiousness, neuroticism, openness, agreeableness and conscientious, are significant predictors of job involvement. The identified relationship between personal factors and job involvement suggests that those who possess the positive characteristics in personal factors must be expected to show higher involvement in their works.

The major findings in the previous chapter enable to answer the one of the research questions in this study, which is “Does personal factors affect the extent of employees’ job involvement in fast food industry?” Result has shown that personal factor is significantly related to employees’ job involvement in the fast food industry.

5.2.3 Hypothesis 3: Training

Under this hypothesis, H_0 is being rejected whereas H_1 is being accepted in this study. As a consequence, the level of employees’ job involvement increases, if company can provide its employees to go for training. This research’s finding is consistent to the studies of Bartlett (2001); Farhan Akhtar et al. (2011); Hung (2008); Karia et al. (2006); Khalid et al. (2011); Noe et al. (1993); Ooi et al. (2007); Rowold (2008); and Zhang (1999). In other words, all these researchers have highlighted the relationship between the training and employees’ job involvement is significant and positively related.

Bartlett (2001) emphasised that if the employer can provide his employees with the training which assists them to perform their current job, then the employees will become more involved in getting their job done. This is because they have learnt the skills and knowledge which may help them to accomplish their tasks more easily. In the same vein, Ooi et al. (2007) actually pointed out that the well-trained employees not only get more involved in their job, but also feel more loyal to their company where they work. In

addition, Karia et al. (2006) stated that if there is a longer training duration provided to the employees, this will lead to high level of employees' job involvement too.

The major findings in the previous chapter enable to answer the one of the research questions in this study, which is "Does training affect the extent of employees' job involvement in fast food industry?" Result has shown that training is significantly related to employees' job involvement in the fast food industry.

5.2.4 Hypotheses 4: Job Characteristics

Based on the findings, the relationship between job characteristics and employees' job involvement is significant because it carries p-value of 0.000 which is lesser than alpha value 0.01. Besides that, it showed that job characteristics and job involvement is positively related at the moderate level in which it carries correlation coefficient value of 0.697. H_0 will not be accepted and H_1 will be accepted in this research. Therefore, job with motivating characteristics will lead to higher employees' job involvement.

The finding of the present study is similar with the previous researches which support that there is a significant and positive relationship between job characteristics and employees' job involvement (Parker & Wall, 1998; Elloy, Everett, & Flynn, 1991; Lambert, 1991; Shore, Thornton, & Shore, 1990; Steel & Rentsch, 1997). Overall, skill variety, task identity, task significance, autonomy and feedback to job involvement are significant in our hypothesised directions. This clearly indicates that those employees associated with motivating job characteristics are more committed with organisation thus higher involved in their job.

The major findings in the previous chapter enable to answer the one of the research questions in this study, which is “Do job characteristics affect the extent of employees’ job involvement in fast food industry?” Result has shown that job characteristic is significantly related to employees’ job involvement in the fast food industry.

5.3 Implications of the Study

5.3.1 Implications for Motivation

This research has provided a deep evaluation for motivation that affecting employee job involvement. It emphasises that motivation are positively related with employee job involvement. Therefore, organisations are advised to formulate their organisational settings and goals according to the employee motivation.

Besides, this research provides useful information which guides the organisation to recognise areas of concern, which is employees' job involvement as it is significantly affected by motivation. Organisation should therefore take corrective actions since employees’ job involvement directly influences the performance of the organisation. For example, the top management should plan and figure out the different types of motivation which contribute to the level of employees’ job involvement.

In a nutshell, this research finding recommends potential implications for top management to review and conduct in order to develop excellent job involvement among the employees.

5.3.2 Implications for Personal Factors

According to the data presented herein, personal factors have significant impact on employees' job involvement as personal factors are related to job involvement either independently or in combination. These personalities are directly associated to job involvement hence it would definitely be a tool for organisation to manage problems encountered. In order to practically imply the findings developed from the present study, manager should not only focus on environmental factors but also employee personalities which foster the job involvement of employees.

Employees with high extroversion, openness, agreeableness, conscientiousness and low neuroticism have a tendency to highly involved in their job as they are high in hospitability, open-mindedness, cooperation, responsiveness and emotional stability. The implication of the present study according to the employees' personalities would therefore assist human resource manager in formulating appropriate personal development plan for employees as well as job matching, which can consequently assist in the retention of qualified employees in the organisation and further lead to low turnover rate. Furthermore, a better understanding of the employees' personality dimensions can support the organisation to best utilise the employees' skills and competencies. Organisations should therefore recognise the employees' personalities in order to achieve organisational goals as job involvement depends significantly on employees' behaviour and responses toward their jobs. By exploring the relationship between personal factors and job involvement, the practitioners and managers can get insight from the findings of this study that job involvement and employees' personal factors are strongly correlated.

5.3.3 Implications of Training

The result of the present study unveiled that training is significantly related to the employees' job involvement. In addition, the relationship between training and employees' job involvement is still significant when all the independent variables (motivation, personal factors, training and job characteristics) are tested altogether towards the dependent variable (job involvement) through the use of multiple regression analysis. As a result, organisations who are interested in promoting the employees' job involvement can consider all the dimensions of training examined in this study, namely participation in training, perceived benefits of training, and motivation to learn (Bartlett, 2001).

The implication of training is that this study has actually furthered the view of training that gives the impact on employees' job involvement in fast food industry. Training is important and worthwhile for every employer to focus on, particularly in the fast food industry. This is because training not only will lead to high level of employees' job involvement, but it will also indirectly create customer satisfaction. Well-trained employees feel more willingness to perform their job as their feeling of scariness in performing the assigned tasks has been removed and they are clear what to perform and how to carry their duties in a good manner. Consequently, the quality of service provided by the employees will unexpectedly increase and customers will be delighted (Emery and Barker, 2007).

Furthermore, this study contributes by explaining very beneficial implications and recommendations for the organisations in fast food industry to perfectly implement training programs and enhance their employees' job involvement. It is believed that the success of improving employees' job involvement can be easily achieved through the use of training. This is because the reliability of survey instrument (questionnaire) used in this study is being tested and hence the accuracy of results is greater.

5.3.4 Implications for Job Characteristics

This study helps to provide greater insights into the phenomena considered in both job characteristics and job involvement literature. The present results support the notion that job characteristics serve an important framework in examining the degree of employees' job involvement. Job characteristics with motivating potentials can increase employees' display of job involvement and in contrary may reduce employees' turnover intention and job stress. Therefore, this study offers several practical implications. When an organisation intends to assess the degree of employees' job involvement, managers should consider the five core job characteristics to effectively evaluate the relationship between these two.

The five core job characteristics can influence employees' work outcome as it contributes to experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results. Managers can therefore design or redesign jobs in order to improve employees' degree of job involvement. Data presented herein reveals that by designing the jobs through the incorporation of job characteristics (skill variety, task significance, task identity, autonomy and feedback), manager can increase the employees' job involvement by making their jobs more meaningful and challenging. Furthermore, human resource managers and organisational development practitioners should focus on the job characteristics by providing resources to employees at the level of the task to ensure organisation obtain benefits from job involvement. For example, manager can enhance task identity by assigning employees to perform their jobs from beginning to the end, enhance task significance by increasing the importance of employees' jobs to the entire organisation, and increase job autonomy by giving more freedom in doing their jobs. In brief, the five core job characteristics are important in relation to different aspects of employees' job involvement.

5.4 Limitations of the study

In conducting the survey, we have identified few limitations of our research study. First and foremost, we exclude the demographic variable as an independent variable affecting employees' job involvement. With reference to most of the literature reviews and findings, demographic is determined as one of the critical factors contributes to job involvement. There are more than 90 percent from the findings support this statement. Lodahl and Kejner (1965), Ruh, White and Wood (1975), Siegel (1973) argued that demographic - employee races, gender, marital status, education background, experience and age group have significant relationship with job involvement. There were also arguments claimed that these demographic variables do affect the employees' job involvement.

On top of that, we noticed that some of our respondents were not showing serious attitudes when answering the questionnaire. As most of the questionnaires were distributed during respondents' working hours, the respondents might have insufficient time as well as attention in completing the questionnaire on the spot. Due to this reason, the accuracy of the responses obtained is questionable.

In addition, we are using a relatively small sample to conduct our survey. A total of 380 respondents might not be strong enough to represent the whole population of the employees in the fast food industry in Malaysia.

Lastly, we only conducted our survey in few locations (Kuala Lumpur, Johor Bahru, Pulau Pinang, Ipoh and Kampar) due to time constraint. We unable to cover the whole area in Malaysia in conducting our survey, hence the results or data obtained have a risk to be not reliable enough.

5.5 Recommendations for future study

In respond to the above limitations, we would like to propose some recommendations for future researchers who have the intention to do investigation in this particular topic area or industry.

Firstly, future study should include demographic as an independent variable when testing for factors that affecting employees' job involvement. Future researchers are recommended to study on the relationship between demographic and employees' job involvement and eventually examine how and to what extend the demographic variable of a person can affect their level of job involvement.

Secondly, it is recommended that future researchers should increase the time length for respondents to answer the questionnaire, which subsequently lead to increased accuracy of data obtained since respondents can select the answers that best describe what the researchers want to measure.

Thirdly, future researchers are recommended to expand the sample size to a more adequate size in order to better represent the total population as the more sample being selected will contribute to a more reliable and accurate result.

Ultimately, we recommend future researchers to conduct the survey covering a larger survey area (to whole Malaysia). We strongly believe that the results generated from such effort will be highly generalisable to the whole population.

5.6 Conclusion

In a nutshell, we summarised that the four independent variables which are motivation, personal factors, training and job characteristics have significant relationship towards the employees' job involvement. In other words, the present study is considered as an evidence in proving job involvement are significantly affected by these four factors.

The four independent variables established in the present study play important roles in assisting the managers as well as the organisations as a whole to increase the level of employees' job involvement in the fast food restaurant in Malaysia. Moreover, this study provides a better understanding of the factors affecting employees' job involvement. Hence, fast food restaurant is advised to utilise the four predictor variables provided in this study to positively enhance the employees' job involvement as well as to reduce job dissatisfaction and turnover intention among the employees.

In conclusion, we strongly believe that the present study can provide fast food restaurants' managers with sufficient and useful information in the efforts to maximise employees' job involvement.

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APPENDICES

(APPENDIX 3.1)



UNIVERSITI TUNKU ABDUL RAHMAN (Perak Campus)
FACULTY OF BUSINESS AND FINANCE
BACHELOR OF BUSINESS ADMINISTRATION (HONS)

Dear Respondents,

We are the final year students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). Currently, we are conducting our final year project (a research) entitled “**Factors Affecting Employees’ Job Involvement in Fast Food Industry.**” The purpose of this research is to identify the most critical factors that contribute to employees’ job involvement.

This survey questionnaire comprises of 2 Sections, which are **Section A** and **Section B**. Section B is all about the personal particulars, whereas Sections A is about the factors affecting employees’ job involvement. Under Section A, it consists of five parts which has been showed as follows:

Part I- Assessment of the Motivation towards Job Involvement

Part II- Assessment of the Personal Factors (Neurotic, Extroverted, Openness, Agreeableness, and Conscientious) towards Job Involvement

Part III- Assessment of the Training towards Job Involvement

Part IV- Assessment of the Job Characteristics (Skill Variety, Task Significance, Task Identity, Autonomy, and Feedback) towards Job Involvement.

Part V- Overall Assessment of Job Involvement toward these 5 Factors

Your participation is strongly appreciated. Indeed, your participation in this survey is strictly voluntary. Please take a few minutes to complete this questionnaire. All the answers provided by you are **CONFIDENTIAL** and anonymous. No individual responses will be declared or disclosed. Only the aggregate responses will be shown in our report.

Research Project Team Members' Details:

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Survey Questionnaire

Section A- Factors Affecting Employees' Job Involvement

Under section A, it consists of 5 parts. Please answer all the questions by circling the number that best expresses your opinion regarding the statement. For each question, please circle one number only.

Part I- Motivation

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	I am satisfied with my benefit package.	1	2	3	4	5	6	7
2.	I am satisfied with the provided recognition for my achievements.	1	2	3	4	5	6	7
3.	I am satisfied with provided development opportunities.	1	2	3	4	5	6	7
4.	I am satisfied with my physical working environment.	1	2	3	4	5	6	7
5.	I believe that my salary is competitive as compared to similar jobs in other organisations.	1	2	3	4	5	6	7

Part II- Personal Factors

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	Neurotic (Emotionally Stable) Personality I see myself as someone who is emotionally unstable, easily upset.	1	2	3	4	5	6	7
2.	Extroverted Personality I see myself as someone who is talkative, outgoing, and sociable.	1	2	3	4	5	6	7
3.	Openness Personality I see myself as someone who has creative imagination.	1	2	3	4	5	6	7
4.	Agreeableness Personality I see myself as someone who likes to cooperate with others.	1	2	3	4	5	6	7
5.	Conscientious Personality I see myself as someone who makes plans and follows through with them.	1	2	3	4	5	6	7

Part III- Training

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	Participating in training activities able to help me develop my knowledge, skills, and abilities.	1	2	3	4	5	6	7
2.	Participating in training activities help me to increase my salary and get promotion.	1	2	3	4	5	6	7
3.	Participating in training activities help me to achieve my career objectives.	1	2	3	4	5	6	7
4.	Participating in training activities help me socialise well with other employees.	1	2	3	4	5	6	7
5.	Participation in training activities is helpless to me as I have all the needed knowledge and skills.	1	2	3	4	5	6	7
6.	I am willing to put more efforts to upgrade my skills and competencies just for learning's sake.	1	2	3	4	5	6	7

Part IV- Job Characteristics

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	Skill variety I see my job requires number of skills.	1	2	3	4	5	6	7
2.	Task significance I see my job has a direct impact on the organisation or its stakeholders.	1	2	3	4	5	6	7
3.	Task identity I see my job involves doing a complete job from beginning to end.	1	2	3	4	5	6	7
4.	Autonomy I see my job provides me high degree of freedom to make decision.	1	2	3	4	5	6	7
5.	Feedback I see my job provides me a better recognition or reward for doing a good job.	1	2	3	4	5	6	7

Part V- Job Involvement

No.	Questions	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
1.	The greatest satisfaction in my life comes from my job.	1	2	3	4	5	6	7
2.	My work is very important to me.	1	2	3	4	5	6	7
3.	I am really a perfectionist regarding to my work.	1	2	3	4	5	6	7
4.	I have very strong ties with my current job which would be very difficult to break.	1	2	3	4	5	6	7
5.	I am very much involved in my work personally.	1	2	3	4	5	6	7
6.	Other things in my life are more important than my work.	1	2	3	4	5	6	7

Section B- Personal Particulars.

Please place (✓) in the appropriate answer. Please tick one answer only.

1. What is your type of employment in the fast food industry?
 - Part-time worker
 - Full-time worker (Permanent worker)
 - Ex-employee in the industry

2. How long have you been working in fast food industry? (Please specify below)
 - 0 to 6 months

- 6 to 12 months
 - 1 to 2 years
 - 2 to 4 years
 - More than 4 years
3. Are you male or female?
- Male Female
4. What is your age?
- Below 20 years old
 - 21-25 years old
 - 26-30 years old
 - 31-35 years old
 - 36-40 years old
 - 41-45 years old
 - 46-50 years old
 - 51 years old and above
5. What is your race?
- Malay Chinese Indian
- Others (Please specify): _____
6. What is your current marital status?
- Single Married Divorced Widowed
- Others (Please specify): _____
7. What is your level of education? (Highest education level completed)
- Primary School
 - Secondary School
 - Diploma
 - Bachelor's Degree

Master's Degree

Others (Please specify): _____

**Again, your cooperation and participation for this survey is
greatly appreciated.**

Thank you for your time.

(APPENDIX 4.1)

Partial Correlation Analysis

Control Variables			Mot	PF	Tr	JC
JI	Mot	Correlation	1.000	.067	.450	.097
		Significance (2-tailed)	.	.191	.000	.060
		df	0	377	377	377
	PF	Correlation	.067	1.000	0.92	.499
		Significance (2-tailed)	.191	.	.074	.000
		df	377	0	377	377
	Tr	Correlation	.450	.092	1.000	.134
		Significance (2-tailed)	.000	.074	.	.009
		df	377	377	0	377
JC	Correlation	.097	.499	.134	1.000	
	Significant (2-tailed)	.060	.000	.009	.	
	df	377	377	377	0	