A STUDY ON THE FACTORS AFFECTING WORK ENGAGEMENT AMONG EMPLOYEES IN FAST FOOD INDUSTRY IN MALAYSIA

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DECLARATION

We hereby declare that:

(1) This undergraduate FYP 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 FYP 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 FYP.

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LIST OF ABBREVIATIONS

WE	Work Engagement
L	Leadership
TD	Training and Development
C	Communication
R	Reward
SPSS	Statistical Package for Social Science

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PREFACE

This research project was carried out by final year students of Bachelor of Business Administration to complete our study of bachelor's degree.

The research topic had been stipulated as "The Factors Affecting the Work Engagement Among Employees in Fast Food Industry in Malaysia". The purpose of this research is to explore the factors affecting the work engagement among employees in the fast food industry in Malaysia. The focus of this research was McDonalds' employees in Perak, Malaysia.

In contemporary, employees' work engagement had been taken seriously in companies. Companies believes employees' work engagement have a great impact on the performance and efficiency and is related to the organization's success. In fast food industry, the commitment and work engagement is critical to the organization's future development. However, it had been accused of employees' high turnover rate for lack of communication and insufficient rewards.

This research will provide a deeper insight and idea to the managers and organizations on which factors is the most critical that affecting the work engagement among employees.

ABSTRACT

In the competitive business environment, it is particularly critical to understand the importance of work engagement among employees because work engagement among employees has a direct impact on organizational performance and development. Employees who are engaged in their work include not only completing tasks, but also enthusiasm, a positive attitude, and dedication to the work. Therefore, it has become an organization's responsibility to establish a culture and environment that stimulates employees' potential and enhances their work engagement. In the fast food industry in Malaysia, employee turnover is high because many employees view their jobs as temporary rather than permanent. Although there has been much research on employee work engagement, relatively little research has been conducted in the fast food industry, mostly focusing on areas such as the hospitality, healthcare, and telecommunication industries. Therefore, this study chose to use quantitative research to explore work engagement among employees in the fast food industry. In order to collect data, 377 questionnaires were distributed to McDonald's employees in Perak, Malaysia through Google Forms in order to obtain their feedback. After collecting the questionnaire, the data were analysed using Statistical Package for Social Sciences (SPSS). Cronbach's alpha reliability test, Pearson's correlation coefficient, and multiple regression analysis were used in the study to assess the relationship between the dependent variable (work engagement) and the independent variables (leadership, training and development, communication, and reward). The results showed that there was a significant positive correlation between the independent variables and the dependent variables.

CHAPTER 1: RESEARCH OVERVIEW

1.0   Introduction

In this chapter, the relationship between the factors that affect work engagement among employees in fast food industry in Malaysia will be explored. The fast food industry, which falls under the service sector, needs to boost its success through fostering employee enthusiasm for the company. Employees that are enthusiastic about and dedicated to their work are more likely to help the company achieve its objectives (Razak & Wahab, 2022). This chapter provides a comprehensive overview of the study. The study commences by providing the contextual framework, which is subsequently followed by the research background, problem statement, research objectives, research questions, and the significance of the study. Finally, it offers a comprehensive chapter structure along with a summary of each chapter.

1.1 Research Background

In today's more globalized world, the fast food sector is worth billions of dollars every year and is continually expanding, particularly in Asia. Due to fast food restaurants are distinguished from other kinds of restaurants by their own set of distinctive qualities. These traits include rapid service, relatively low service interactions and relatively inexpensive service. The eating of fast food has evolved into a phenomenon that can be observed all around the world. It is anticipated that the rate of this pattern would quicken in the years to come. Malaysia is not an exception to this rule (Chian, 2020).

To begin with, the term 'fast food' can refer to any food that is high in calories and fat but delivers few or no nutritional benefits (Ganatra et al., 2020). Fast food can be defined to any type of cuisine that is prepared and provided immediately upon

the customer's request. Therefore, the majority of customers in Malaysia favor the fast food business. The rapid rise of the fast-food sector has created a stunning trend (Xiao, Yang & Iqbal, 2018).

Besides, there is a consensus that the fast food industry is expanding faster than any other part of the food service industry. Now that more people are working and they have less time to spend cooking at home. This is mostly attributed to a wide selection to choose from, convenience of the service as well as the food is tasty and reasonably priced. Also, fast food restaurants often serve as social hubs where young people can meet up with friends and hang out in a casual setting. The relaxed atmosphere and availability of food make fast food establishments popular gathering spots (Giao, 2020). This preference for fast food is especially prevalent among younger generations. Because of this, fast food restaurants have emerged as the top choice for the vast majority of Malaysians. It is one of the most important advancements that has been made in the food service business in Malaysia. KFC, McDonald's, Pizza Hut, Subway, Burger King, and others are popular fast food outlets among Malaysians (Mokhtar, Yusoff & Murad, 2020).

Moreover, the recent development of online food delivery is a significant trend that is gaining popularity in the market for fast food (ReportLinker, 2023). During covid-19 pandemic, there was a decrease in the amount of foot traffic to fast food outlets, but there was an increase in interest in online food delivery services. There is 78% of Malaysians used food delivery services at least once per week, while 98% of Malaysians had relied on food delivery services ever since RMCO was established. This trend is seen as an essential requirement in the restaurant and food service industries and creating growth prospects for new entrants. Consequently, technological advancements and changes in dietary preferences are among the most crucial parts of the fast food sector (Amir, 2022).

Furthermore, with consumer confidence on the rise again, the foodservice profit industry in Malaysia is expected to expand at a CAGR of 8.9% from 2021's MYR62.9 billion ($15.2 billion) to 2026's MYR96.1 billion ($23.5 billion). It is predicted that the number of outlets in Malaysia's foodservice profit sector would

rise between 2021-26, with the travel channel forecast to see the most value growth at a CAGR of 39.5% (GlobalData UK Ltd, 2022). The retail value of Malaysia's fast food restaurants was around $2.66 billion in 2022, up from $2.2 billion the year before. By 2026, fast food outlets in Malaysia are projected to earn $4.35 billion in revenue (Statista, 2023).

Nonetheless, a problem has emerged within the fast food industry in Malaysia. Employee turnover intention has occurred as a significant concern, that a likelihood that an employee would quit their current position or organization within a certain period of time. The increasing demand for skilled employees has made employee retention as a major issue for fast food sector in Malaysia (Munir & Tobi, 2020). With such high turnover rates, it's clear that retaining employees is a challenge in Malaysia's ever-growing labour market (Kadiresan et al., 2019).

With fast food becoming a popular choice, it is very important to ensure that there are enough employees to provide products and services. However, the majority of fast food businesses recruit employees who have just completed high school or who are awaiting acceptance into university or seeking other permanent jobs. Young employees often regard the fast food industry as a temporary way to earn tuition, rather than a long-term career choice. Then, they may not be devoted to their work which further increases the employee turnover rate (Nawar, Zaini, Sobri, Majid & Zaki, 2022). It is one of the important reasons why it is difficult for the fast food industry to attract and retain employees.

Due to that, it can be noted that fast food restaurants are inefficient because of a lack of investment in human capital to enhance the emotional and intellectual capacity of the employees who are committed to the organization. The rising demand for fast food has increased the importance of having sufficient skilled staff on hand to meet customer needs. To compete for and keep talented employees, fast food companies need to provide competitive pay and benefits. In fact, employees' jobs are complicated and often have to do with stressful situations at work (Zainal et al., 2022). But their earnings remain stagnant and difficult to give greater career advancement. Since fast food restaurants are not given priority attention to keep

those employees which reducing organizational performance in terms of quality products and services (Lambert et al., 2021). It negatively influencing employee motivation and leading to low employee engagement (Nawar et al., 2022).

Since according to Demirtas, Hannah, Gok, Arslan and Capar (2017), work engagement is defined as a "positive mindset, higher level of vigor, liveliness, determination, self-fulfillment, and dedications indicated by feelings of pride, inspiration, enthusiasm, and meaningfulness of the job". When employees are immersed in their work, it means that they really like and are willing to work hard for this job. In other words, an engaged employee will regard work as an important part of his or her life because it also means that he or she is full of enthusiasm for the job. People who are engaged at work are more goal-oriented and pay attention to the task at hand, which usually makes them perform better than those who are less engaged (Hopstaken, Van Der Linden, Bakker & Kompier, 2015). Therefore, employees will be highly engaged at work, enthusiastic about what they do, and make every effort to contribute to the organization's goals.

Currently, work engagement has always been a popular topic in many organizations because it is connected to the employee performance and the accomplishment of business (Christian, Garza & Slaughter, 2011; Halbesleben, 2010). Engagement is not only a reflection of an individual's pursuit of goals and concentration, but also a demonstration of sustained commitment and proactive efforts to achieve organizational goals. However, employees' work engagement has also become one of the biggest challenges facing organizations. Due to many organizations' complexity and strict laws and regulations, organizations will continue to face challenges related to employees' work engagement in the future, which may also lead to work disengagement among employees (Mishra, Boynton, & Mishra, 2014). Disengagement refers to "a lack of commitment, interest and enthusiasm for the job or workplace". This indicates that employees' participation in their work has decreased, which can be seen from their low-level behaviors in the company, such as being lazy at work, being late for work, not obeying company regulations, and lacking care for their work and colleagues (Allam, 2017). Undoubtedly, employees are an important asset of an organization because they can use their skills,

knowledge, and ability to help the organization in a competitive environment. As a result, they have a significant impact on whether the organization succeeds or fails. (Yandi & Havidz, 2022). Thus, work disengagement among employees is unfavorable to any organization, and the disengaged employees will negatively impact the organization's overall performance results and profits.

According to the 2020 Employee Experience Trends Malaysia Report by Qualtrics State Global Engagement, Malaysia ranks seventh among Asian countries in terms of employees' work engagement, second only to India, Thailand, and Hong Kong (Qualtrics, 2020). The average score of employees' work engagement in Malaysia is 54%, slightly higher than the global average of 53%. However, according to the Global Workplace Status Report, Malaysia ranked eighth among Southeast Asian countries (18%) in 2022, higher than Singapore but lower than other Southeast Asian countries (Gallup, 2022). In Malaysia, employees' work engagement is beyond the worldwide standard of 53%. However, it is in a low state in Southeast Asian countries, so it becomes an issue of employees' work engagement in Malaysia. The data of the following two pictures show that employees' work engagement in Global in 2020 and employees' work engagement in Southeast Asia in 2022.
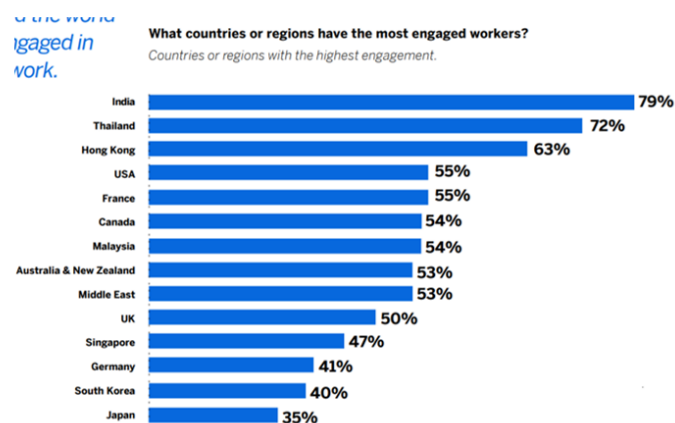
Figure 1.1. Employees' work engagement in Global. Adapted from Qualtrics State Global Engagement. (2020). Employee Experience Trends Malaysia Report.

Southeast Asia

EMPLOYEE ENGAGEMENT

Gallup Q¹² items; see "Appendix 3: Support Information" for item wording

Rank	Country	Change*	% Engaged	Rank	Country	Change*	% Engaged
1	Philippines	-1	31	6	Myanmar	+1	23
2	Thailand	+1	26	7	Laos	+1	23
3	Cambodia	+1	26	8	Malaysia	0	18
4	Indonesia	+2	24	9	Singapore	0	13
5	Vietnam	+3	23				

Figure 1.2. Employees' work engagement in Southeast Asian in 2022. Adapted from Gallup. (2022). State of Global Workplace Report.

Nevertheless, the significance of employees' work engagement in the fast food sector is not a hidden fact. An annual survey was conducted to examine the level of engagement among restaurant workers, which revealed a notable increase compared to the previous year. An increase in engagement was reported by 69.3% of employees in comparison to the previous year. Only 40.5% of restaurant employees reported being highly engaged at work in the previous year (Raydiant, 2023). Therefore, the increase in employees' work engagement may signifies a positive trend in fast food industry in Malaysia.

In a nutshell, the fast food industry in Malaysia is booming. This growth is only likely to quicken in the coming years. Organizations may boost their productivity by investing in the success of their people first. Since an organization's success depends on the efforts of its employees, who should always be completely engaged in their work. A more invested worker is more likely to do his or her job and may even do it better. It is of the highest priority to all parties in the fast-food business to find out what motivate employees to put their efforts that can engage in their work. Therefore, our research will focus on investigating the factors that affect employees' work engagement in Malaysia's fast food industry along with analyzing the relationship between training and development, leadership, reward and communication towards work engagement.

1.2 Problem Statement

In today's workplace, one of the biggest challenges is work engagement among employees. It will remain a challenge for organizations and management in the future because engagement is essential to the organization's survival, growth, and profitability (Osborne & Hammoud, 2017). In the competitive and globalized business environment of today, employees who have high engagement able to boost productivity, lower payroll costs (Swanberg et al., 2011), boost the rate of retention (Schaufeli and Salanova, 2008), and increase overall job satisfaction (Saks, 2006), as well as work output (Salanova et al., 2005) and corporate revenues. Nevertheless, many businesses globally persist struggling with employee work engagement (Iqbal et al., 2012). According to a Gallup study (2013) and U.S. Department of Labor (2015), only 13% of workers in the world are engaged at work; more than twice that number is fully disengaged, destructive, and worried about spreading dissatisfaction to others, indicating extremely low levels of global work engagement (Pandzic & Hadziahmetovic, 2022; Osborne & Hammoud, 2017). U.S. Department of Labor (2015) also stated that employee engagement has a negative proportion for businesses of at least 35% for firms. It has been observed that engaged workers have better retention and lower turnover rates. Moreover, these proportions have hardly changed in the last 12 years, suggesting that many employees globally are unable to advance and contribute positively at work (Osborne & Hammoud, 2017). Besides, there is less research about work engagement issues that has been done in the Asian environment (Pattnaik and Panda, 2020). A recent study by Qualtrics in Global Trends Report E-book (2020) showed below that the average work engagement rate in Malaysia consists of 54%, which indicates that the degree of work engagement is at a moderate level. Additionally, Aon Hewitt's report from 2015 and 2017 states that work engagement of employees in a few countries, like Malaysia, is still less than the 65% worldwide average. Malaysia's work engagement score for employees in 2015 was 61%, which was lower than that of Singapore (65%), Thailand (68%), the Philippines (75%), India (72%), and China (70%). The result fell to 59% in 2017, well below the 65% global average and well below the scores of other nations like Indonesia (61%), Thailand (65%), Philippines (65%), India (69%), and China (67%) (Ayob & Nor, 2019). This shows that there is a need to raise employee work

engagement levels (Razak & Wahab, 2022). Among the industry, there is also a lack of research about work engagement in the fast food industry. Employee work engagement has been one of the biggest issues and has resulted in high employee turnover in the fast food industry (Stallworth, 2020). Therefore, this has formed the purpose of the research and study for work engagement in fast food industry Malaysia.

First, Attridge (2009) shows that a positive leadership style will lead to employees to stay engaged in their work as it is a source of employee motivation. According to Harter, Schmidt, and Hayes (2002), when the managers better meet the necessities and interests, employees will have greater levels of work engagement. When there is a lack of responsibility, self-serving and unethical behavior of managers as a leader, it will affect the employees to reduce their involvement, lead to perceived lack of encouragement in the performance of their business duties, create difficulties for employees in achieving their goals and cause further down levels of engagement (Blomme, Kodden, & Beasley-Suffolk, 2015; Jabeen & Rahim, 2020). In the fast food industry, a supervisor is also a leader who failed to supervise the employees and has caused them to carry out their daily jobs without considering the quality of their services (Kangan et al., 2016). U.S. Bureau of Labor Statistics (2018) stated that leadership behaviors, such as failing to build positive or productive relationships, lacking management support, mistreating employees, and ineffective communication, are among the top three reasons that decrease employees' motivation and engagement, and cause them to voluntarily leave an organization (Stallworth, 2020). However, Carasco-Saul et. al. (2015), as mentioned by the authors Gemeda and Lee (2020), stated that there is only a little research looking at the potential relationship between leadership behaviors and employee engagement in the larger human resources literature. This has been supported by Xu and Thomas (2011), as cited in Gemeda and Lee (2020), which also mentioned the scarcity of findings on the relationship between leadership style and work engagement among employees. Hence, we aimed to close this gap and support future research in this field, thus focusing on examining the relationship between leadership and work engagement among employees.

Next, lack of employee training and development is a factor in employee turnover (Bebe, 2016). This is because undervalued personnel have lower productivity, loyalty, and engagement as a result of their inadequate training (Choo & Bowley, 2007). Work engagement of employees would rise if training and development were carried out openly that balanced the needs of both sides. Hence, training and development is essential tools that can boost employees' work engagement and productivity (Azeem et al., 2013). In the fast food industry, many fast food restaurants have a poor training reputation and are reluctant to provide training to their employees in case they later leave the company (Lowry et al., 2002 & Maxwell et al., 2004). Hence, lack of training and development negatively impacts employees' job happiness and productivity, which in turn causes staff turnover and jeopardises quality standards (Lashley & Best, 2002). Kangan et al. (2016) also proved that some employees lack adequate training for their positions. Therefore, more research in this area is required to bridge the gap to increase awareness of the companies that accurate training and development affect work engagement of employees in fast food industry. Hence, this research aims to contribute to determining the relationship between training and development and work engagement.

Furthermore, work engagement of employees is positively impacted by internal organizational communication and internal supervisor communication (Carriere & Bourque, 2009; Iyer & Israel, 2012; Karanges et al., 2014; Sudhakar & Patil, 2006; Taylor & Elsey 2005; Yates, 2006). White et al. (2010) also found that effective internal communication can increase employees' feelings of ownership and responsibility for supporting organizations personally. In addition, the manner in which communication occurs affects supervisors' capacity to engage staff in accomplishing organizational objectives and motivate them to strive for higher performance (Michael, 2014; Bathia & Balani, 2015; Neves & Eisenberger, 2012). However, employees are more probable to feel disengaged at work when their leaders exhibit poor communication skills (Robertson-Smith & Markwick, 2009). These findings are corroborated by research from the Roffey Park Institute, which indicated that workload pressure, along with bad management and poor communication, were the main engagement barriers in a study of UK managers

(Robertson-Smith & Markwick, 2009). However, there are just a few studies that have been carried out to understand the relationship even though it's commonly acknowledged that communication is a key factor in higher levels of work engagement (Reyneke, 2019). There is also a limited quantity of research which was done by Roberts (2013) and Hayase (2009) on determining the link between a positive communication climate in an organisation and increased the levels of employees' work engagement. Hence, this has formed a gap in the relationship, thus creating the purpose of conducting the research.

According to Ali (2019), a research paper has mentioned that employees believe that the primary cause of demotivation and the raising in turnover is due to the lack of rewards in the fast food industry. Nadiri and Tanova (2010) proved this by declaring that the employees' turnover intentions are affected by the logical arrangement of pay and reward. Therefore, Koyuncu, Burke, and Fiksenbaum (2006) stated that the level of rewards and recognition may be a crucial part of work expertise and a strong forecast of engagement when performance-connected pay culture succeeds at work. In contrast, insufficient compensation packages will lead employees to a rank of job exhaustion (Maslach, Schaufelli, Leiter, 2001). The connection between reward and work engagement has been proven by being fully supported by various studies; however, this relationship has yielded inconsistent results. Based on Siswanto et al. (2021), a few studies (e.g. Aktar et al., 2012; Hariandja, 2002; Kurniawan & Nurtjahjanti, 2019) found that there was a crucial influence between reward and employees' work engagement and their performance. Nevertheless, other studies (Suak et al., 2017; Susanto, 2016) revealed that reward is not a factor in improving employees' performance, hence mentioned that reward has no significant effect on employees' work engagement. As a result, a gap has been created that needed to be filled up, thus forming the purpose of our study.

Prior research mostly concentrated on identifying the factors that influence work engagement in the commercial sector, public sector, hospitality industry, healthcare industry, and telecommunications industry (Ganesan et al., 2017; Mansoor & Hassan, 2016; Mansor et al., 2018; Razak & Wahab, 2022; SheeMun et al., 2013; Zainol et al., 2016). There is no study that has attempted to combine these various

important factors, such as leadership, training and development, communication, and reward to assess the influence on work engagement between employees in the fast food industry in Malaysia. Hence, it is crucial to conduct a study about the relationship between leadership, training and development, communication, and reward and the work engagement of employees in the fast food industry in Malaysia. Through the conducted research, researchers can better understand how each independent variable affects work engagement by combining many factors and analyzing the overall impact in the fast food industry. They can obtain and gather the latest and detailed updated information as references and guidelines by referring to our study. Other than researchers, the study can also help organizations raise work engagement among employees in the fast food industry and, at the same time improve the awareness of management on how employee work engagement is influenced by leadership, training and development, communication and reward. Therefore, conducting this research creates the possibility of additional elements affecting work engagement and introducing new knowledge on improving work engagement in a company.

In conclusion, these various symptoms have prompted us to conduct research to better understand work engagement among employees in the fast food industry in Malaysia. The primary goals of this study include identifying the variables that influence work engagement of employees in the fast food sector and its relationships between leadership, training and development, communication and reward. In general, the research conducted will reach us to find out and understand more about work engagement of employees who work in Malaysia's fast food industry.

1.3 Research Objectives

The purpose of this research is to determine the backgrounds of work engagement.

1.3.1 General Objective

To identify the factors that affecting work engagement in fast food industry.

1.3.2 Specific Objectives

1. To determine the relationship between leadership and work engagement
2. To determine the relationship between training and development and work engagement
3. To determine the relationship between rewards and work engagement
4. To determine the relationship between communication and work engagement

1.4 Research Questions

Several important questions have been raised by researchers that need to be looked into in the research study:

1. Does leadership have a significant relationship with work engagement?

2. Does training development have a significant relationship with work engagement?

3. Does rewards have a significant relationship with work engagement?

4. Does communication have a significant relationship with work engagement?

1.5 Hypotheses of the Study

<u>Hypothesis 1</u>

H_0: There is no significant relationship between leadership and work engagement

H_1: There is significant relationship between leadership and work engagement

<u>Hypothesis 2</u>

H0: There is no significant relationship between training and development and work engagement

H1: There is significant relationship between training and development and work engagement

Hypothesis 3

H0: There is no significant relationship between rewards and work engagement

H1: There is significant relationship between rewards and work engagement

Hypothesis 4

H0: There is no significant relationship between communication and work engagement

H1: There is significant relationship between communication and work engagement

1.6 Significance of the Study

Fast food restaurants strive to improve their operations and differentiate themselves from the competition by providing their customers with high-quality food and service. However, this cannot be achieved without the active participation of all staff. Because of this, the work engagement of the employees at fast food restaurants is crucial to the success of the businesses (Ibitomi, Akeem & Shittu, 2020). Therefore, in this research, we focus on analyzing the four variables which are leadership, training and development, reward and communication that influence work engagement in the fast food industry. This research brings significant benefits to organization, manager, employee and researcher regarding the factors affecting the work engagement among employees in Malaysia's fast food industry.

a) Organization:

The work engagement among employees in the fast food industry is very important to the organization. In today's workplace, employees' work engagement has occurred as one of the largest issues. Work engagement is very important to the organization as engagement is a crucial factor in sustaining the organization's vitality, existence, and profitability (Albercht, Bakker, Gruman, Macey, & Saks, 2015; Breevaart et al., 2013; Farndale & Murrer, 2015). Employees' work engagement will remain to confront organization in the upcoming as the regulations in many firms are complex and strict (Mishra, Boynton, & Mishra, 2014). Organizations will have superior profits compared to others if they have extremely engaged employees (Society for Human Resource Management [SHRM], 2014). The customer satisfaction, organizational profits, and employee productivity will be increased when there are highly engaged employees in the firm (Ahmetoglu, Harding, Akhtar, & Chamorro-Premuzic, 2015; Carter, 2015; CooperThomas et al., 2014; Vandenabeele, 2014).

b) Manager:

Besides, this research can assist a manager of an organization in the fast food industry to connect employees with organizational goals and exceed expectations of the manager on their performance (Menguc, Auh, Fisher, & Haddad, 2013). As a leader, a manager is responsible and important to play the role in leading employees to put out their best effort, as well as inspiring them in contributing to the success of the organization, which they directly boost work engagement. From this research, managers will better understand about the application of leadership, training and development, communication, as well as rewards that is more effective and efficient for them to improve work engagement among employees. Through the conducted study, managers can have confidence with their efforts to guide and lead employees toward job accomplishment, where they become more engaged and more productive in their work and with the organization. Thus, the findings and outcomes of this study is significant to help the manager of the fast food industry analyze the factors that influence work engagement, at the same time improve work engagement among the employees.

c) Employee:

Furthermore, under the background of Malaysia's fast food industry, it is particularly important to understand the employees' work engagement because of its unique characteristics. Fast food usually involves repetitive tasks, long working hours, and low job security (Omar, Ahmad & Mustaffa, 2019). Through this study, it is emphasized that work engagement helps employees recognize their value and importance in the organization. Therefore, employee motivation and work engagement will increase when they can clearly understand how their job directly impacts the organization's overall performance.

d) Academics:

Moreover, this study lays the groundwork for future studies on employees' work engagement on the job, making it highly useful and desirable for researchers interested in exploring this topic. Many ideas and suggestions for encouraging greater engagement on the job by fast food employees are explained and discussed at length in this study. It can be used as a resource for future academics who want to dig deeper into the elements that influence workers' commitment to their jobs. The findings of this study will provide valuable guidance to sectors apart from the hospitality business, including the food and beverage sectors. Due to that, work engagement will keep going up in every company (Farooqui & Alwi, 2019).

e) HR Practitioner:

Additionally, HR professionals utilize the study's findings to encourage more teamwork by boosting employee engagement in the workplace. They can implement a variety of CSR activities to enhance knowledge and corporate culture. When implementing CSR activities, it recognizes the pivotal role that employees play in the performance and success of the organization. For example, fostering transparent communication channels between employees and managers or prioritizing employee interests. Due to that, organization can cultivate trust among the employees. As well, when employees have more opportunities to engage in

meaningful communication and build relationships within the company, it can boost employee engagement and organizational performance and over the long run (Navajas-Romero et al., 2022).

To sum up, we hope that this research can help the organization, manager, employee and researcher to have better understanding and enhancement on employees' work engagement in Malaysia's fast food industry.

1.7 Chapter Layout

This research consists of five chapters as follow:

Chapter 1: Introduction

The first chapter is an introduction to the study that details the research problem and describes the study's methodology. In addition to a problem statement, research objectives, research questions, hypotheses to be evaluated, and an explanation of the study's significance. We provided context for the study by explaining the work engagement among employees in the fast food industry in Malaysia. Additionally, a detailed conclusion will be provided at the chapter's end.

Chapter 2: Literature Review

The literature review is presented in Chapter 2. It consists of a thorough examination of the literature on our chosen topics, both that which has already been written and that which has yet to be published. This includes online articles, archival journals, and studies that have examined the factors that influence workers' commitment to their jobs. This section also covers a summary of the relevant theoretical models, framework, and hypotheses. Finally, this chapter will wrap up with an ending that connects to the following chapter.

Chapter 3: Methodology

For this chapter, it covered the research approach and its application. The study design, data collection techniques, sample design, research instrument, constructs

measurement, data processing and data analysis are all covered in this chapter. A brief summary that highlights the variables influencing employees' work engagement.

Chapter 4: Data Analysis

This section presents the results and discusses how they relate to the study topics and hypotheses that were put forth. This chapter has two hypotheses which including an inferential analysis and a descriptive analysis. The frequency and percentage analysis will be provided in descriptive analysis by describing the respondents demographic characteristics along with the individual variables (dependent and independent variables) and its relationships. These two analyses will be presented using tables and figures.

Chapter 5: Discussion, Conclusion and Implications

Finally, it will be concluded that the findings of the whole investigation in chapter 5. It provides a discussion of significant discoveries that support the objectives and theories of this research. Furthermore, it will be recognized and explored the study's shortcomings and implications. In addition, recommendations for further research will be given. Thus, it will be ended the research in this chapter.

1.8 Conclusion

To conclude, this chapter concludes with a quick summary of the entire research project. It is crucial to recognize and take into account that the factors affecting the work engagement among employees in Malaysia's fast food industry. The major components of this chapter are research background, problem statement, research objectives, hypothesis and research significance. The factors include leadership, training and development, reward and communication. In chapter 2, we will further explain the dependent and independent variables in more detail.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The literature review, which reveals the data and information that has been used by many scholars to do more study, is the focus of this chapter. It is regarded as secondary source. This chapter's literature review discloses the data that has been used by numerous researchers to do more research. In this chapter, we have revealed a variety of variables that affect employee engagement in fast food industry. However, it pay attention to the majority factors that are recognized by most researchers and academics. The selected variables are leadership, training and development, communication and reward. The definition of dependent and independent variables will be discussed and tested scientifically in this chapter. We will evaluate journal articles and other research materials to analyze the content, suggest the hypothesis testing and develop the theoretical framework. Then, concise conclusion was given. Thus, in the end, it would have a more complete view of the factors influencing employees' work engagement in the fast food industry.

2.1 Underlying theories

2.1.1 Social Exchange Theory

Figure 2.1: Explanation of social exchange theory on the relationship between employee work engagement and performance. Adapted from Yin, N. (2018). The influencing outcomes of job engagement: an interpretation from the social exchange theory. *International Journal of Productivity and Performance Management, 67*(5), 873-889.

Homans (1958) originally developed the Social Exchange Theory (SET) in the framework of economies and psychology. Goods exchange in social interactions can take either a tangible or non-material form. For instance, non-material forms contained symbolic values like acceptance and prestige whereas material forms featured exchanges on a financial basis. In order to maintain equilibrium in the exchange process, he said that the person who provides something to others would incur a cost, while the person who receives will experience a reward. However, that person makes sure that they receive more profit than other members of the same group while also maximizing their own benefit in the exchange process (Homans, 1958).

Multiple organizational interactions, including those between employers and employees, between employees and their coworkers, and even between the individual and the organization, have been studied using social exchange theory (Cropanzano & Mitchell, 2005; Ilies et al., 2007; Li & Hung, 2009; Rai, 2013). According to Social Exchange Theory, when people connect with one another continually, especially when an employer supports one of their employees, a sense of obligation develops (Ilies et al., 2007; Wang et al., 2005). As a result of the reciprocal advantageous exchange, a good relationship between supervisor and employees may affect the employee's career life and indicate their engagement level (Saks, 2006). Additionally, other researchers, including Doherty (2010), Johari et al. (2013), and Brad Shuck, et al. (2011) recognized that utilizing social exchange theory as the underlying assumption, human resource practices have a major effect on employees' work engagement.

Social Exchange Theory (SET) offers a stronger theoretical basis for addressing employees' work engagement. Masterson et al. (2000) stated that one side expects a payback later on after giving something or providing services to the other. When one party gets something important, they will also feel compelled to return it to the other party. Employees who have received assistance from others will make a concerted effort to repay them in order to be eligible for future bonuses. Based on the social exchange hypothesis, multiple researchers study the correspondence between an organization and its members. The loyalty and effort of an organization's workforce, along with social rewards, build the bond between that organization and its employees. Saks (2006) claimed that engaging with the organization is one way that people may give back. In other words, depending on the resources their company offers, employees will decide how much or little they want to engage.

Saks's (2006) study offered a logical justification for employees' work engagement based on SET, and it was consistent with a number of previous studies. Maslach and Leiter (2008) came to the conclusion that burnout is predicted by a lack of reciprocity or unbalanced social exchange processes. Additionally, Cartwright and Holmes (2006) discovered unequal social exchange, such as when employers demand more of their employees while offering little in return outside a job or the ability to find employee cynicism and mistrust. Therefore, it was discovered that the social interchange was favorable. Employees' perceptions of organizational support, affective commitment, and contextual performance behaviours were all found to be positively correlated with the social exchange (Bakker & Schaufeli, 2008).

Besides, Social Exchange Theory's basic tenet (Blau, 2017) explains that a reciprocal relationship between managers and employees may develop (Strom et al., 2014). When an organization's leader delivers an employee with socioemotional resources, such as through the utilization of an inclusive leadership style, the employee feels responsible to repay the business, and work engagement is one way of performing so (Saks, 2006).

Therefore, social exchange theory may provide an understanding of the connections between affective organizational commitment, inclusive leadership, employee creativity, and work engagement (Choi et al., 2015).

Apart from that, the reciprocity principle is highly valued in the social exchange theory, which mentions that when an employer supports an employee by providing training, the employee should reciprocate by expressing gratitude for the organization's kind deed. Employees work harder to stay devoted to an organization when they believe they owe it something regarding what it did for them. Programmes for employee training that accomplish reciprocity encourage a high degree of employee commitment to the company. As a result, when an employer gives employees the chance with training and development, it shows them that they are valued as employees and that the employer cares about their well-being as well as their willingness to return the favor (Cherotich et al., 2020).

According to theory, social exchange underlines the link between internal communication and employees' work engagement, with employees feeling obligated to give back in exchange for the benefits they receive (Saks, 2006). Mmutle (2014) concurs with this theory, pointing out that internal communication is an essential part of all exchange interactions. Moreover, it is likely to play a significant part in creating the highest level of employees' work engagement if communication inside a company is honest, courteous, polite, and dignified (Rich et al., 2010).

Additionally, when there is a transaction between the employer and employees, the connection between them is in "quid pro quo reciprocity.". This might be referred to as a reciprocity norm between an employer and employees (Huang et al., 2016). Based on SET, employees believe that rewards and recognition from their employers foster an interdependent relationship based on mutual commitment, trust, and loyalty (Bashir et al., 2023). For instance, when an employer treats employees well, such as by offering appealing rewards, the employees should do their jobs effectively

in return (Mearns et al., 2010). As a result, rewards and recognition cam also influence how well the employee-organization relationship is perceived, as well as how well the employee and the work factors that are thought to be connected to work engagement and burnout mesh (Bashir et al., 2023). Thus, when employers provide their employees undesirable rewards or benefits, the workers typically perform less efficiently and are less engaged in their work.

In conclusion, the social exchange theory will be used to examine the level of work engagement among employees in the fast-food industry in Malaysia by relating with the four independent variables that affect work engagement, which are leadership, training and development, communication, and reward.

2.2 Review of variables

2.2.1 Work engagement

According to Schaufeli and Bakker (2010), work engagement is a kind of psychological state like "behavioral investment of energy". This means that employees not only perform tasks at work, but also have a positive emotional reaction to their work, just like putting their energy into an attractive investment. This state of engagement is not only a psychological feeling, but also affects to some extent how employees view and respond to their work (Schaufeli, Bakker and Salanova, 2006; Meyer, Gagne and Parfyonova, 2010; Schaufeli and Bakker, 2010).

In order to achieve positive work engagement, Kahn (1990) associated employees' work engagement with three essential psychological conditions, including meaningfulness, safety, and availability. Firstly, meaning involves coordinating work with individual values, beliefs, and goals, so

that employees think their efforts are valuable. Secondly, safety means that employees feel comfortable and respected in a supportive working environment, rather than anxious and threatened, which encourages them to dare to express their opinions and creativity. Lastly, availability emphasizes that employees can get necessary materials such as training and psychological resources such as feedback to perform their duties effectively. The combination of these conditions helps employees to have a high degree of engagement, thus promoting positive work attitude and performance. Therefore, when employees devote themselves to their work and are enthusiastic about for their duties, they are considered to be engaged, which is very important for the common growth of individuals and organizations (May, Gilson & Harter, 2004; Olivier and Rothmann, 2007; and Deepa, Palaniswamy, and Kuppusamy, 2014).

However, keeping talented workers on board is essential to a company's success, which is why work engagement among employees is so important. So, employees' work engagement serves as a strong indicator of both business results and its financial performance (Mascarenhas et al. 2022). There is a major factor that work engagement is widespread acceptance due to its accuracy in predicting positive results for individuals, groups, and companies. Employees that are fully engaged in their work show greater proficiency in their roles (Christian et al., 2011) and better business outcomes (Xanthopoulou et al., 2009). Employees that are invested in their work are also more likely to be innovative and entrepreneurial because of their willingness to open up to new ideas (Gawke et al., 2017; Orth and Volmer, 2017). In addition to these gains in productivity, studies have also found that employees who are invested in their work are more likely to pitch in and assist their coworkers. Team members that are invested in their work together tend to be more productive on the job (Costa et al., 2015). Because it spreads from one person to the next, engagement has a significant domino impact on groups (Van Mierlo & Bakker, 2018). Based on the report from AON (2018) states that they consistently exceed expectations when it comes to achieving business goals. As employees' work engagement has been

linked to a decrease in absenteeism which are less likely to take sick days or plan to leave their jobs in the near future Graça et al. (2019). In order to boost individual performance, which in turn can boost job satisfaction, employees' work engagement plays a crucial role in the business (Garg, Dar & Mishra, 2018). When workers are enthusiastic about their jobs, they produce higher-quality results. The productivity, satisfaction, citizenship behavior, and performance of an organization greatly benefit from having highly engaged people (Bakker, 2017). To sum up, it is anticipated that involvement will lead to beneficial outcomes, both for the individual in terms of development and the organization in terms of performance quality.

On the other hand, Maslach and Leiter (1997) suggested a method in which they think that work engagement and burnout are two corresponding states. When employees are often full of positive emotions and enthusiasm for their work, they will engage themselves in their work, thus reducing the possibility of burnout. On the contrary, when employees experience job burnout, they may lose interest and motivation in their work, thus affecting the degree of work engagement. To measure these states, they used Maslach Burnout Scale (MBI) (Maslach & Jackson, 1981). In their quest for solutions to avoid burnout, they recommend that employees who are full of professionalism should be energized and view their job as a challenge. Through these studies, employees can better understand how to maintain a positive attitude at work and avoid falling into a state of burnout.

As work engagement is seen as the positive antithesis of burnout. Each represents opposite extremes of occupational well-being, work engagement and burnout are antonyms. Hence, work engagement is the positive pole of employees' well-being, defined by high energy and strong identification with one's work, while burnout is the negative pole, characterized by low energy and weak identification with one's work (Leiter & Maslach, 2017). Instead than seeing their jobs as stressful and demanding, individuals who are engaged see them as exciting new opportunities to learn and grow professionally. The three elements of burnout are exhaustion, cynicism, and

diminished accomplishment while the three characteristics of engagement are energy, involvement, and efficacy. According to this theory, burnout and interest are inextricably linked concepts that may be measured using the same scale (Leon, 2015). Due to that, burnout and work engagement are crucial concepts to understand since they serve as reliable predictors of major outcomes for both individuals and businesses. In order to prevent burnout, it is important to foster and sustain employees' work engagement.

According to Schaufeli et al. (2002) thought that the burnout inventory was insufficient for measuring the whole link between burnout and engagement. However, they defined work engagement as a "positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption". There are three dimensions of work engagement which are vigor, dedication, and absorption.

Firstly, vigor is the term for an employee's enthusiastic, proactive, and ongoing engagement in their work. This kind of vigor reflects that employees remain energetic at work, are willing to devote themselves to their work and show a good mental state for their work. According to Karatepe and Demir (2013), vigorous employees typically possess the capacity to adjust swiftly while carrying out their responsibilities. Regardless of their challenges, motivated employees are driven to do quality work (Salanova, Agut & Peiró, 2005). Compared with the employees who lack vigor, such employees may perform better because they will do their best when performing tasks and are determined to finish the work, no matter what happens at work (Al-dalahmeh, Khalaf & Obeidat, 2018). In an organization, employees with high levels of vigor help to create a dynamic working environment. Their enthusiasm is infectious and can inspire their colleagues. Therefore, this positive attitude and abundant energy make employees become the driving force of the organization and can inspire people around them to pursue outstanding performance together.

Secondly, dedication is part of work engagement's dimensions which has been viewed as positive counterpoint to burnout (Halbesleben, 2010). According to Schaufeli & Bakker (2004), dedication is the 'emotional attachment' that person has to their work. Employees' dedication is exemplified by their positive attitudes towards their jobs, their satisfaction with their contributions to the organization, and their willingness to take on new tasks. Employees who score highly in the area of dedication are passionate about their jobs and take great pride in the organization they work for. When they see their work as a challenge that motivates them to give their all, which in turn boosts the company's productivity. In contrast, workers who's dedication scores are low are less likely to succeed in their roles because they lack enthusiasm for and pride in their work and the organization itself. Due to that, dedicated workers have a deeper understanding of and commitment to the company's ideals, and they are more likely to be willing to make extra efforts to maintain the company's reputation. Thus, committed workers are essential to the success of the organization in accomplishing its goals (Ariyanto & Ratih, 2021).

The last dimension of work engagement is absorption. The state of total concentration on work, almost isolation from the outside world, is known as absorption. It is highly focused and unaware of the amount of time it spends on a task (Rayton & Yalabik, 2014). According to the Utrecht Work Engagement Scale (UWES), absorption describes a person who is completely focused and absorbed in their task, making time fly by and they find it hard to take a break from work (Schaufeli et al., 2002). Moreover, absorption always inspires employees to think positively and be fully engaged in their work. This is because employees' concentration at work helps to improve work efficiency and quality (Shantz et al., 2013). As one of the dimensions of work engagement, absorption always has an effect on employee performance. A higher level of absorption will lead to improved performance, because absorption denotes a point of view of concentration and attention in work. Employees develop a cautious mindset as a result,

which motivates them to do their work more thoroughly, which can enhance the standard of the work outcome (Rayton & Yalabik, 2014).

To conclude, employees' work engagement is a unique concept that includes both state of mind and behavior. Although employees' work engagement is singular, it is linked to other work-related characteristics like contentment, involvement, and commitment. Employee's work engagement is most strongly correlated with two work-related attitudes including job participation and job involvement. In a word, a company's greatest strength is its engaged employee.

2.2.2 Leadership

According to Schwepker and Dimitriou (2021), leadership is defined as "a process of directing, influencing, and supervising others to perform tasks in accordance with planned orders". In this process, leaders use their influence, skills, and abilities to inspire the enthusiasm of team members and make them work together towards specific goals. This process requires leaders to have effective communication skills, goal setting, team cooperation, and the ability to motivate team members. Leaders are not only a mentor but also role models and driving forces of the team, which can stimulate the motivation and enthusiasm of the team members and make the whole team move towards the common goal (Iqbal, Anwar & Haider, 2015).

On the other hand, good leadership is committed to providing growth, vision, and direction for employees (Souba, 2011). Leaders will devote time and resources to cultivating employees' abilities since they recognize that employees are the organization's most precious asset. They will aggressively seek out chances to provide employees opportunities to grow and learn, enhancing their abilities and expertise. Besides, organizational culture is shaped by the core values, beliefs, and standards of leaders (Fehr & Gelfand, 2012). A good leader needs to create an environment where all employees feel integrated into the workplace. In order to shape such a

culture, leaders need to accept core organizational principles, create a supportive atmosphere, and encourage effective communication and employee participation (Men & Stacks, 2013). Such a culture will help to improve employees' job satisfaction and motivate employees to make more effective contributions to the organization. Therefore, leaders play a crucial role in shaping organizational culture.

Moreover, leaders are considered to be those with broad vision, who have the ability and determination to promote the success of the organization. Leadership strength is not determined solely by one's position but by the qualities of the individual. Some leaders may hold senior management positions in the organization, while others may play a leadership role in lower-level positions. Thus, leadership is not only reflected in position and power but is also related to the leader's behavior, decision-making, and influence (Sougui, Bon & Hassan, 2015). Besides, leadership style has always been an important research direction in the field of leadership. According to research by Anderson and Sun (2017), different leadership styles such as transformational leadership, transactional leadership, democratic leadership, and servant leadership, will be showed by leaders of different organizations. These leadership styles are also the most commonly used in global organizations (Al Khajeh, 2018).

Although every leader has his own preferred leadership style, the most effective leader will adopt the appropriate leadership style according to the specific situation and the needs of employees. Leadership style needs to be improved and adjusted continuously to ensure that employees maintain performance and achieve organizational goals (Othman, Idris, Ismail & Abu, 2021). Among many leadership styles, Hambley, Neill and Kilne (2007) mentioned that transformational and transactional leadership plays a crucial role in certain situations. Transformational leadership encourages innovation and the vision of pursuing goals, while transactional leadership emphasizes goal orientation and achievement of results. Therefore, the success of an organization needs to adopt different leadership styles at

different stages or situations in order to better cope with changes and challenges.

Nevertheless, many businesses are dealing with some issues in the present economic climate, such as unethical behavior, significant staff turnover, and poor financial performance. These issues are frequently linked to ineffective leadership (Al Khajeh, 2018). Without effective leadership, employees may feel confused and lack motivation, thus affecting their work performance and quality. However, in the eyes of employees, the effectiveness of leadership is closely related to the behavior and attitude of leadership. Through positive leadership, employees will have more confidence and motivation, so that they can believe and pursue higher goals (Gandolfi & Stone, 2018).

In conclusion, Agarwal (2020) stated that the key factor to achieve the goal is leadership, which encourages employees to maximize their potential to succeed. In the workplace, if leaders can provide trust, meet needs, and convey values and enhance employees' confidence, they will inspire employees to be full of passion and commitment, thus improving the drive of employees to do their jobs.

2.2.3 Training and development

Training and development is integral part of human resource development utilized strategically by organizations to drive employees towards predefined objectives (Otoo & Mishra, 2018a). Improvement of individual and organizational performance is significantly influence on the training program (Bell et al., 2017; Khan et al., 2016). Training is the methodical process of molding a person's knowledge, attitudes, and abilities for the sake of future employment or personal growth. Development is an organized process that modifies a person's knowledge, abilities, and attitudes to support future career prospects or personal development (Presbitero, 2017; Zaman et al., 2021). Training and development improve

employee's morale, develop their skills, and make them more productive while reducing waste and operating costs. It also lessens the need for monitoring due to decreased employee turnover, shortens the onboarding process for new hires, cuts down on the expense of learning, and motivates employees to stay with the company (Amoah-Mensah & Darkwa, 2016).

Basariya and Vasanthi (2019) divided training and development into two fundamental groups. On-the-job training and off-the-job training. First, on-the-job training (learning while doing) is a method to help employees improve them through practical experience. The trainee will be introduced to the workspace, necessary tools and equipment, and will have the chance to practice and pick up various job skills under close supervision. Conversely, structures on-the-job training is more organized, with replanned goals and well-defined training methodology. On-the-job training has been classified into eight types: Coaching, Mentoring, Job rotation, Apprenticeship, Understudy, Job instruction, Committee assignments, Internship. Besides, off-the-job training (vestibule training) is typically given to new hires who lack the necessary skills for their current position and have no prior knowledge of the workplace. This method also suitable for training a large number of employees. Off-the-job training consists of eight types: Vestibule training, Simulation exercises, Classroom lectures, Audio-visual, Case studies, Role Playing, Programmed instructions, Business games (Basariya and Vasanthi, 2019).

An effective training system is essential for providing employees with the critical skills they need to perform a variety of tasks (Othman et al., 2019) and for motivating them (Anwar, 2017). According to Sultan et al. (2020), training and development work together to increase the information supplied, skills, and way that people think in order to demonstrate a result that can impact the organization and inspire the employer to enter a competitive state. Besides, it is a set of exercises designed to help employees alter their perspectives and their existing understanding of certain topics (Othman et al., 2019). Having employees with the appropriate skills and

knowledge is essential to an organization's success (Abdullah, 2019). The training and skills of employees will be crucial to the accomplishment of organization's objectives. In order to account for this, organizations adjust their training programs to accommodate varying manpower levels (Prabhu et al. 2019). Hence, the identification of training needs is often made through individual and organizational assessments before organized efforts from training and development programmers.

However, the main problem that companies deal with is that certain employees will leave the company and look for specific job openings elsewhere when they are required to increase job comprehension, profitability, and action plan strategy to reach upcoming goals (Jehanzeb & Bashir, 2013). Not only that, employees occasionally worry that the company may not have the appropriate number of personnel. A crucial component of career planning and staff development is goal-setting. Consequently, learning programmes have been described as supporting employees to perform better rather than just increasing their competencies (Jehanzeb & Bashir, 2013). As a result, employee training and development programs should be applied as it raises the likelihood that people will successfully carry out the mission and assists others in fostering a learning culture as one of the organization's strategic objectives by offering core proficiencies and structure. Businesses that give employees the tools they need to do their jobs well see an increase in productivity and job satisfaction from their workforce, which also benefits the business (Rodriguez & Walters, 2017).

Training and development programs are thought to have a significant impact to improve organizational growth and employee performance (Otoo & Mishra, 2018). Saira et al. (2020) and Prabhu et al. (2020) stated that organizations able to gain from providing training and development on both an individual and organizational level by increasing productivity and profitability. Additionally, training can modernize knowledge and abilities related a job to deal with the ever evolving of the needs of the market and

emerging technologies (Saira et al., 2020). Sheeba and Christopher (2020) also claimed that training and development is essential to an organization's ability to grow. Furthermore, training and development able to boost employee's morale. Self confidence employees are more probable to put in their best effort to succeed in their positions. When employees are happy, they are more productive. Consequently, they make a greater contribution to the expansion of organization and there is a decrease in turnover and absenteeism (Al-Kassem, 2021). Overall, training and development becomes necessary to solve issues and adapt to changes when there is a need to enhance performance on both organizational and employee level (Getahun, 2018).

2.2.4 Communication

Every person has a distinctive communication style that combines a variety of intrinsic skills. However, providing information is only one aspect of communication. It is nearly impossible to consistently interact without talking or other ways of communicating. It is giving or receiving of information that including a two-way process that delivers meaning from one person to another which a sender is the individual who makes first contact in a communication, and a receiver is the one who really gets the message. It involves the transmission of spoken and non-verbal messages to one another (Asuelimen & Omohimi, 2019).

In the business world, communication is a procedure through which information is shared between the management and the employees of the organization (Komodromos, 2020). It refers to when employees within an organization share information with one another, either horizontally or vertically to get things done (Sitorus, 2018). It is an essential component for businesses to have if they hope their employees to have a positive outlook on the company and the path it will take in the future. So, the employees must be informed. When employees are being informed about what is

happening and allowing employees to feel in charge of the situation by using their own judgement, their uncertainty may be reduced, stress can be lower and a sense of belonging can be gained (Mansoor & Hassan, 2016). Since all employees need to be made aware of and communicate the organization's aims and objectives. It was also found that having opportunities for employees to have their voices heard and having a feeling that they are properly known about organizational activities are the two most significant drivers of employees' work engagement (Andrew & Sofian, 2012).

Besides, communication also includes the employee receive feedback about how well they are performing their job. In order to encourage their work and acknowledge their advancement, employees require to receive feedback and understand what is expected of them. Continuous feedback encourages employees' productivity by focusing attention and guiding their efforts. When employees are given feedback regarding their performance, those who receive more feedback typically have greater overall performance in their work. Through effective communication, organization can ensure that their employees consistently receive constructive feedback regarding their job performance. It leads to employees can better understand their responsibility which in turn helps the organization succeed. Employee communication can assist boost staff engagement by doing something as simple as asking workers about their emotions (Pongton & Suntrayuth, 2019).

Moreover, communication is a vital element of management, as an organization's ability to function efficiently depends on it. Effective communication across individuals, levels, and departments is necessary for the business to operate at its maximum capacity (Carriere & Bourque, 2009). Organizational success can be influenced by the quality of internal communication. When properly organized, it can lead to higher levels of employee satisfaction, smoother the flow of information and encourage consensus-building (Martinez & Fernandez, 2018). Establishing a rapport with one's workforce can be facilitated by the utilization of an effective

communication strategy that has been meticulously developed and efficiently administered. Therefore, effective internal communication is crucial for the development and maintenance of high level of employees' work engagement (Siddiqui & Sahar, 2019).

To conclude, communication is the cornerstone of any successful business, no matter how big or small (Suparna, 2017). It is defined as the act of producing and sharing messages within a network of interdependent relationships in order to handle an unpredictable or ever-changing environment (Sitorus, 2017). Employees are given the opportunity to exchange knowledge, develop connections and adopt the company's culture and values. At the same time, they can foster partnership with their organization that benefit both parties (Men & Bowen, 2017). In a word, the effectiveness of communication is important to the success or failure of any business.

2.2.5 Reward

Benefits received in exchange for accomplishing a task, offering a service, or performing a responsibility are referred to as rewards (Agwu, 2013). According to Deci (1972), extrinsic rewards and intrinsic rewards are the two main categories of rewards. Employee performance can be improved by implementing optimal use of the two kinds of rewards which are financial (extrinsic) and non-financial (intrinsic) (Khan et al., 2017).

Extrinsic rewards are usually material or monetary in nature. Examples of these include pay, promotions, bonuses, and benefits. According to Markova and Ford (2011), the genuine success of organizations stems from the employees' readiness to use their innovative ideas, talents, and expertise for the advancement of the company. By putting in place efficient reward systems, the company can foster and support these constructive employee contributions. According to Agwu (2013), reward strategies are crucial to improve employee performance and accomplish organizational objectives.

There are many various intrinsic rewards available to improve productivity of employees and overall satisfaction with their jobs. Some of these rewards include job involvement, decision-making power, autonomy, task importance, and acknowledgment. These rewards have the capability in producing a highly satisfied workforce. The creation of a cooperative and encouraging work environment and the implementation of an effective compensation plan for employees result in employee happiness, motivation, and dedication to enhancing the overall efficiency of the firm. Employees who receive satisfactory rewards will stay with an organization, whereas those who receive poor rewards may decide to quit. Companies where employees feel their abilities, contributions, and efforts are respected are more likely to retain them (Febrianti & Se, 2020). Employees can be rewarded and provided incentives to help them achieve their goals.

Systems for rewarding employees fairly and consistently in line with the organization's principles are concerned with developing and implementing strategies and procedures (Ali & Anwar, 2021). Additionally, It also includes developing, utilizing, maintaining, and disseminating reward systems in order to help the business implement them (Demir, 2020). Reward systems should emphasize promoting positive behavior. Employees may receive rewards for putting in extra hours, showing initiative, cooperating with coworkers, being dependable, showing up on time every day, receiving excellent customer service reviews, and being productive. Employers and managers must create or construct a method to measure or quantify each of these elements in order to award rewards in an acceptable manner. Employees will be motivated to perform better and therefore reach the goals and objectives of the organization if there is a good reward system in place that places an emphasis on rewarding both individuals and their teams (Njanja et al., 2013).

An efficient reward program consists of three components which consist of immediate, short-term, and long-term. This implies that awards for good

work are given out right away, that short-term rewards are given out on a monthly or quarterly basis, and that long-term rewards are given out for consistent loyalty over time (Schoeffler, 2005). Employees are consistently given immediate rewards so they are aware of their exceptional work. Being commended by a direct supervisor is included in immediate rewards or it could be a tangible reward. Cash advantages or unique presents are a couple of examples of short-term rewards for outstanding performance. Rewards should not be limited to individual employees; they should also be extended to teams that excel across the entire organization. Employees that have been performing excellently are given long-term rewards. Such an employee will develop loyalty to the company, which lowers employee turnover. Becoming a partner or receiving financial benefits that mature after many years of employment or at retirement are examples of long-term rewards. These rewards are extremely wisely chosen to help retain the top personnel (Njanja et al., 2013). For rewards to be effective, they must be seen as fair. This implies that there must be transparency in terms of knowledge about how the reward system works and how employees will be rewarded. Employees should be taking part in the creation and management of the reward system (Lawler & Jenkins, 1992).

2.3 Proposed Theoretical / Conceptual Framework
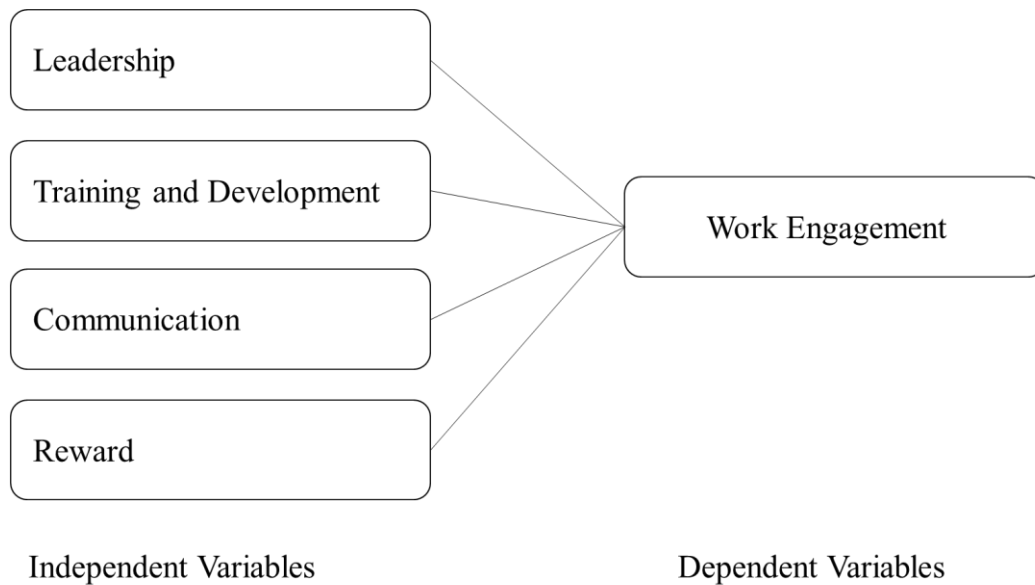
Figure 2.2: Proposed Conceptual Framework

In this study, the conceptual framework is to study the relationship of variables including leadership, training and development, communication and reward toward work engagement. The significance of our research is to examine the variables that influence work engagement among employees in fast food industry. The proposed framework shown above stated there are two variables which are the dependent variable and independent variables. The independent variables that involve the leadership, training and development, communication and reward. However, work engagement is the dependent variable.

The three factors have been chosen due to the common factors that will affect the work engagement among employees, eventually, it will affect the overall performance of fast food restaurant. The factors that affect work engagement can be the consideration for fast food restaurant to get more understanding of their employees along with the ways to manage the problems and retain loyal employees in the long-term.

In further, the research on the factors that affect the work engagement among
employees in the fast food industry, has not been carried out by most researchers.
Therefore, we decided to start the research on the factors affecting the work
engagement among employees in the Malaysia's fast food industry.

2.4 Hypothesis Development

In our theoretical framework, we have discovered a number of significant
independent variables that are relevant to our research. Next, based on associated
findings from earlier research that has been validated and evaluated, hypotheses are
generated.

2.4.1 Leadership and Work Engagement

According to Bakker, Albrecht and Leiter (2011), leadership has a great
influence on employees' degree of engagement in their work. Leaders can
manage the relationship with their subordinates by instilling trust and
providing a positive and meaningful working environment, thus persuading
employees to assist the organization in accomplishing its objectives. When
leaders show trust and support to employees, employees are more likely to
have a sense of loyalty and belonging and are willing to make more efforts
for the success of the organization (Setyawan and Sutawijaya, 2021).
Therefore, through effective leadership behavior and a positive working
environment, employees will be more motivated to put effort into their work.

Furthermore, according to Othman, Hamzah, Abas and Zakuan (2017),
leadership has a profound impact on employees and organizations.
Especially the leadership style is expected to directly affect employees'
work engagement. Every organization's ability to achieve employee work
engagement is largely dependent on its leadership style. A good leader can
effectively stimulate the input and participation of employees. Therefore,

Iqbal, Inayat, Ijaz & Zahid (2012) found in their research that transformational and transactional leaders have been widely studied in order to find the most effective employees' work engagement strategy for leaders.

According to Zhu, Avolio and Walumbwa (2009), transformational leadership and work engagement have a substantial positive association. Transformational leaders are based on supporting and trusting employees, empowering them, and providing them with positive feedback and recognition. (Carless, Wearing & Mann, 2000). Besides, transformational leaders lead by example and show their role models to employees, thus enhancing their motivation. Therefore, Avolio, Bass and Jung (1999) defined transformational leaders as inspiring and influential motivators, which can motivate employees to fully engage in their work.

Apart from that, transactional leadership is a reward-oriented leadership style. Leaders want employees to accept, recognize and obey the guidance of leaders under the motivation of pursuing rewards or avoiding punishment. This leadership style emphasizes stimulating employees' external work motivation through rational and economic means. Transactional leaders pay attention to meeting the information and reciprocal communication needs of employees in the working environment. Transactional leaders will reward employees with organizational commitment, such as money and promotions when they meet organizational goals. Thus, these rewards can encourage employees to engage in the work more actively (Lee, Idris & Tuckey, 2019).

SET theory is applied to leadership and work engagement, which enhances employees' sense of belonging through the personalized care of leaders, and then promotes higher work engagement (Saks, 2006). As a result, leadership is positively correlated with work engagement among employees (Xu & Thomas, 2011). Effective leadership can stimulate the enthusiasm and motivation of employees and make them show higher engagement in their work. Employees tend to show higher job involvement under the leadership of a leader who can provide support and encouragement because they feel their own value and importance. This positive leadership behavior makes

employees feel the meaning and value of their work, thus enhancing their satisfaction.

Based on this discussion, the following hypothesis is proposed:

H₁: There is a positive relationship between leadership and work engagement.

2.4.2 Training and Development and Work Engagement

According to Redondo et al. (2021), the main element that boosts engagement power is employee training and development. It helps increase engagement levels by lowering turnover rates and makes them more effective and productive by assisting the employees in controlling the level of stress brought on by their jobs. Mikalef et al. (2020) proved that a company with a large percentage of engaged employees is more likely to exhibit high levels of performance and production. Numerous studies also found that organizations with high levels of employees' work engagement exhibit a 21% rise in production levels. Besides, training and development aids in improving knowledge and abilities related to the work, leading to excellent performance levels by raising work engagement among employees (Bhakuni & Saxena, 2023). Thus, organizations have an obligation to provide for the needs of employees, including appropriate training and a comfortable workplace, while employees are responsible to contribute significantly to the organization depending on the availability of training and the standard of work environment (Osborne and Hammoud, 2017). Presbitero (2017) suggests more support for this, stating that employees are more likely to strive toward attaining employment objectives when they are aware of employers' effort to provide training and development.

From the Social Exchange Theory (SET) viewpoint, relationships between employers and employees contribute to better work and community relationships. The organization's expanding relationships with its employees enable excellent work performance (Kuruppuge & Gregar, 2017).

One of the most important aspects of SET is work engagement among employees, which is increased when employers provide training to their employees (Junaid Khan & Iqbal, 2020). According to the theory, employers anticipate that employees who receive training will return the favor by performing better. Due to the notion of satiating their emotional needs (Iqbal et al., 2017; Iqbal & Hasnah, 2016; Latorre et al., 2016; Rubel et al., 2021) and enhancing employee retention (Rubel et al., 2021), they will experience a rise in their job satisfaction and appropriate behavioural reactions.

Based on U. V. Aloha et al. (2018, 2019), employees with training have a competitive advantage and are more effective and efficient, thus proved that training and development directly affects work engagement among employees. Similar to this, Siddiqui & Sahar (2019) mentioned that employees who take part in training and development programs experience boost in confidence and a sense of worth that encourages them to be more engaged about their work. A substantial quantity of employees' work engagement is required to arrange and prioritize training and development programs. Apart from that, research shows that employees' work engagement benefited greatly from training and development. Work engagement among employees contributes to improved organizational performance. That was advantageous to the company as well as the employees (Chaudhry et al., 2017). Additionally, Alola and Alafeshat (2021) investigated how human resources affected employees using the SET, and the findings imply that training and development greatly enhances work engagement among employees. The findings show that when employees receive appropriate training, they will be willing to contribute fairly to the company's expansion and the organization.

According to the above discussion, the following hypothesis is proposed:

H₁: There is a positive relationship between training and development and work engagement.

2.4.3 Communication and Work Engagement

Communication is widely regarded as one of the most important factors of work engagement among employees. Research shown that employees who are deeply involved and committed receive communication from their supervisors and senior management are much more often in comparison to those who are less engaged. It is essential for all employees to be regularly updated about any alterations that might impact their teams, ensuring they remain clear and free from any confusion or disagreements stemming from such changes (Lazauskaite-Zabielske, et al., 2018). Then, organizations have a responsibility to play a part in the provision of clear instructions or information to all employees and that employees are always kept informed about what is going on in their organizations (Krishnan & Wesley, 2013). Thus, communication can positively boost employees' level of work engagement.

From the point of view of SET theory, it seems that the relationships are built on communication and work engagement among employees (Cropanzano & Mitchell, 2005). As a result of the dedication, respect and trust they have developed through their interactions, employees have an obligation to give back to their employers in the best way possible (Ruck & Welch, 2012). Since good communication is a key factor in boosting employee engagement, improve managers' communication skills and incorporate communication become a key performance indicator in the context of achieving organizational objectives. When the certain conditions are stressful, communication become an even more essential resource. Management is including managers and supervisors, have a responsibility to ensure that employees and their roles align with the mission and vision of the organization. This will convey a message, either directly or indirectly, to employees, making them feel valued and appreciated by the organization (Yousef, 2017). By skillfully managing communication to build trust, the

organization has effectively enhanced its productivity and safety measures through active employee engagement. Therefore, high-performance communication improved employee performance by increasing employees' work engagement (Krishnan & Wesley, 2013).

Furthermore, a successful firm depends on effective internal communication to foster employees' work engagement (Harris, 2023). Communication issues are typically linked to the primary reasons why employees leave their jobs. Poor communication can take many different forms, such as unclear managerial direction, a general lack of communication within the organization, or poorly communicated continuous change (Cowie, 2019). Thus, when employees are provided with consistent communication, they are more inclined to be devoted to the company's success and to exert maximum effort in their work. Employees are more likely to be enjoy and excel in their job when they are surrounded by kind and helpful coworkers who value their contributions (García-Carbonell et al, 2018). So, a successful firm depends effectively on communication to foster employees' work engagement.

To sum up, it has been mentioned that communication is essential when it comes to the process of establishing and maintaining employees' work engagement. When it comes to efficiently maintaining communication and collaboration, an organization needs the continual work engagement of its employees. Through two-way communication, the work engagement only can be boosted and strengthened (Dhanesh & Picherit-Duthler, 2021). Therefore, it can be argued that employee communication has a significant role in shaping employees' work engagement and serves as a reliable indicator of their engagement levels within organizations. In short, communication is having a favourable impact on organizations and enhancing the employees' work engagement.

According to the above discussion, the following hypothesis is proposed:

H₁: There is a positive relationship between communication and work engagement.

2.4.4 Reward and Work Engagement

A significant antecedent factor for work engagement is reward (Iqbal et al., 2017). Employee focus will improve if they receive rewards, which may lead to greater involvement in their work (Manzoor & Asif, 2021). Jamal et al. (2021) stated that rewards have a substantial relationship with employees' work engagement in companies because rewards produce major judgments that are crucial for various human resource actions and outcomes. Compared to other antecedents like job attributes, training, and coaching, rewards motivate employees more to engage in their work involvement and organizational commitment.

Van den Heuvel et al. (2020) revealed that work engagement level alters based on the employee's perception of the benefits they obtain. Thus, because of one's engagement in the job, the employee's view of the values or contents will therefore be determined regardless of the type or amount of reward. An organization should offer employees acceptable rewards if it wants to increase employees' work engagement at work. Employees can be strongly motivated by rewards, both monetary and non-monetary, as they help them feel appreciated and recognized for their work. Employees are more likely to be engaged in their work and perform at a higher level when they feel appreciated and rewarded for their efforts (Imbahale, 2016).

Furthermore, if companies implement the integrated total reward system effectively, they will gain significant financial profits. A reward is viewed as an efficient instrument to improve the appeal of the organization (Tarigan et. al., 2022). Companies that prioritize creating integrated rewards programs that enhance responsibility, flexibility, attraction, and retention excellence, are well-communicated and offer technological solutions that can significantly increase shareholder value (Kolehmainen, 2023).

Organizations can distinguish themselves from other work requests by providing reward systems with greater levels of flexibility and projecting an image of a company that values its employees (Cole & Flint, 2004). In addition, a highly flexible reward system could increase the individual employee's attraction toward the organization (Lawler III, 1994).

The relationship between reward and work engagement can be examined in the light of SET. According to Cropanzano and Mitchell (2005), for one party's acts to be reciprocated by the other party, rules of exchange may include reciprocity or repayment requirements. For instance, if an employee receives financial or socioemotional support from the company, the employee may feel obligated to give something back to the company. Having said that, an individual employee can repay the company with their engagement level. Employees engaged in the organization's resources at different levels and in varied ways. As a result, most employees would trade their engagement for resources and benefits provided by the company (Cropanzano & Mitchell, 2005). In terms of Kahn's (1990) explanation of engagement, employees feel responsible to develop further into their role performance as repayment for obtaining resources from the company. In contrast, if a company fails to give resources to its employees, the employees will probably not engage themselves with the organization.

Based on this discussion, the following hypothesis is proposed:

H1: There is a positive relationship between rewards and work engagement.

2.5 Conclusion

To sum up, the relationship between the dependent and independent variables that are deeply explained in this research. Based on findings of prior studies, it knew that fast food's employees' work engagement to the job is affected by few variables.

The relationship between the dependent variable (employees' work engagement) and several independent factors (leadership, training and development, communication and reward) were explained using a numerous of theories, models and data. Therefore, it is needed to define the proper research methodologies for this study so that it can proceed with evaluating the hypothesis. A detailed explanation is given in the research methods chapter that follows.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The methodologies employed in the research process will be thoroughly discussed in this chapter. Firstly, the research design for this study and data collection methods will be discussed, including the use of primary data and secondary data. Furthermore, the various components of sampling design will be defined and elaborated in detail. At the same time, research instrument and construct measurement will also be discussed for this study. After completing all these steps, the process will transition to the stage of data manipulation and analysis. This step can be regarded as the core of the research process because by adopting appropriate analysis methods, conclusions can be drawn from the collected data and answer questions related to the research objectives and assumptions. Finally, in the conclusion part, the whole chapter will be comprehensively summarized.

3.1 Research Design

The research design plays a crucial role when determining the type of analysis required. The research design not only defines the way in which the expected results are to be ensured, but also specifies the nature of the data required and specifies the methods to be used for data collection and analysis. Besides, there are two categories of research design which are quantitative research design and qualitative research design (Asenahabi, 2019). Firstly, quantitative research is a set of approaches concerned with the systematic analysis of social phenomena using statistical or numerical data. Quantitative research approaches pose straightforward questions, such as closed-ended survey questions, and concrete answers can often be obtained (Goertzen, 2017). Furthermore, qualitative research is a research methodology for understanding human behavior, attitudes, and perspectives through in-depth observation, description, and interpretation of phenomena

(Creswell, 2014). The most effective qualitative research includes focus groups, interviews, or open-ended survey questions.

In our study, we use quantitative data as the main information source and analysis basis. This method allows us to collect and process data in a digital way, so as to draw clear and quantifiable conclusions. Quantitative research focuses on objectivity, especially in the case that quantifiable measurements can be collected from the overall sample and inferences can be made. In this research, data are collected in an objective and systematic way. Finally, the analysis of digital data is carried out through statistical programs, usually using software tools such as SPSS, R or Stata (Queirós, Faria & Almeida, 2017). In addition, closed-ended questions are included in the questionnaire we designed, which encourages respondents to actively engage in the survey. Moreover, we used the five Likert scale in the questionnaire and expressed the respondents' degree of agreement through numbers. Our questionnaire design adopts fixed options to ensure more objective results.

On the other hand, a cross-sectional study design was used in our study. A cross-sectional study design is an observational survey methodology designed to analyse population data collected at a specific point in time. Besides, cross-sectional study design usually uses questionnaires or structured interviews to collect data because they are generally quick, easy, and cheap to perform. Moreover, most cross-sectional studies are quantitative studies to explain the relationship between independent variables and dependent variables. Quantitative cross-sectional design uses data to make statistical inferences about the people of interest or to compare different subgroups in the population. In contrast, cross-sectional research design enables researchers to reach more people who meet the research standards, and data can be systematically collected, analyzed, interpreted, and presented. In our research, we implemented a cross-sectional study design to explore the effect of independent variables such as leadership, training and development, communication, and reward on work engagement (dependent variable) of employees in fast food industry (Allen, 2017).

3.2 Data Collection Methods

Data collection is regarded as a key stage of the study, which not only helps to reduce the potential risk of errors, but also enhances the possibility of obtaining high-quality results in research projects. In addition to good research design, it is particularly important to devote enough time and energy to data collection because the lack of reliable and sufficient data information may affect the accuracy of research results (Mwita, 2022). Therefore, it is important to focus on the part of data collection, which is helpful to obtain more accurate and reliable research results. In addition, the data collection method can be collected through primary data and secondary data.

3.2.1 Primary Data

Data collected directly from original sources for the first time by researchers is referred to as primary data. Primary data is one of the most influential techniques in quantitative research methods because they are the initial information obtained directly from the actual environment (Rahi, 2017). In addition, these data are specially used for current research or analysis purposes, and common collection methods include questionnaires, focus groups, interviews, observations, surveys, case studies, and experimental methods (Taherdoost, 2021). In this study, our primary method of gathering data is the questionnaire. Compared with other data generation methods, such as interviews and observations, questionnaires require less time and are more cost-effective. Therefore, through the questionnaire survey, we can quickly get the latest data from the respondents.

3.2.2 Secondary Data

Data gathered from existing or publicly available resources is referred to as secondary data. Compared to the primary data, the secondary data is not directly collected by the researchers themselves, but information extracted

and arranged from existing resources (Vartanian, 2010). Secondary data collection methods include the use of published electronic resources, books, e-journals, general websites, and magazines. Especially in journals, we often mention platforms such as Google Scholar, Emerald, ScienceDirect, and so on. Our primary motivation for utilizing journals is to get pertinent data that researchers have supplied. Most of these resources are free and can be quickly obtained from the Internet. This method is regarded as an effective way to save time when we pursue new information related to research.

3.3 Sampling Design

A sampling design is a key task when conducting research or data collection that involves the selection of individuals, items, or subsets of elements from a total population with a specific plan or methodology. In other words, a sampling design seeks to determine how to select a representative sample from a larger whole so that reasonable inferences can be made about the whole (Kabir, 2016).

3.3.1 Target Population

The target population is defined as all members of the population who match specific criteria for a particular characteristic or attribute within the context and purpose of the study or survey. (Bartlett, Kotrlik & Higgins, 2001). The study's target population consists of employees in in fast food industry in Malaysia who hold non-management positions. In the context of the fast food sector, non-managerial employees occupy the main part of the labor force, and they play the front-line role in the fast food industry. They are responsible for accepting orders, preparing food, and providing direct service to customers. These employees are essential to the fast food industry's operations, which directly affects the customer experience and the smooth operation of the business.

On the other hand, these five fast food restaurants (McDonald's, KFC, Domino's Pizza, Subway, Pizza Hut) are Malaysia's best Dining and Quick Service Restaurants in 2022. According to the ranking of Dining and Quick Service Restaurants in Malaysia released by YouGov in 2022, McDonald's maintained its leading position with an index score of 45.4, making it the first choice in the list. KFC followed closely with a score of 39.4, ranking second. Meanwhile, Domino's Pizza jumped to third place with an index score of 28.1, while Subway and Pizza Hut ranked fourth and fifth respectively with a score of 27.8 (Samuel, 2022). Hence, by comparing these five fast food restaurants, this study's primary focus is on employees from McDonald's restaurants. McDonald's is highly ranked and popular in Malaysia, so its employees will be the target population of our study.

Dining & QSR Rankings 2022 in Malaysia

Rank	Brand name	Score
1	McDonald's	45.4
2	KFC	39.4
3	Domino's Pizza	28.1
4	Subway	27.8
5	Pizza Hut	27.8

Scores show average data from 1st March 2021, to 28th February, 2022

YouGov

Figure 3.1. Dining and Quick Service Restaurant Rankings 2022 in Malaysia. Adapted from Samuel. (2022). Dining and Quick Service Restaurant Rankings 2022 in Malaysia.

3.3.2 Sampling Frame and Sampling Location

A sample frame comprises every object that will be utilized in the process of selecting a random sample. The single most crucial factor to take into account when selecting a file to serve as the foundation for a survey's sample

frame is likely the degree to which the sample frame accurately represents the target demographic (DiGaetano, 2013).

McDonald's, KFC, Domino's Pizza, Subway, and Pizza Hut have attained the top five QSR rankings in Malaysia (Samuel, 2022). According to the Malaysia Franchise Association, there are currently 600 KFC restaurants serving Malaysians nationally. Then, Subway open 500 shops in Malaysia, whereas McDonald's currently has 320 locations. Also, Pizza Hut has 428 outlets, while Domino Pizza has 240 outlets.

Table 3.1:

Summary of number of outlets of five restaurants

Restaurants	Number of Outlets	Sources
KFC	600	KFC Malaysia, n.d.
McDonald's	320	Norhadi, 2022
Subway	500	Asia, 2022
Domino Pizza	240	Domino's Pizza, n.d.
Pizza Hut	428	Pizza Hut, n.d.

Currently, KFC employs 10,000 people that include who work temporary and permanent, while the McDonald's Corporation has 20,000 local employees to manage routine tasks in the restaurants. And, it has 1,000 people working for Subway. At the same time, Domino Pizza employs 4,000 people while Pizza Hut uses around 5,000 people to run its operations. McDonald's Corporation has been chosen as the target fast food restaurant for our research because McDonald's owned the greatest number of employees compare to other fast-food restaurants.

Table 3.2:

Summary of number of employees on five restaurants

Restaurants	Number of employees	Sources
KFC	10,000	Linked In, n.d.
McDonald's	20,000	McDonald's Malaysia, n.d.
Subway	1,000	Linked In, n.d.
Domino Pizza	4,000	Job Street, n.d.
Pizza Hut	5,000	Job Street, n.d.

Employees currently or previously employed in the fast food service
industry will serve as the study's sampling frame. The number of employees
have been reduced by concentrating primarily on individuals who have work
experience at McDonald's. For the sample locations, the study will
concentrate on McDonald's outlets in thriving area, which is in Perak. This
is because Perak has the greatest number of fast food restaurant in Malaysia,
which is 256 restaurants, compare to other regions such as Kuala Lumpur,
Pulau Pinang, Selangor and Johor which contained 118, 205, 14 and 150
fast food restaurants, respectively. Overall, it is believed that the results
acquired at this location is applicable to the population as a whole.

Table 3.3:

Summary of number of restaurants on 5 areas

Area	Number of fast food restaurant	Sources (August 11, 2023)
Kuala Lumpur	118 restaurants	SmartScrapers, n.d.

Pulau Pinang	205 restaurants	SmartScrapers, n.d.
Perak	256 restaurants	SmartScrapers, n.d.
Selangor	14 restaurants	SmartScrapers, n.d.
Johor	150 restaurants	SmartScrapers, n.d.

3.3.3 Sampling Elements

Target respondents are referred to as sampling elements (Sekaran & Bougie, 2010). The non-managerial employees of the fast food industry are the target respondents of the study. We distributed the questionnaire by using Google Forms to the employees from McDonald's in Perak. We traveled to several McDonald's outlets located in Perak to distribute the questionnaire to employees, and collect the data from them. The elements that are used to identify fast food employees include age, educational level, working experience and so on. Employees will be asked to fill in their opinions regarding the factors that would affect their engagement in terms of leadership, training and development, communication and reward.

3.3.4 Sampling Technique

Sampling technique can be categorized into two types, which are probability and non-probability (Turner, 2020). In this research, convenience sampling as one of the non-probability samplings has been adopted. It is a technique that is inexpensive and easily accessible. Convenience sampling has been selected in the study because it is a practical and affordable way for us to easily generate large samples of respondents in a shorter time and enable us to lower the cost. Since we focused on non-managerial employees as our target respondent, we can easily look for the workers at the outlets of McDonald's and collect the questionnaire. Additionally, it is also convenient for us because Perak that we targeted form the greatest number of fast food restaurant in Malaysia. Therefore, we can easily reach out to the outlets as they can be seen at many areas in the selected locations.

3.3.5 Sampling Size

Table 3.4:

Sample Size for a Given Population Size

Population Size	Sample Size
20000	377
30000	379
40000	380
50000	381

Source: Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research. Educational and psychological Measurement, 30, 607-610.

The sample is characteristic of the population of interest (Sekaran & Bougie, 2010). Non-managerial employees who work in McDonald's are the target respondents of the research. McDonald's we selected have a total population of about 20,000 employees in the fast food industry in Malaysia. According to Krejcie and Morgan (1970), a sample size of at least 377 respondents is required for a population of 20,000.

3.4 Research Instrument

A research instrument is a tool that can be used to collect, measure and examine data about the research. In essence, the researcher always has to make sure that the selected instrument is reliable and valid. The suitability of the instruments used greatly influences the reliability and validity of any study. In this study, a questionnaire has been applied as a research instrument tool. It is the best approach

among the other tools to gather data since they are the quickest and cheapest. Furthermore, it enables us to obtain primary data from a huge number of respondents. Questionnaire was used in the research to determine the relationship between dependent variable (Work Engagement) and independent variables (Leadership, Training and development, Communication, Reward).

The style of the questionnaire in this study is fully close-ended questions. The respondents will be asked to answer by choosing from multiple-choice questions on age, ethnicity, education level, working experience, etc., and respond on a rating scale, which is needed to choose from strongly agree to strongly disagree. Hence, it is the best option for us to save our time, money and energy. Furthermore, it also helps the respondents to think less and save their time. The questionnaire was given out to the non-managerial employees at McDonald's in Perak.

3.4.1 Questionnaire

The questionnaire consists of 57 questions. There are six parts in the questionnaire which are Section A, Section B, Section C, Section D, Section E, and Section F. Section A consists of six questions, which focus on the respondent's demographic area such as gender, age, ethnic group, education level and working experience. There are seventeen questions in Section B. This section is about the dependent variable, which is work engagement. Next, Section C until Section F include thirty-four questions which are about the four independent variables, leadership, training and development, communication, and reward. Furthermore, we have used five Likert scales which range from "1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree" to measure respondent's answers starting from Section B to Section F.

3.4.2 Pretest

A pretest is required once the questionnaire has been completed to ensure that the questions given to the respondents are easily understood by them and show how the study's theoretical model has developed. Pretesting has the advantage of enhancing questionnaire preparation and validity, which boosts response rates (Dillman et al., 2014). Besides, for review and assessment of pretest questionnaire, an expert and at least five responders were needed (Mayland et al., 2019). It was necessary to reword a question that was difficult to understand or determine into a more generic but nonetheless precise statement. Consequently, we have changed one of our questionnaire questions from "People I manage have the skills they need to deliver their objectives." to "I have the skills that needed to deliver the objectives."

3.4.3 Pilot Study

A pilot study is defined as a small-scale study that aids in determining the viability and usefulness of the techniques to be applied in a later, more extensive and thorough investigation (Thabane et al., 2010). Prior to a comprehensive study, it is carried out to verify the validity, reliability, and accuracy of the questionnaire as well as a potential improvement method for more accurate results. We have created 20 sets of questionnaires using Google Form and distributed to the workers working in fast food restaurants located in Kampar, Perak to help us complete. This is to ensure that the questionnaire is trustworthy and reliable before we send it to a large number of respondents. We have arrived to the outlets of the fast food restaurant in two days period to collect the data. After completely collecting 20 questionnaires, we used IBM Statistical Package for Social Science (SPSS) version 25 software to test for the reliability and validity of the data.

3.5 Constructs Measurement

Construct measurement is the foundation of high-quality empirical research. This can be proved that research findings may be questioned if the construct were not accurately measured (Kerlinger & Lee, 2000). It is being used for researcher to measure and compute mathematical comparison between variables in quantitative research. Researchers must follow a regulation that requires them to submit numbers of observations in a method that yields accurate information. Nominal scale, ordinal scale, interval scale, and ratio scale are the four levels or types of scale measurement that can be used to classify measurements.

3.5.1 Origin Construct

Table 3.5:

Source Model of Construct Measurement

Variables	Sources	Details
Work Engagement	Mbhele & De Beer (2022)	Section B: Question 1 to 17
Leadership	Gutu et al. (2022)	Section C: Question 1 to 11
Training and Development	Makera (2018)	Section D: Question 1 to 7
Communication	Siddiqui & Sahar (2019)	Section E: Question 1 to 9
Reward	Baqir et al. (2020)	Section F: Question 1 to 7

Source: Developed from research

3.5.2 Scale Measurement

3.5.2.1 Nominal Scale

The most basic type of level is the nominal scale, in which the numbers and letters assigned to things serve as labels for identification or classification (Dalati, 2018). Nominal data comprises distinct pieces of information, which can be classified into two or more exclusive and comprehensive categories (Leechet al., 2013). One of the questions in the questionnaire that uses nominal scale is gender.

Figure 3.2: Nominal Scale's Example

2. **Gender**

{ } Male

{ } Female
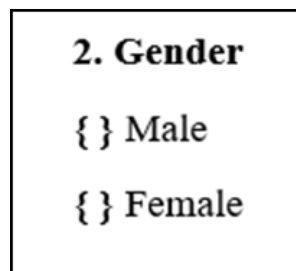
<u>Source:</u> Developed from research

3.5.2.2 Ordinal Scale

According to Neelankavil (2015), it has stated that an ordinal scale groups and categorizes items in an ordered relationship based on their degree. Ordinary scale provides better information than the nominal scale. One of the questions in the questionnaire that uses ordinal scale is education level which consists of primary school, secondary school, diploma or certificate, bachelor degree and other.

Figure 3.3: Ordinal Scale's Example

5. Education Level

{ } Primary School

{ } Secondary School

{ } Diploma / Certificate

{ } Bachelor Degree

{ } Other

Source: Developed from research

3.5.2.3 Likert Scale

The Likert scale is employed to ascertain the extent to which respondents agree with the provided statements (Awang et al., 2016). In this study, the chosen approach is utilized to examine how independent variables impact the dependent variable. The Likert scale encompasses numerous items, usually combined or averaged to yield a more dependable measurement compared to the utilization of a solitary item (Willits et al., 2016). An example of question that use likert scale which range from "1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree" is as follow:

Figure 3.4: Likert Scale's Example

Independent Variable 5: Reward	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Higher salary and pay raise on good performance.	1	2	3	4	5

Source: Developed from research

3.6 Data Processing

Following the findings of the survey given to the respondents, data analysis was crucial in ensuring the accuracy and quality of the information. A few procedures must be taken in order to analyze the data gathered, which are data checking, data editing, data coding, and data transcribing.

First, data checking is the primary step, which is to find any missing or omitted responses that can affect the reliability test. We have double checked the language of the whole questionnaire to avoid any grammatical errors, as well as checking for each question in order to ensure that they are easily understandable before delivering it to the respondents. We also check for the responses and codes. For instance, we ensure that the 20 sets of distributed questionnaires are collected in order to provide accurate and consistent data for the reliability test.

Besides, data editing comes next. Each questionnaire will be checked for accuracy, consistency, and legibility. If there is a mistake or omission in the questionnaire, it will be corrected. However, if an excessive number of questions are left unanswered, researchers must discard the flawed survey.

Next, data coding is the third stage. In order to extract the substance and significance of the data, this method involves giving numbers to the answers that respondents supplied before entering them into the database. Hence, we have used the number to represent agree or disagree in our questionnaire, which 1 represent strongly disagree, 2 represent disagree, 3 represent neutral, 4 represent agree, and 5 represent strongly agree. After that, the SPSS software will help to finish the analysis once the response has been calculated and recorded in the database.

Lastly, the final stage of data processing is data transcribing, during which all the data gathered is transformed into code and entered into the SPSS version 25 software. All data will be transformed into information by the software for use in data analysis later. Finally, to gain accurate information, data editing and inconsistency response modification are required.

3.7 Data Analysis

To gain useful insights from seemingly random data, it is necessary to process and
evaluate the data in a method known as data analysis (Kelley, 2023). To evaluate
the data collected from the surveys, this research effort utilized the IBM Statistical
Package for the Social Sciences (SPSS) version 25 software. Some typical methods
for analyzing the data are as follows:

3.7.1 Descriptive Analysis

Descriptive analysis provides concise informative coefficients that sum up
the data when describing a population or a subset of a population. It can be
segmented according to central tendency, variability, and frequency. By
offering succinct synopses of the sample and metrics of the data, it facilitates
the description and comprehension of the characteristics of a certain data set
(Hayes, 2023).

The results of the questionnaire will be presented in tabular and graphical
forms, such as pie charts and bar graphs. There are 5 questions in Section
A's demographics. The respondents' demographic profile of gender, age and
education level is presented using a pie chart. In addition, bar charts will be
used for the questions about years of working experience and ethnic group.
Sections B, C, D, E, and F will use the table to illustrate the reliability table.

3.7.2 Reliability Analysis

The degree to which a measurement is error-free and produces consistent
findings is known as reliability. The instrument's stability and consistency
in assessing the concepts is indicated by the measure's reliability. The
consistency and reliability of the items within each construct were examined
using Cronbach's alpha reliability analysis. The reliability coefficient ought
to be as close to 1.0 as is practical. The results showed that all of the
constructs' Cronbach's alpha values were over the 0.70 cutoff point,

demonstrating the validity and consistency of the measuring instruments for the constructs (Arokiasamy, 2019).

The table of the coefficient alpha range shows below:

Table 3.6:

Rules of Thumb about Cronbach's Alpha Coefficient Size

Coefficient of Coefficient Alpha	Reliability Level
More than 0.90	Excellent
0.80 – 0.89	Good
0.70 – 0.79	Acceptable
0.6 – 0.69	Questionable
0.5 – 0.59	Poor
Less than 0.59	Unacceptable

Source: Arof et al., 2018

According to the table above, reliability is regarded as unacceptable when the alpha value is less than 0.59. When the alpha value is between 0.50 and 0.59, the outcome displays poor reliability. Reliability is classified as questionable if the range is between 0.60 and 0.69. An acceptable reliable result is obtained when the alpha value is between 0.70 and 0.79. When the alpha value falls between 0.80 and 0.89, it is viewed as having good reliability. Last but not least, the strength of association exhibits excellent reliability when the alpha value is greater than 0.90.

Twenty questionnaires were given to the respondents as part of the pilot test study. The reliability test was carried out using SPSS Version 25 software,

which computed the data and replies once the questionnaire had been returned.

The result for the pilot test study was shown as the table below:

Table 3.7:

Pilot Test's Reliability Test Result

Construct	Items	Cronbach's Alpha Value	Coefficient Alpha Range	Strength of Association
Leadership	11	0.758	>0.70	Acceptable
Training and Development	7	0.817	>0.80	Good
Communication	9	0.794	>0.70	Acceptable
Reward	6	0.823	>0.80	Good
Work Engagement	17	0.869	>0.80	Good

Source: Developed from research

The questionnaire is trustworthy because every variable falls within the Cronbach Alpha range of 0.70 or higher. First, the outcome demonstrates that the seventeen items used to measure work engagement have good reliability, as indicated by the Cronbach's alpha value of 0.869, which is within the range of 0.80 and above. Second, the Cronbach's alpha value for the reliability of the leadership is 0.758, which is in the range of 0.70 and shows that the eleven items used to measure the reliability of the leadership are moderate. Third, the reliability of training and development is demonstrated by Cronbach's alpha value, which is 0.817 and falls between 0.80 and 0.90, indicating that the seven items evaluating training and

development have good reliability. Forth, the nine items used to measure communication are moderate reliability as the Cronbach's alpha value of 0.794, which is below the range of 0.70 and above. Lastly, the reliability of reward indicates Cronbach's alpha value of 0.869 and falls between 0.80 and 0.90, indicating that the seven items used to measure communication have good reliability.

3.7.3 Inferential Analysis

Inferential analysis is a method for determining the validity of generalizations made from data collected from a subset of a larger population (Calvello, 2020). The Likert scale is used in this study to show how the variables are related to one another. Its purpose is to ascertain the respondent's level of agreement with the statement, which is scored on a five-point scale. In an interference analysis, the Pearson Correlation Coefficient and Multiple Regression Analysis are chosen. The link between the independent variables (leadership, learning and development, communication, and reward) and the dependent variable (work engagement) was previously studied.

3.7.3.1 Pearson Correlation Coefficient Analysis

Pearson's correlation coefficient is a statistical method for determining how strongly two variables are correlated with one another. In linear regression analysis, the Pearson coefficient has the same range of numbers (from -1 to 1). A value of 1 is the result when two or more variables are fully correlated. If there is a positive correlation between two variables, then their movements are consistent with one another. Conversely, a score of -1 represents an extremely strong negative correlation. When one variable increases, the other decreases, as demonstrated by a negative correlation, it is clear that the two variables are in an inverse connection. When the value is zero, there is no association (Kenton, 2022). In this study, the Pearson's

Correlation Coefficient was used to Likert-scale data serving as both independent and dependent variables.

The table for Pearson Correlation Coefficient are shown below:

Table 3.8:

Pearson Correlation Coefficient value range

Efficient Values	Correlation	Efficient Values	Correlation
0.80 to 1.00	Very Strong Positive	-1.00 to -0.80	Very Strong Negative
0.60 to 0.79	Strong Positive	-0.79 to -0.60	Strong Negative
0.40 to 0.59	Moderate Positive	-0.59 to -0.40	Moderate Negative
0.20 to 0.39	Weak Positive	-0.39 to -0.20	Weak Negative
0.00 to 0.19	Very Weak Positive	-0.19 to -0.01	Very Weak Negative

Source: Meghanathan, 2016

Pearson Correlation Coefficient is used to examine the following hypothesis:

H_1: There is a significant relationship between leadership and work engagement.

H_2: There is a significant relationship between training and development and work engagement.

H_3: There is a significant relationship between communication and work engagement.

H4: There is a significant relationship between reward and work engagement.

3.7.3.2 Multiple Linear Regression

A statistical technique that uses a substantial number of independent variables to predict the outcome of a response variable which called multiple regression or also known as multiple linear regression. The dependent variable (response) and the independent variables (explanatory) are simulated using this method. When more than one independent variable influences a single dependent variable, a more advanced statistical technique known as multiple regression is employed. This analysis helps us figure out the most important factor (the independent variable) that affects how engaged workers are at work (the dependent variable) (Hayes, 2023). Multiple linear regression was used to analyze the data and draw conclusions about the relationships between the independent variables (leadership, training and development, communication, and reward) and the dependent variable (work engagement).

3.8 Conclusion

To summarise, the study's methodology is covered in this chapter. This study is quantitative research, and both primary data and secondary data are used comprehensively. In the aspect of data collection, the primary data collection method of distributing questionnaires is adopted. To guarantee the quality and accuracy of the data collected, a pilot test using the Statistical Package for the Social Sciences (SPSS) is carried out. This chapter also introduces the application of statistical methods such as Cronbach Coefficient α, Pearson Correlation Coefficient, and Multiple Linear Regression in data analysis. Next, in order to completely comprehend and ascertain the ultimate research findings, chapter 4 will then evaluate and explain all of the data that was collected.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

In this chapter, researchers use SPSS software to analyze data and present the relationship between the dependent variable which is work engagement, and the independent variable which are leadership, training and development, communication, and reward. The result of the research will be shown into Pearson Correlation Coefficient and Multiple Regression Analysis. This chapter will be categorized into three parts. The first part of this chapter is descriptive analysis of respondent demographic profile and central tendencies measurement of construct. Next, the second part is the scale of measurement and followed by the last part which is the inferential analysis.

4.1 Descriptive Analysis

To find the numerical data, descriptive analysis applies. The inclusion of tables and charts facilitates comprehension for the readers. In our research survey, a total of 337 sets of questionnaires have been released. The responses from the 337 respondents will serve as the foundation for all of the findings and information produced for the subsequent parts.

4.1.1 Respondent Demographic Profile

In Section A (demographic profile), there are five questions that comprise up the research study. This section is related to individual information of the respondents. The details of the questions are about gender, age, ethnic, education level and working experience.

4.1.1.1 Gender

Table 4.1:

Statistic of Respondents' Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	193	51.19	51.19	51.19
Female	184	48.81	48.81	100.0
Total	377	100.00	100.00	

<u>Note</u>: Data generated from IBM Statistical Package of Social Science (SPSS)
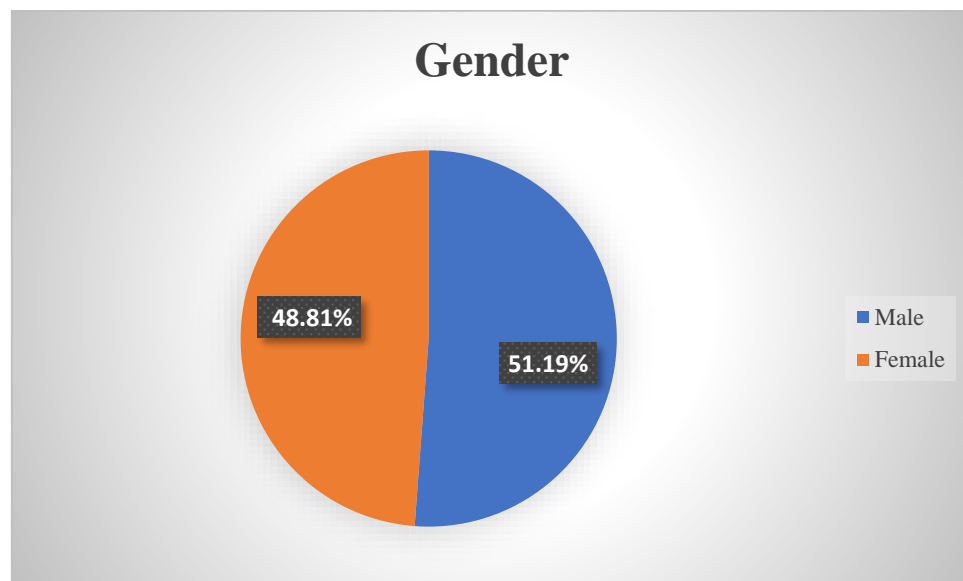
Figure 4.1: Statistic of Respondents' Gender

Table 4.1 and Figure 4.1 shows that a total of 377 respondents out of 193 respondents are male while the remaining 184 respondents are female. Thus, the percentages are 51.19% for male respondents and 48.81% for female respondents. Most of the respondents that participated in our research study are male respondents.

4.1.1.2 Age

Table 4.2:

Statistic of Respondents' Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
20 years old and below	44	11.67	11.67	11.67
21 to 30 years old	195	51.72	51.72	63.40
31 to 40 years old	129	34.22	34.22	97.61
41 to 50 years old	9	2.39	2.39	100.00
51 years old and above	0	0	0	
Total	377	100.00	100.00	

Note: Data generated from IBM Statistical Package of Social Science (SPSS)
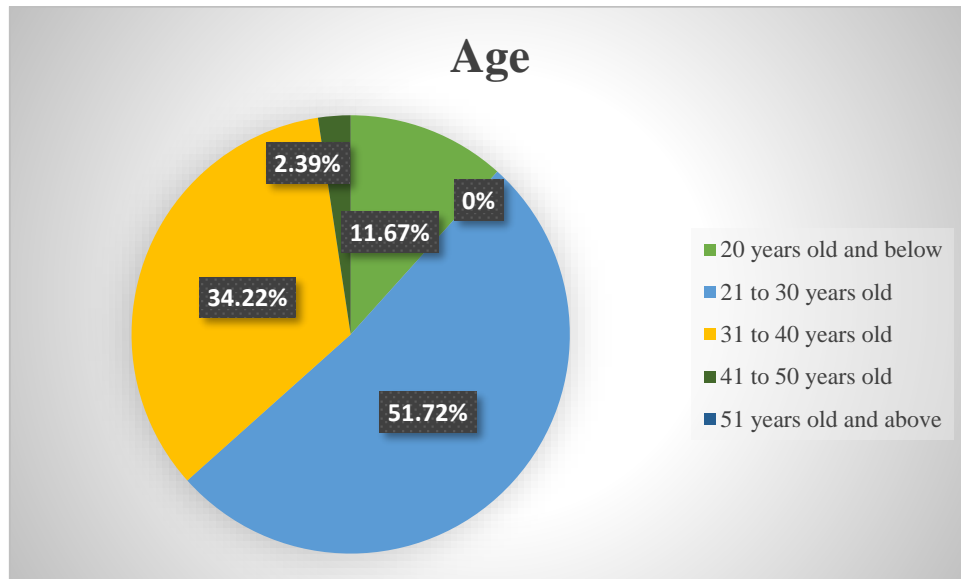
Figure 4.2: Statistic of Respondents' Age

Table 4.2 and Figure 4.2 illustrate the respondents' age range. The age group is divided into 5 categories that including 20 years old and below, 21 to 30 years old, 31 to 40 years old, 41 to 50 years old as well as 51 years old and above. The majority of the respondents who were involved in this research that involved 20 years old and below, which are 44 respondents (11.67%) and 21 to 30 years old which is 195 respondents (51.72%). The following are 31 to 40 years old group is 129 respondents (34.22%) while 41 to 50 years old group is 9 respondents (2.39%). However, there is no respondents for 50 years old and above group that involved in the questionnaire.

4.1.1.3 Ethnic

Table 4.3:

Statistic of Respondents' Ethnic

Ethnic	Frequency	Percent	Valid Percent	Cumulative Percent
Malay	228	60.48	60.48	60.48
Chinese	62	16.45	16.45	76.92
Indian	87	23.08	23.08	100.00
Total	377	100.00	100.00	

Note: Data generated from IBM Statistical Package of Social Science
(SPSS)
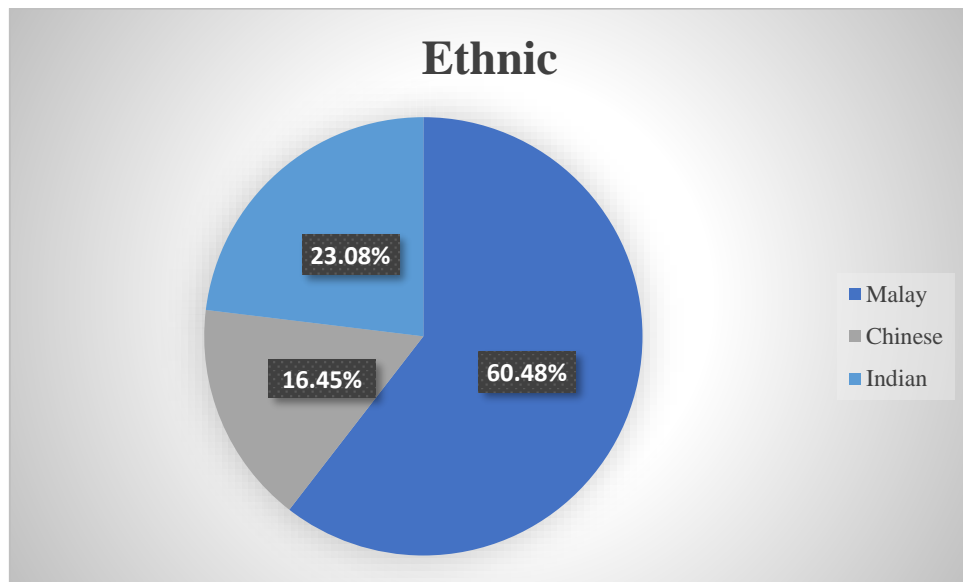
Figure 4.3: Statistic of Respondents' Ethnic

Table 4.3 and Figure 4.3 shows that most of the respondents are Malay
which consists of 228 respondents (60.48%). Besides, there are 62

respondents of Chinese with 16.45% and 87 respondents are Indian with 23.08%.

4.1.1.4 Education level

Table 4.4:

Statistic of Respondents' Education Level

Education level	Frequency	Percent	Valid Percent	Cumulative Percent
Primary school	0	0	0	0
Secondary school	114	30.24	30.24	30.24
Diploma / Certificate	140	37.14	37.14	67.37
Bachelor degree	123	32.63	32.63	100.00
Total	377	100.00	100.00	

Note: Data generated from IBM Statistical Package of Social Science (SPSS)
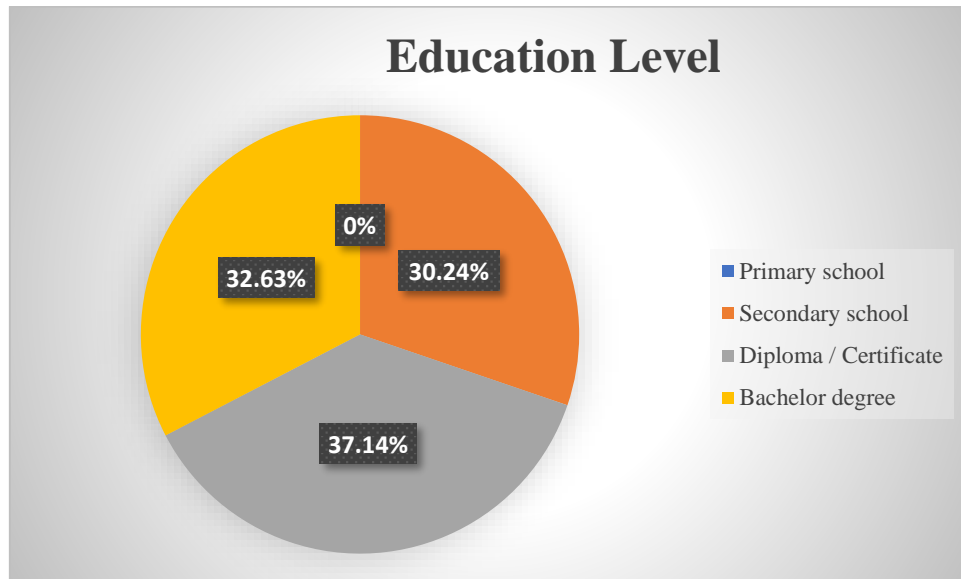
Figure 4.4: Statistic of Respondents' Education Level

Table 4.4. and Figure 4.4 indicate the education level of the respondents. The highest number of respondents of education level is Diploma/Certificate, which consists of 140 out of 377 respondents with 37.14%. Next followed by bachelor degree that consists of 123 respondents with 32.63%. The least respondents are secondary school which consists of 114 out of 377 respondents with 30.24%. There is no respondent for primary school categories in our collected survey.

4.1.1.5 Working experience

Table 4.5:

Statistic of Respondents' Working Experience

Working experience	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	130	34.48	34.48	34.48
1 – 5 years	186	49.34	49.34	83.82
5 – 10 years	49	13.00	13.00	96.82

Above 10 years	12	3.18	3.18	100.00
Total	377	100.00	100.00	

Note: Data generated from IBM Statistical Package of Social Science (SPSS)
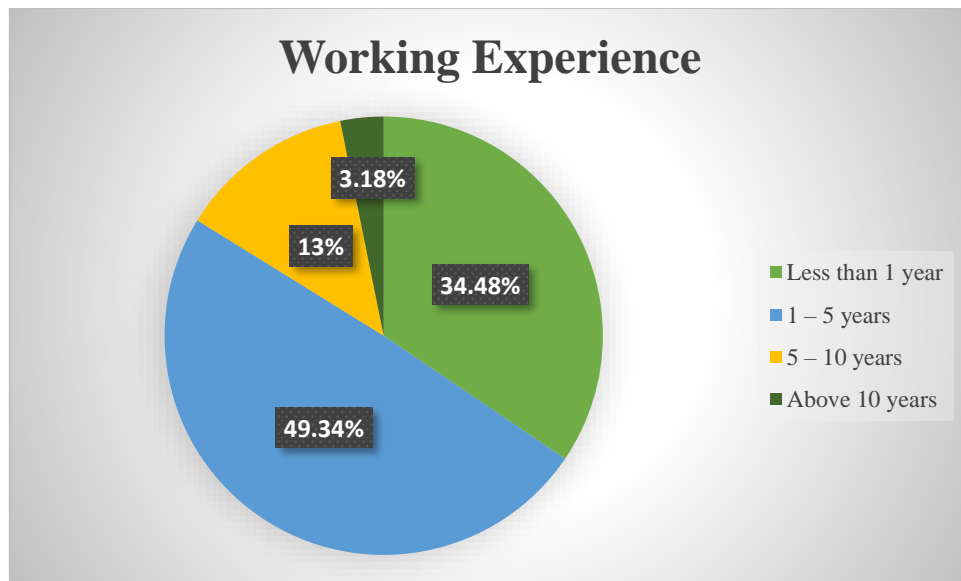
Figure 4.5: Statistic of Respondents' Working Experience

Table 4.5 and Figure 4.5 shows that majority of the respondents who worked at their company are less than 1 year which consists of 130 respondents out of 377 respondents with 34.48%. 186 respondents (49.34%) had been working in their company for 1-5 years and 49 respondents (13.00%) work for 5-10 years. Lastly, above 10 years has the least number of respondents which are 12 respondents out of 377 respondents with 3.18%.

4.1.2 Central Tendencies Measurement of Construct

The central tendency measure is a statistical tool used to describe data accurately. It is a numerical value that best captures the collected data. Commonly used measures of central tendency include mean, median,

quartiles and mode (Franzese & Iuliano, 2018). In this research, SPSS was used to compute the mean and standard deviation of the dependent and independent variables. Five points of the Likert scale were adopted and measured in Section B to Section F of the questionnaire. For example, "Strongly Disagree" represents 1, "Disagree" represents 2, "Neutral" represents 3, "Agree" represents 4, "Strongly Agree" represents 5.

4.1.2.1 Leadership

Table 4.6:

Central Tendencies Measurements of Leadership

Item	Statements	Mean	Mean Ranking	Std. Dev.	Std. Dev. Ranking
L1	Today, my leader talked enthusiastically about what needed to be accomplished.	4.1963	9	0.5092	3
L2	Today, my leader got me to look at problems from different angles.	4.6499	2	0.4777	7
L3	Today, my leader helped me to develop my strengths.	4.4005	5	0.4907	5

L4	Today, my leader emphasized the importance of having a collective sense of mission.	4.1512	10	0.3587	11
L5	Today, my leader expressed confidence that goals would be achieved.	4.4536	3	0.4985	4
L6	Today, my leader discussed in specific terms who was responsible for achieving performance targets.	4.3979	6	0.4901	6
L7	Today, my leader made clear what to expect when performance standards were met.	4.6976	1	0.4599	8
L8	Today, my leader expressed satisfaction when I met expectations.	4.2971	8	0.4576	10
L9	Today, my leader focused attention	4.4456	4	0.5906	2

	on irregularities, mistakes, exceptions and deviations from standards.				
L10	Today, my leader concentrated his/her full attention on dealing with mistakes, complaints, and failures.	4.2997	7	0.4588	9
L11	Today, my leader kept track of all mistakes.	4.1459	11	0.6543	1

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The table above shows the measurement of central tendency of leadership (independent variable). According to the table, the statement "Today, my leader made clear what to expect when performance standards were met" of L7 has the highest mean value with 4.6976. The highest mean value signifies a greater consensus among respondents in agreement with the statement. Next, L2 and L5 ranked on second and third with the mean value of 4.6499 and 4.4536 respectively. Besides, the mean value of L9, L3, L6, L10, L8, L1, L4 were ranked from fourth until tenth accordingly. Lastly, L11 has the lowest mean value with 4.1459.

For standard deviation, the statement "Today, my leader kept track of all mistakes" of L11 has the highest value with 0.6543. Besides, L9 and L1 ranked on second and third with standard deviation value of 0.5906 and

0.5092 respectively. Next, the standard deviation value of L5, L3, L6, L2, L7, L10, L8 were ranked from fourth until tenth accordingly. Lastly, L4 has the lowest standard deviation value of 0.3587.

4.1.2.2 Training and Development

Table 4.7:

Central Tendencies Measurements of Training and Development

Item	Statements	Mean	Mean Ranking	Std. Dev.	Std. Dev. Ranking
TD1	My performance has improved as a result of the skills I have developed over the past years.	4.3979	7	0.4901	7
TD2	There are opportunities for me to develop my career.	4.5968	1	0.4912	6
TD3	Training and development I have received is helping me to develop my career.	4.5464	2	0.4985	2
TD4	My work gives me a sense of personal accomplishment.	4.4456	4	0.4977	3

TD5	I have regular reviews on my development with my manager.	4.4960	3	0.5007	1
TD6	I have training and development plan agreed with my manager.	4.4456	5	0.4977	4
TD7	I have the skills that needed to deliver the objectives.	4.4456	6	0.4977	5

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The table above shows the measurement of central tendency of training and development (independent variable). According to the table, the statement "There are opportunities for me to develop my career" of TD2 has the highest mean value with 4.5968 and indicates majority of respondents agree with this statement. Next, TD3 and TD5 ranked on second and third with the mean value of 4.5464 and 4.4960 respectively. Besides, the mean value of TD4, TD6, TD7 were ranked from fourth until sixth accordingly. Lastly, TD1 has the lowest mean value with 4.3979.

For standard deviation, the statement "I have regular reviews on my development with my manager" of TD5 has the highest value with 0.5007. Besides, TD3 and TD4 ranked on second and third with standard deviation value of 0.4985 and 0.4977 respectively. Next, the standard deviation value of TD6, TD7, TD2 were ranked from fourth until sixth accordingly. Lastly, TD1 has the lowest standard deviation value of 0.4901.

4.1.2.3 Communication

Table 4.8:

Central Tendencies Measurements of Communication

Item	Statements	Mean	Mean Ranking	Std. Dev.	Std. Dev. Ranking
C1	I believe that my superior thinks really understand me.	4.1512	9	0.4793	8
C2	My superior makes me feel that things I tell him/her are really important.	4.2997	8	0.5581	2
C3	My superior makes me feel free to talk with him/her.	4.4509	3	0.4983	4
C4	My superior really understands my job problems.	4.4483	4	0.4980	5

C5	My superior encourages me to bring new information to his/her attention, even that new information may be bad news.	4.3979	5	0.4901	6
C6	My superior is willing to tolerate argument and to give affair hearing to all points of view.	4.3448	7	0.5724	1
C7	My superior listens to me when I tell him/her about things that are bothering me.	4.4987	2	0.5007	3
C8	People in this organization are encouraged to be really open and candid with each other.	4.3952	6	0.4896	7
C9	My job requirements are specified in clear language.	4.6976	1	0.4599	9

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The table above shows the measurement of central tendency of communication (independent variable). According to the table, the statement "My job requirements are specified in clear language" of C9 has the highest mean value with 4.6976 and indicates majority of respondents agree with this statement. Next, C7 and C3 ranked on second and third with the mean value of 4.4987 and 4.4509 respectively. Besides, the mean value of C4, C5, C8, C6, C2 were ranked from fourth until eighth accordingly. Lastly, C1 has the lowest mean value with 4.1512.

For standard deviation, the statement "My superior is willing to tolerate argument and to give affair hearing to all points of view" of C6 has the highest value with 0.5724. Besides, C2 and C7 ranked on second and third with standard deviation value of 0.5581 and 0.5007 respectively. Next, the standard deviation value of C3, C4, C5, C8, C1 were ranked from fourth until eighth accordingly. Lastly, C9 has the lowest standard deviation value of 0.4599.

4.1.2.4 Reward

Table 4.9:

Central Tendencies Measurements of Reward

Item	Statements	Mean	Mean Ranking	Std. Dev.	Std. Dev. Ranking
R1	Higher salary and pay raise on good performance.	4.5968	1	0.4912	5

R2	Satisfied with the bonus/tip/reward in the organization.	4.3448	6	0.5724	3
R3	Satisfaction with the regular and systematic financial policies regarding the increment and other monetary benefits.	4.4960	3	0.5007	4
R4	Satisfied with promotional opportunities in the organization.	4.3952	4	0.5837	1
R5	Satisfaction with recognition on good performance.	4.5968	2	0.4912	6
R6	Satisfied with the recognition from the contribution in the organization.	4.3952	5	0.5837	2

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The table above shows the measurement of central tendency of reward (independent variable). According to the table, the statement "Satisfaction with recognition on good performance" and "Satisfaction with recognition on good performance" of R1 and R5 has the highest mean value with 4.5968

and indicates majority of respondents agree with this statement. Next, R3, R4, R6 were ranked third, fourth, and fifth with the standard deviation value of 4.4960, 4.3952, and 4.3952 respectively. Lastly, R2 has the lowest mean value with 4.3448.

For standard deviation, the statement "Satisfied with promotional opportunities in the organization" and "Satisfied with the recognition from the contribution in the organization" of R4 and R6 has the highest value with 0.5837. Next, R2, R3 were ranked third and fourth, with the standard deviation value of 0.5724 and 0.5007 respectively. Lastly, R1 and R5 has the lowest standard deviation value of 0.4912.

4.1.2.5 Work Engagement

Table 4.10:

Central Tendencies Measurements of Work Engagement

Item	Statements	Mean	Mean Ranking	Std. Dev.	Std. Dev. Ranking
WE1	When I get up in the morning, I feel like going to work.	4.1485	9	0.7287	6
WE2	At work I feel bursting with energy.	4.2997	4	0.6423	8
WE3	At work I always persevere, even when things do not go well.	4.0955	12	0.6243	10

WE4	I can continue working for very long periods at a time.	4.0504	13	0.5926	11
WE5	In doing my job, I am very resilient mentally.	4.2493	6	0.5373	14
WE6	In doing my job, I feel strong and vigorous.	4.2493	7	0.8325	3
WE7	To me, my job is challenging.	3.9496	16	0.8692	1
WE8	My job inspires me.	4.3024	3	0.4599	17
WE9	I am enthusiastic about my job.	4.4483	1	0.6709	7
WE10	I am proud of the job that I do.	4.3501	2	0.5738	12
WE11	I find work I do full of meaning and purpose.	4.1989	8	0.5107	15

WE12	When I am working, I forget everything else around me.	3.9496	17	0.8089	4
WE13	Time flies when I am working.	3.9973	15	0.8395	2
WE14	I get carried away when I am working.	4.1485	10	0.4774	16
WE15	It is difficult to detach myself from my job.	4.2520	5	0.5386	13
WE16	I am immersed in my work.	4.0981	11	0.6261	9
WE17	I feel happy when I am working intensely.	4.0504	14	0.7438	5

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The table above shows the measurement of central tendency of work engagement (dependent variable). According to the table, the statement "I am enthusiastic about my job" of WE9 has the highest mean value with 4.4483. Next, WE10 and WE8 were placed on second and third with mean value of 4.3501 and 4.3024 respectively. Besides, the mean value of WE2, WE15, WE5, WE6, WE11, WE1, WE14, WE16, WE3, WE4, WE17, WE13 were ranked from fourth until fifteenth accordingly. Finally, WE7 and WE12 have the same mean value of 3.9496, which is also the lowest mean.

For standard deviation, the statement "To me, my job is challenging" of WE7 has the highest value with 0.8692. WE13 and WE6 were ranked on second and third with the value of 0.8395 and 0.8325 respectively. Next, the standard deviation value of WE12, WE17, WE1, WE9, WE2, WE16, WE3, WE4, WE10, WE15, WE5, WE11, WE14 were placed from fourth until sixteenth accordingly. Lastly, WE8 has the lowest value of standard deviation, which is 0.4599.

4.2 Scale Measurement

Table 4.11:

Cronbach's Alpha Reliability Test Result

Variables	Cronbach's Alpha Value	Number of items
Leadership	0.759	11
Training and development	0.815	7
Communication	0.795	9
Reward	0.820	6
Work engagement	0.869	17

Note: Data generated from IBM Statistical Package of Social Science (SPSS).

Based on the table 4.14 above, work engagement variable recorded the highest Cronbach's Alpha value with 0.869 at the range of 0.80 to 0.89. The reliability for

work engagement measure is considered as good. This is followed by training and development and reward variables with Cronbach's Alpha value of 0.815 and 0.820 respectively at the range of 0.80 to 0.89. As such, the reliability for training and development and reward variables can be considered as good reliability. Lastly, the leadership and communication variables are considered as the acceptable reliability which respectively of 0.759 and 0.795 at the range of 0.70 to 0.79. To sum up, all the Cronbach's Alpha value for all independent and dependent variables are more than 0.70. Hence, the questionnaire in this research were counted as good and reliable.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Coefficient Analysis

The purpose of Pearson Correlation Coefficient Analysis is to ascertain the strength of the association between the independent variables (Communication, Leadership, Training and Development, and Reward) and the dependent variable (Work engagement). The research indicates that the value range is -1 to +1. Perfect positive correlation is represented by +1, and perfect negative correlation is represented by -1. There is no correlation between the dependent and independent variables when the result is 0.

Table 4.12:

Rules of Thumb about Cronbach's Alpha Coefficient Size

Coefficient alpha range	Strength of association
Less than 0.6	Poor
0.60-0.70	Moderate
0.70-0.80	Good

0.80-0.90	Very good
More than 0.90	Excellent

Source: Hair, J. F. Jr., Celsi, M. W., Money, A. H., Samouel, P., & Page, M. (2011). *Essentials of business research methods* (2nd ed.). Armonk, New York: M.E. Sharpe.

4.3.1.1 Hypothesis I: Leadership and Work Engagement

H0: There is a negative relationship between leadership and work engagement.

H1: There is a positive relationship between leadership and work engagement.

Table 4.13:

Correlations between Leadership and Work Engagement

		Work Engagement
Leadership	Pearson Correlation	0.836
	Sig. (2 tailed)	<0.001
	N	377

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

Given that the p-value of less than 0.001 is smaller than the significant value of 0.05, the relationship between leadership and work engagement is significant. The correlation coefficient (r) value is 0.836. This demonstrates that work engagement and leadership have a positive relationship. Thus,

when the respondents are supported by a high level of leadership, they can contribute to a high work engagement in the organization. Since the correlation coefficient value of 0.836 falls under the coefficient range from ± 0.71 to ± 0.90, a high association between leadership and work engagement as showed on the table above.

4.3.1.2 Hypothesis II: Training and Development and Work Engagement

H0: There is a negative relationship between training and development and work engagement.

H1: There is a positive relationship between training and development and work engagement.

Table 4.14:

Correlations between Training and Development and Work Engagement

		Work Engagement
Training and Development	Pearson Correlation	0.721
	Sig. (2 tailed)	<0.001
	N	377

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

Based on table 4.14, it demonstrates that work engagement and training and development are significantly correlated since the p-value of less than 0.001 is less than the significant level of 0.05. The training and development has a correlation coefficient value of 0.721 with work engagement variable. It

suggests a strong correlation between work engagement and training and development due to the correlation coefficient values that fall within the range of $\pm\ 0.71$ to $\pm\ 0.90$. Training and development also has a positive relationship with work engagement since the correlation value is positive. Hence, when the respondent attends more training and development that is provided by their organization, their work engagement also will be high.

4.3.1.3 Hypothesis III: Communication and Work Engagement

H0: There is a negative relationship between communication and work engagement.

H1: There is a positive relationship between communication and work engagement.

Table 4.15:

Correlations between Communication and Work Engagement

		Work Engagement
Communication	Pearson Correlation	0.750
	Sig. (2 tailed)	<0.001
	N	377

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The p-value of communication is less than 0.001 which is below the significant value of 0.05. It means that there is a significant relationship between communication and work engagement. Besides, there is also a positive relationship between communication and work engagement with the positive correlation coefficient value of 0.750. When respondents are

highly concerned about communication, their work engagement will be high. Since the correlation value of 0.750 falls under the coefficient range from ± 0.71 to ± 0.90, a high association between communication and work engagement as based on the table above.

4.3.1.4 Hypothesis IV: Reward and Work Engagement

H0: There is a negative relationship between reward and work engagement.
H1: There is a positive relationship between reward and work engagement.

Table 4.16:

Correlations between Reward and Work Engagement

		Work Engagement
Reward	Pearson Correlation	0.479
	Sig. (2 tailed)	<0.001
	N	377

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

Based on table 4.16, it shows that there is a significant relationship between reward and work engagement since the significant level of 0.05 is exceeded by the p-value of less than 0.001. Reward has a correlation coefficient value of 0.479 with work engagement variable. It indicates there is a moderate association between reward and work engagement due to correlation coefficient values that fall under the coefficient range from ± 0.41 to ± 0.70. Reward also has a positive relationship with work engagement since the

correlation value is positive. Therefore, when the respondent is being rewarded at a high level, their work engagement will also be high.

4.3.2 Multiple Regression Analysis

Multiple Regression Analysis can be used to describe the data and explain the relationship between dependent variable and independent variable by comparing the beta weights displayed in the statistical table.

4.3.2.1 Model Summary

Table 4.17:

Multiple Regression Model Summary

Model	R	R- Square	Adjusted R- Square	Std. Error of the Estimate
1	0.927	0.859	0.858	2.42060

a. Predictors: (Constant), Reward, Leadership, Training and development, Communication

Note. Data generated from IBM Statistical Package of Social Science (SPSS).

The correlation between the dependent variable (Work Engagement) and independent variables is indicated by the R value in the table above. For this research, the value of correlation coefficient (R value) is 0.927 as shown in Table 4.17. This indicates that there is a positive and significant correlation between the dependent variable (Work engagement) and independent variables (Leadership, Training and development, Communication, Reward). Besides, R square is the percentage of independent variables that

explain the variations in dependent variables. In the research, the independent variables (Leadership, Training and development, Communication, Reward) account for 85.9% of the variation in the dependent variable (Work engagement). Still, this study is unable to explain 14.1% (100% - 85.9%) of the variation in work engagement. In other words, this study has not taken into account all of the important variables that exist to explain work engagement.

4.3.2.2 ANOVA Model Summary

Table 4.18:

ANOVA Model Summary

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13333.475	4	3333.369	568.903	<0.001
	Residual	2179.655	372	5.859		
	Total	15513.130	376			

Based on Table 4.18, the ANOVA result shows the value of p-value (<0.001), which is less than alpha value (0.05). Hence, the F-statistic (568.903) is significant. By using the model for this study, the relationship between predictors and dependent variables is explained clearly. Therefore, it indicates that independent variables (Leadership, Training and development, Communication, Reward) are significant to dependent variable (Work Engagement).

4.3.2.3 Multiple Regression Coefficient Analysis

Table 4.19:

Multiple Regression on Independent Variables and Dependent Variables (Coefficient)

Multiple Regression Coefficient Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig
1	(Constant)	-17.326	2.021	-	-8.572	<0.001
	Leadership	0.834	0.104	0.387	8.023	<0.001
	Training and development	0.802	0.110	0.298	7.303	<0.001
	Communication	2.492	0.169	1.088	14.765	<0.001
	Reward	-2.834	0.139	-1.035	-20.409	<0.001

a.   Dependent Variable: Work Engagement

Note. Data generated from IBM Statistical Package of Social Science (SPSS)

The table above shows the significance of each independent variable to the dependent variable. The independent variables (leadership, training and development, communication, and reward) are proved to be significant to dependent variable (work engagement) as the p-value of less than 0.001 is less than the significant level of 0.05.

Multiple Linear Regression Equation:

> $$Y = a + b_1 (X_1) + b_2 (X_2) + b_3 (X_3) + b_4 (X_4)$$
>
> where:
>
> Y = Work Engagement
>
> a = Constant
>
> b_i = Coefficient of each independent variables, i = 1,2,3,…
>
> X_1 = Leadership
>
> X_2 = Training and development
>
> X_3 = Communication
>
> X_4 = Reward

Work Engagement = -17.326 + 0.834 (Leadership) + 0.802 (Training and Development) + 2.492 (Communication) – 2.834 (Reward)

The Highest Contribution

By comparing to the other independent variables (leadership, training and development, and reward), communication has the biggest beta coefficient value (unstandardized coefficient), which is 2.492. It indicates that communication has the strongest contribution when the variance in work engagement is explained by all other predictor variables combined.

The Second Highest Contribution

Leadership ranks the second highest contributor toward the variation of work engagement with the beta coefficient value (unstandardized coefficient) 0.834. This indicates that communication plays the second most significant role in clarifying the differences in work engagement when accounting for the influence of all other predictor variables in the model.

The Third Highest Contribution

Training and development has become the third highest contribution towards the variation of work engagement. Training and development shows beta coefficient value (unstandardized coefficient) of 0.802 to explain

the variation of work engagement when the variable explained by all other
predictor variables in the model is controlled for.

The Lowest Contribution

Among the independent variables examined (leadership, training and
development, communication), reward has the smallest unstandardized
coefficient (-2.834), indicating it has the least impact on explaining the
variation in work engagement when compared to other predictors. This
means that reward makes the smallest distinct contribution to understanding
work engagement when considering the influence of all other predictor
variables.

4.4 Conclusion

The data collected have been summarized by using SPSS software version 29.0.2.0.
The results show that the independent variables such as leadership, training and
development, communication, and reward have an important relationship with the
dependent variable. A further discussion for the analysis outcome will be discussed
in Chapter 5.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

Chapter 5 will provide a comprehensive overview of descriptive analysis, and findings pertaining to both independent variables and dependent variables. It will also address the study's limitations and offer recommendations for future. Lastly, a final conclusion will be provided to summarize this study.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

Table 5.1:

Summary of Respondent Demographic Profile

	Categories	Frequency	Percentage
Gender	Male	193	51.2%
	Female	184	48.8%
Age	20 years old and below	44	11.7%
	21 to 30 years old	195	51.7%
	31 to 40 years old	129	34.2%
	41 to 50 years old	9	2.4%
Ethnic group	Chinese	62	16.4%
	Malay	228	60.5%
	Indian	87	23.1%

Education level			
	Secondary school	114	30.2%
	Diploma/Certificate	140	37.1%
	Bachelor degree	123	32.6%
Working experience			
	Less than 1 year	130	34.5%
	1 - 5 years	186	49.3%
	5 - 10 years	49	13.0%
	above 10 years	12	3.2%

Note. Developed for the research.

Based on the demographic profile, female respondents are 48.8%, while the male respondents are 51.2%. The next category is the respondent's age. Based on the results show that most of the respondents fall between 21 to 30 years old with a total of 51.7%. It is followed by age between 31 to 40 years old and 20 years old and below which are 34.2% and 11.7%. The lowest age group results are 41 to 50 years old with 2.4%.

For the ethnicity group, the majority of target respondents are Malay, 60.5%, followed by Indian 23.1% and Chinese 16.4%. Most of the target respondents are diploma or certificate holders with the result of 37.1%. While there are 32.6% of respondents with Bachelor Degree holders. The lowest qualification of target respondents in this study is secondary school level holders with 30.2%. Whereas there is none of the target respondents with primary school holders.

From the study, it shows that most of the respondents have 1 to 5 years working experience, which is 49.3%. For the category of less than 1 year, 5 to 10 years, and above 10 years are 34.5%, 13%, and 3.2% respectively.

5.1.2 Central Tendencies Measurement of Construct

Table 5.2:

Summary of Central Tendencies Measurement of Construct

Variables	Mean		Standard Deviation	
	Highest	Lowest	Highest	Lowest
Work Engagement	4.4483	3.9496	0.8692	0.4599
Leadership	4.6976	4.1459	0.6543	0.3587
Training and Development	4.5968	4.3979	0.5007	0.4901
Communication	4.6976	4.1512	0.5724	0.4599
Reward	4.5968	4.3448	0.5837	0.4912

Note. Developed for the research.

Based on the result of the reliability test, the 5 variables (Work engagement, Leadership, Training and development, Communication, Reward) are regarded as reliable. The range of the Cronbach's Alpha values for all these variables is between 0.70 to 0.80 and 0.80 to 0.90, indicating that the reliability levels are acceptable and good. The result of the test showed that the dependent variable, work engagement has good reliability with 0.869. While for independent variables, leadership has acceptable reliability with 0.759, training and development has good reliability with 0.815, communication has acceptable reliability with 0.795, and reward has good reliability with 0.820.

5.1.3 Reliability Test

Based on the result of the reliability test, the 5 variables (Work engagement, Leadership, Training and development, Communication, Reward) are regarded as reliable. The range of the Cronbach's Alpha values for all these variables is between 0.70 to 0.80 and 0.80 to 0.90, indicating that the reliability levels are acceptable and good. The result of the test showed that the dependent variable, work engagement has good reliability with 0.869, which shows the highest Cronbach's alpha value compared to the independent variables. For independent variables, leadership has acceptable reliability with 0.759, and it was the lowest of Cronbach's alpha value. Training and development has good reliability with 0.815, which regarded as third highest of Cronbach's alpha value, followed by communication, the fourth highest of Cronbach's alpha value that has acceptable reliability with 0.795. Lastly, reward has the second highest Cronbach's alpha value, showing good reliability with 0.820.

5.1.4 Inferential Analysis

5.1.4.1 Pearson Correlation Coefficient

The result from Pearson Correlation Coefficient test showed the independent variables have significant relationship with work engagement. The independent variables are within the range of $\pm$ 0.41 to $\pm$ 0.70 and $\pm$ 0.71 to $\pm$ 0.90. This shows that the relationship between independent variables and dependent variables is moderate and high. The result showed leadership variable value is 0.836, training and development variable value is 0.721, communication variable value is 0.750, and reward variable value is 0.479.

5.1.4.2 Multiple Linear Regression Analysis

The multiple regression analysis results show that communication is the highest contribution to work engagement as its beta value is 2.492, followed by leadership with coefficient beta value of 0.834. The least contribution is reward which its beta value is -2.834. The following was the multiple linear regression equation for the dependent variable:

Work Engagement = -17.326 + 0.834 (Leadership) + 0.802 (Training and Development) + 2.492 (Communication) – 2.834 (Reward)

5.2 Discussion of Major Finding

Table 5.3:

Summary of Hypothesis Testing Results

Hypothesis	Statements / H_1	Significant Level / p	Correlation Coefficient / r	Conclusion
I	There is a positive relationship between leadership and work engagement.	<0.001	0.836	Hypothesis I is supported.
II	There is a positive relationship between training and development and work engagement.	<0.001	0.721	Hypothesis II is supported.

| III | There is a positive relationship between communication and work engagement. | <0.001 | 0.750 | Hypothesis III is supported. |
| IV | There is a positive relationship between reward and work engagement. | <0.001 | 0.479 | Hypothesis IV is supported. |

Note. Developed for the research

Table 5.3 presents an overview of the results of each hypothesis test. These hypotheses were tested to examine the factors affecting work engagement among employees in fast food industry in Malaysia.

This study tested four hypotheses: Hypothesis I stated that there is a positive relationship between leadership and work engagement; Hypothesis II stated that there is a positive relationship between training and development and work engagement; Hypothesis III stated that there is a positive relationship between communication and work engagement; and Hypothesis IV stated that there is a positive relationship between reward and work engagement.

5.2.1 Relationship between Leadership and Work Engagement

H_1: There is a significant relationship between leadership and work engagement.

The results presented in Chapter 4 indicate a strong correlation between work engagement and leadership. Leadership and work engagement have a significant positive association, as indicated by the correlation coefficient (r) value of 0.836. This demonstrates that when employees perceive a high degree of support from the leadership, they are more likely to display higher levels of participation in their positions inside the organizations. According to Social Exchange Theory (SET), the interaction between leaders and employees is based on mutual interdependence. Employees expect to receive feedback, support, or other forms of assistance at work. Therefore, leaders play a crucial role in this relationship by providing resources such as opportunities, support, and rewards to influence employee behavior, thus creating a reciprocal relationship. This support motivates employees to feel obliged to reciprocate the leader's favors, thus promoting the work engagement of employees (Decuypere & Schaufeli, 2020).

According to Christian, Garza, and Slaughter (2011), leadership is critical in shaping the work environment and influencing the way employees work. The behaviors, attitudes, and decisions of leaders directly influence the work atmosphere and attitudes of employees. Good leaders promote a positive work culture by setting clear goals for their teams and providing the necessary support and motivation. Doing so helps employees internalize the organization's goals and recognize that their contribution is vital to achieving the vision (Schwarz, 2017). Subsequently, the likelihood of employees becoming engaged in their work is higher because they believe that their contributions will have an impact on the organization's future. Furthermore, according to Anitha (2014), leaders who can inspire employees, exhibit integrity, possess self-reflection, and uphold ethical standards will see a rise in work engagement among employees. These attributes make employees feel respected and understood, promote team unity and clarity of purpose. Consequently, it has been shown that good leadership directly affects work engagement among employees.

5.2.2 Relationship between Training and Development and Work Engagement

H₂: There is a significant relationship between training and development and work engagement.

Regarding Hypothesis 2, the result of Pearson Correlation Analysis (r=0.721) indicates a correlation between training and development and work engagement of employees in fast food industry in Malaysia. Multiple Regression Analysis also shows that training and development is significant to work engagement by referring to the result, p=0.001. Hence, the result obtained in the previous chapter proved that there is a significant relationship between training and development and work engagement. From the viewpoint of Social Exchange theory (SET), employees who believe their company offers relevant and sufficient opportunities of training may be less likely to quit because they feel obligated to reciprocate the offer given (Benson et al., 2004). Hence, employee training and development programs that attain reciprocity encourage a high degree of dedication from the workforce. As a result, when companies offer training opportunities to employees, it is a way of showing them that they are valued and care about their well-being, and in return, the employees stay loyal to the companies (Cherotich et al., 2019).

Referring to the study's outcome, it demonstrated the agreement between earlier research with validated findings. Based on the study of Manuel (2014), he found that there is an important relationship between training and development and work engagement because, as a result of these programs, employees felt appreciated when they were selected for them and came to understand their own significance and value to the company, which increase their level of engagement. A research Huang and Su (2016) strengthened the opinion by conducting a study to assess the impact of job training on employees' job satisfaction levels and intentions to remain with the company. The result showed that employee training and development

provide a foundation for offering employees a feeling of accomplishment and advancement. They also serve as an effective tool for influencing employees' attitudes and motivations toward their jobs, which raises their level of work engagement. Not only that, Afroz (2018) also concluded that there is a strong and positive correlation between job training and employees' work engagement. Therefore, this can be concluded that the more training and development the companies provide to their employees, the higher the level of work engagement that employees bring to the organizations.

5.2.3 Relationship between Communication and Work Engagement

H_3: There is a significant relationship between communication and work engagement.

Based on the findings from the previous chapter, it is clear that communication and work engagement are positively. Communication among employees is an essential indicator of an organization's performance. Communication has ability to keep an employee who is both satisfied and engaged by convincing them to behave in manner that aligns with the organization's desired aims. Since communication plays its role in enhancing the bottom-line results of the organization that including greater productivity, stability and profitability (Sulaiman, Abdullah & Man, 2023).

Communication encompasses both formal and informal exchanges information between employees that emerge at different levels of an organization. It is a fundamental organizational mechanism in which employees exchange knowledge, value and emotions. It contributes to the establishment of relationships, the development of organizational culture, engagement in decision-making, and the facilitation of various organizational activities. So, effective communication fosters increased work engagement among employees, resulting in beneficial outcomes (Chanana & Sangeeta, 2021).

Besides, communication is essential for establishing an inclusive strategy to employee relations that promotes employee voice. Employee voice refers to open and accessible exchange of ideas, thoughts, feedback or advices regarding the work-related matters, with the goal of enhancing the organization's operations or department. In this case, communication among employees is shown as an aspect of the work environment that leads to employee engagement (Mazzei et al., 2019).

Thus, research has demonstrated that effective communication among employees increases their engagement and effectiveness on the job, which in turn leads to organisational success. Effective employee communication is a key component of a comprehensive people strategy aimed at improving work engagement and fostering corporate commitment (Wiradendi Wolor et al., 2022).

5.2.4 Relationship between Reward and Work Engagement

H4: There is a significant relationship between reward and work engagement.

Based on the results obtained from the previous chapter, the result shows that there is a significant relationship between reward and work engagement. In accordance with the concept of reciprocity, employees demonstrate a tendency to repay or return to the organization upon receiving economic and socioemotional resources from it. This sense of responsibility prompts employees to enhance their performance in their roles. Hence, employees would exchange their engagement for resources and benefits with the firms (Ahmad, 2018). Employees would feel obliged to respond with higher levels of engagement when they receive recognition and rewards from the organization (Akingbola & Van Den Berg, 2019).

According to Osborne (2017), the rewards and recognition given to employees will directly affect employees' performance as employees desire to experience recognition and appreciation for their daily tasks. The need

for rewards are required to achieve employees' work engagement. If good performance comes with strong efforts and rewards for good performance, the employee will be well motivated (Ali & Anwar, 2021). In other words, the rewards are able to motivate employees to work and engage employees.

5.3 Implication of Study

This research focused on four of the common factors that would affect the work engagement that already studied by previous researchers which again strengthen the positive relationship between work engagement and leadership, training and development, communication and reward. According to the results above, one may conclude that work engagement is greatly impacted by each of the following factors which are leadership, communication, training and development, and reward. Of all these factors, reward shows the highest significant value to the work engagement. However, other three factors also have the significant value in enhancing work engagement level of the employees in an organization, especially in the fast food industry.

5.3.1 Practical Implication

5.3.1.1 Leadership

Employee and organizational outcomes, including work engagement, are significantly influenced by leadership (Mendes & Stander, 2011). By recognizing the key role of leadership in increasing engagement at work, organizations can invest more purposefully in leadership course development programs (Gottfredson & Aguinis, 2017). First, organizations can offer leadership training courses that teach both the theory and practical skills needed for leadership roles. These courses can be held inside the company or through external programs like webinars and online courses. Second, organizations can encourage regular talks about leadership among team members, led by experienced managers. These discussions allow

everyone to share ideas and get instant feedback. They can include activities like working together on leadership scenarios and sharing thoughts on different topics. Third, setting up mentorship programs can be very effective. Pairing less experienced team members with experienced managers allows them to learn from each other. Mentors can give guidance, let mentees watch them in action, and offer helpful advice as mentees take on new leadership tasks. By doing these programs, organizations not only help current leaders improve but also develop future leaders, thus creating an environment more conducive to improving employees' work engagement for the organization. As a result, by nurturing and developing effective leadership, organizations can effectively increase the work engagement of employees, thereby enhancing the organization's competitive advantage and contributing to sustainable growth.

5.3.1.2 Training and development

Employee training and development is one of the most important tools for helping individual and organizations in achieving their short-term and long-term goals and objectives. In addition to improving knowledge, skills, and attitudes, training and development is also able to increase employees' motivation, self-esteem, and morale. Additionally, training and development provide a feeling of stability for the organizations, which lowers absenteeism and turnover, and able to helps the companies raise the level of competence and availability of their workforce (Rodriguez & Walters, 2017). Thus, organizations and managers should encourage the implementation of training and development if they wish to increase work engagement among employees to grow the business and become competitive. They should take some initiatives to improve the practices of training and development programs. For instance, organizations can design varying levels of training programs to accommodate varying workforce levels since different employees might require different skills and knowledge on certain jobs or tasks. As an example, entry-level employees

might need fundamental instruction on job duties and corporate regulations. Before implementing training programs, organization needs to carry out assessments to determine the trainings needs of employees and organization at large. Individual assessments might involve performance evaluations, skill assessments and supervisor feedback, while organizational assessments could include looking at future organizational goals and objectives analyzing performance metrics and identifying gaps in knowledge or skills. After that, organizations can organize appropriate training methods, materials, and formats of delivery in accordance with employees' preferences and identified needs, such as on-the-job training and off-the-job training. Managers can provide suggestions on improvements areas and offer constructive feedback for employees during the implementation of training and development. After training programs being organized, organizations can get feedback from employees for improvement on training and development. Besides, management can increase employees' participation in training and development programs to improve employee training and development and thus increase their performance. The application of incentives is one possible strategy to promote employees' involvement in training and development initiatives. Potential approaches that could motivate members to participate in training and development programs include the prospect of career progression and the creation of clear hierarchical structures inside the company that indicate where exceptional work is appropriately acknowledged and rewarded (Arulsamy et al., 2023). In general, adequate training and development provided by the organizations will raise employee's work engagement and performance level.

5.3.1.3 Communication

Communication is essential in the management function since it has the capacity to bring value to an organization. Communication is regarded as a

crucial and demanding procedure that enhances the relationship between an organization and its employees (Santalla-Banderali & Alvarado, 2022).

Based on the study's findings, organizations might discover improvement in communication channels, starting with creating suggestion boxes. Employees can anonymously make suggestions, comments or issues using this tool. This gives employees a forum to express their ideas and help the organization to get better without worrying about penalties. It should cover a variety of subject matter to capture different points of view and be anonymous to promote frank input. In order to show that they are receptive to employee input and value it, organizations should also make sure that proposals are examined on a regular basis and that feedback is given on those that are put into action. It can be used to get employee input on a range of communication-related topics, such as message clarity, information accessibility, and channel efficacy. Then, managers in service-driven organizations can communicate with their employees on a regular basis about the quality of services that delivered in order to build trust and define performance objectives (Oksa et al., 2020).

Hence, it is essential for organizations to have standardized strategies and benchmarks for communication. Only then they can guarantee good relationships among employees, boost participation in the work culture and ultimately achieve high levels of employees' work engagement.

5.3.1.4 Reward

A good reward system is competitive advantages and strategies to enhance work engagement. The implementation of a reward system can develop, engage, motivate and retain employees (Bwowe & Marongwe, 2018). An organization may also develop attractive rewards and compensation packages consisting of financial or non-financial rewards to employees such as salary increases, bonuses, profit-sharing, recognition and appreciation, and other relevant working allowances. With the understanding of the

strategies, plans, and systems developed for the reward, it will be able to increase the level of employees' work engagement (Victor & Hoole, 2017). Organizations may offer performance-based rewards to employees who exceed expectations or achieve specific targets. These rewards can provide additional financial rewards and motivation for employees to perform at their best. Organizations may identify and reward exceptional performance by offering their top performers travel-related benefits like gift cards for adventure vacations. Organizations should contemplate introducing rewards that prioritize long-term advantages for their employees. Rather than solely focusing on immediate incentives, offering rewards geared toward the long term can foster loyalty and sustained motivation. In summary, employees are more likely to be engaged and maintain high levels of motivation, productivity, and job satisfaction when the organization understands the value of rewarding and motivating its employees.

5.3.2 Theoretical Implication

The study conducted indicated that a high level of work engagement among employees is the key resource to improve organizational growth and employee's performance. This can be supported by the extended literature on Social Exchange Theory (SET). In employees' work engagement, SET suggests that individuals decide to engage more or less in their work based on their perceived costs and benefits within their organizational context. When employees feel they are receiving fair and balanced resources, they are more likely to be motivated to engage in their jobs. This engagement is fueled by trust, loyalty, and mutual commitment that develops over time as the exchange relationship between the employee and the organization evolves. In essence, SET provides a theoretical framework for understanding the dynamics of work engagement, highlighting the importance of reciprocal interactions between employees and their organization in fostering positive engagement behaviors (Dajani, 2015).

Besides, Social Exchange Theory (SET) is a theory used to explain people's behavior in the workplace. Simply put, it means that when employees

perceive that they are receiving benefits from the organization, they feel the need to give something back to the company. By understanding and applying the principles of SET, organizations can effectively manage workplace behavior, increase employee satisfaction, and foster productive relationships within the workplace. SET recognizes the importance of reciprocity in the interactions between employees and their organizations, emphasizing that individuals are motivated to engage in positive behaviors when they believe that they will be fairly rewarded for their efforts (Cooper-Thomas and Morrison, 2019). Therefore, SET has a significant impact on organizations because it provides a framework to help the organization understand the engagement, motivation, and retention of employees. Through this framework, organizations can adjust their management practices to better meet the needs and expectations of employees in a rapidly changing business environment.

5.4 Limitation of Study

There are some limitations when doing this research. Firstly, limited access to information is a limitation faced by our study. Although work engagement studies have been conducted extensively in the fields of commercial, public services, hospitality, and healthcare, relatively few investigations have been conducted on the work engagement among employees in the fast food industry in Malaysia. This means that the available information is relatively scarce, making it necessary for us to spend more time searching for other reliable journal articles to support our study. In addition, our study requires a lot of data to conduct the analysis, such as the number of McDonald's employees, the number of McDonald's outlets, and data on the work engagement among employees in the fast food industry in Malaysia. However, the amount of data available to us was relatively limited and unclear, which increased the difficulty in finding data and had an impact on the study.

On the other hand, we encountered a second limitation, which pertains to the restricted geographic scope of our study. Our research was confined to McDonald's

employees holding non-managerial positions specifically within the state of Perak, Malaysia. Since we do not cover McDonald's employees in other geographic areas, we may not be able to accurately reflect the views and thoughts of all employees. Therefore, the responses obtained from the target respondents may not be representative of the general views of McDonald's employees in non-managerial positions in other states in Malaysia.

Apart from that, due to fast food restaurant employees are busy with their work, they often skim through and answer questionnaires quickly. In such cases, some employees may simply adopt a quick-fix strategy, for example, they may consistently select the same answer for all questions, such as consistently selecting the "strongly agree" option. This practice may undermine the reliability of the questionnaire. In order to get more precise and trustworthy results, more questionnaires may need to be administered to obtain more reliable results. In addition, as the questionnaires are usually in English, employees with a low level of English proficiency may misunderstand or misinterpret the questions, which may affect the accuracy of the results.

Furthermore, our study used Google survey as the primary data collection method for employees working in fast food restaurants in Malaysia. Google survey was chosen because of its efficient data collection capability. Employees can complete the questionnaire in just a few minutes, which makes it easy to collect a large amount of data. However, using only one method would have limited the information and data collected. The questions and options for the Google survey are already set and all respondents must follow one questionnaire, which will limit the opinions and thoughts of employees when answering the questionnaire. In addition, relying too heavily on a single data collection method may limit the ability to fully analyse the results. The credibility of the findings may be compromised due to the limited amount of data.

5.5 Recommendation and Future Research

In order to make this study more useful for other researchers who are interested in the same area, there are some recommendations for future studies.

This study was limited to organizations located in the region of Perak, Malaysia. It is advisable for future researchers to broaden their investigations to include the elements that affect work engagement among employees in the fast food business in different states of Malaysia. Conducting comparable studies in places like Pulau Pinang and Johor will yield useful information, given their importance as the second and third most significant regions in terms of the number of fast food restaurants in Malaysia. By include these regions in the study, the understanding of work engagement dynamics within the fast food business would be enhanced on a larger scale. Researchers can generate more robust and applicable knowledge to support organizational improvement and development in the fast food sector.

Our study limited to data collected from a single fast food restaurant that specifically on McDonald's that located in Malaysia. Future researchers should broaden their scope by investigating additional fast food restaurants, such as KFC or Pizza Hut. Through this approach, researchers can gain access to diverse datasets, which may lead to distinct results and enhance the overall comprehension of work engagement in the fast food sector. This approach would make it easier to comprehend the elements that affect employees' work engagement in a variety of organizational contexts within the fast food industry.

Since the employees that working in fast food restaurants consists of Malay, Indian and Chinese. Future researchers can prepare the questionnaire into languages commonly spoken by the taregt employees, especially if they have varying levels of English proficiency. For example, the questionnaire can include two version such as Malay and English version. When providing questionnaires in multiple languages can help to understand the questions clearly. This reduces the likelihood of misunderstandings or misinterpretations, leading to more accurate responses. As well, employees who may unable to participate in surveys due to language barriers

are more likely to engage when the questionnaire is available in their native language. This improves overall participation rates and enhances the representativeness of the data collected.

Combine qualitative and quantitative approaches can greatly improve the thoroughness and comprehensiveness of studies on work engagement in the fast food industry. Qualitative research approaches such as interviews or focus groups that offer vital insights into the subjective experiences and attitudes of employees. Through direct involvement with employees, researchers can acquire a comprehensive understanding of the various aspects that impact work engagement. While the qualitative discoveries enhance the quantitative data gathered from surveys or questionnaires that providing additional insights into patterns, trends, and statistical relationships. By integrating these techniques, researchers can acquire a comprehensive viewpoint on work engagement which enhances the credibility and dependability of research results. In order to have more knowledgeable conclusions and practical suggestions for professionals and decision-makers in the fast food sector.

5.6 Conclusion

This research has enhanced our understanding of the factors influencing work engagement among employees in the fast food industry. The factors are leadership, training and development, communication, and reward. Based on the result, all of the factors have significant relations in the fast food industry. Among all the factors, communication has ranked as the highest contribution to the fast food industry as it is believed that communication can motivate employees to contribute more in the fast food industry. All in all, this research is able to offer and confess some insights into the importance of work engagement in the fast food industry. Additionally, the chapter addresses research limitations and provides recommendations for future studies to improve upon these areas.

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APPENDICES

Appendix 1.0: Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF BUSINESS AND FINANCE (FBF)
BACHELOR OF BUSINESS ADMINISTRATION (HONS)
A Study on the Factors Affecting Work Engagement among Employees in

Fast Food Industry in Malaysia

Dear Respondents,

We are students of Bachelor of Business Administration (Hons) from University Tunku Abdul Rahman (UTAR). We are currently conducting a survey under the assignment of UBMZ 3016 Research Projects. The purpose of we doing this final years project survey is to This research project aims to evaluate factors affecting work engagement among employees in fast food industry Malaysia. Besides, this study will analyse how the factors (leadership, training and development, communication and reward) will affect employee engagement. This survey will help us to understanding what factors will affect the employee engagement in fast food industry in Malaysia.

There are SIX (6) sections in this questionnaire. Section A is on demographics. Section B is dependent variable that include work engagement. Then, the section C, D, E, F are independent variables that include leadership, training and development, communication and reward. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 5 to 10 minutes.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose. Your assistance in completing this questionnaire is very much appreciated. Thank you for spending your times for this survey.

If you have any enquiries, please do not hesitate to contact:

Name	Student ID	Email
Chan Ying Xuan	20ABB02027	chanyingxuan2002@1utar.my
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PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 ("PDPA") which came into force on 15 November 2013, Universiti Tunku Abdul Rahman ("UTAR") is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:
1. The purposes for which your personal data may be used are inclusive but not li
- For assessment of any application to UTAR
- For processing any benefits and services
- For communication purposes
- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UTAR
- For the purpose of our corporate governance
- For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall

not   be   used   for   political   and   commercial   purposes.

Consent:

1. By submitting this form, you hereby authorise and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes   related   to   the   purpose.

3. You may access and update your personal data by writing to us at fwenkei1219@1utar.my.

Acknowledgment of Notice

(   ) I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice

(   ) I disagree, my personal data will not be processed.

Section A: Demographic Profile

Please choose one option for each of the following.

1. Do you experience working in fast food industry (If no, then this questionnaire is not relevant to you, thank you for your time).

{ } Yes

{ } No

2. Gender

{ } Male

{ } Female

3. Age

{ } 20 years old and below

{ } 21 to 30 years old

{ } 31 to 40 years old

{ } 41 to 50 years old

{ } 51 years old and above

4. Ethnic Group

{ } Malay

{ } Chinese

{ } Indian

{ } Others

5. Education Level

{ } Primary School

{ } Secondary School

{ } Diploma / Certificate

{ } Bachelor Degree

{ } Other

6. Working Experience

{ } Less than 1 year

{ } 1 to 5 years

{ } 5 to 10 years

{ } Above 10 years

Section B: Dependent Variable
Please choose one answer based on each statement using five Likert scale.
(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
Work Engagement

No.	Questionnaire	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	When I get up in the morning, I feel like going to work.	1	2	3	4	5
2	At work I feel bursting with energy.	1	2	3	4	5
3	At work I always persevere, even when things do not go well.	1	2	3	4	5
4	I can continue working for very long periods at a time.	1	2	3	4	5
5	In doing my job, I am very resilient mentally.	1	2	3	4	5
6	In doing my job, I feel strong and vigorous.	1	2	3	4	5
7	To me, my job is challenging.	1	2	3	4	5
8	My job inspires me.	1	2	3	4	5
9	I am enthusiastic about my job.	1	2	3	4	5
10	I am proud of the job that I do.	1	2	3	4	5

11	I find work I do full of meaning and purpose.	1	2	3	4	5
12	When I am working, I forget everything else around me.	1	2	3	4	5
13	Time flies when I am working.	1	2	3	4	5
14	I get carried away when I am working.	1	2	3	4	5
15	It is difficult to detach myself from my job.	1	2	3	4	5
16	I am immersed in my work.	1	2	3	4	5
17	I feel happy when I am working intensely.	1	2	3	4	5

Section C: Independent Variables

Please choose one answer based on each statement using five Likert scale.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Leadership

No.	Questionnaire	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Today, my leader talked enthusiastically about what needed to be accomplished.	1	2	3	4	5
2	Today, my leader got me to look at problems from different angles.	1	2	3	4	5
3	Today, my leader helped me to develop my strengths.	1	2	3	4	5
4	Today, my leader emphasized the importance of having a collective sense of mission.	1	2	3	4	5
5	Today, my leader expressed confidence that goals would be achieved.	1	2	3	4	5
6	Today, my leader discussed in specific terms who was responsible for achieving performance targets.	1	2	3	4	5
7	Today, my leader made clear what to expect when	1	2	3	4	5

	performance standards were met.					
8	Today, my leader expressed satisfaction when I met expectations.	1	2	3	4	5
9	Today, my leader focused attention on irregularities, mistakes, exceptions and deviations from standards.	1	2	3	4	5
10	Today, my leader concentrated his/her full attention on dealing with mistakes, complaints, and failures.	1	2	3	4	5
11	Today, my leader kept track of all mistakes.	1	2	3	4	5

Section D: Independent Variables

Please choose one answer based on each statement using five Likert scale.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Training and Development

No.	Questionnaire	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My performance has improved as a result of the skills I have developed over the past years.	1	2	3	4	5
2	There are opportunities for me to develop my career.	1	2	3	4	5
3	Training and development I have received is helping me to develop my career.	1	2	3	4	5
4	My work gives me a sense of personal accomplishment.	1	2	3	4	5
5	I have regular reviews on my development with my manager.	1	2	3	4	5
6	I have training and development plan agreed with my manager.	1	2	3	4	5
7	I have the skills that needed to deliver the objectives.	1	2	3	4	5

Section E: Independent Variables

Please choose one answer based on each statement using five Likert scale.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Communication

No.	Questionnaire	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I believe that my superior thinks really understand me.	1	2	3	4	5
2	My superior makes me feel that things I tell him/her are really important.	1	2	3	4	5
3	My superior makes me feel free to talk with him/her.	1	2	3	4	5
4	My superior really understands my job problems.	1	2	3	4	5
5	My superior encourages me to bring new information to his/her attention, even that new information may be bad news.	1	2	3	4	5
6	My superior is willing to tolerate argument and to give affair hearing to all points of view.	1	2	3	4	5
7	My superior listens to me when I tell	1	2	3	4	5

	him/her about things that are bothering me.					
8	People in this organization are encouraged to be really open and candid with each other.	1	2	3	4	5
9	My job requirements are specified in clear language.	1	2	3	4	5

Section F: Independent Variables

Please choose one answer based on each statement using five Likert scale.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Reward

No.	Questionnaire	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Higher salary and pay raise on good performance.	1	2	3	4	5
2	Satisfied with the bonus/tip/reward in the organization.	1	2	3	4	5
3	Satisfaction with the regular and systematic financial policies regarding the increment and other monetary benefits.	1	2	3	4	5
4	Satisfied with promotional opportunities in the organization.	1	2	3	4	5
5	Satisfaction with recognition on good performance.	1	2	3	4	5
6	Satisfied with the recognition from the contribution in the organization.	1	2	3	4	5
7	Higher salary and pay raise on good performance.	1	2	3	4	5

Appendix 2.0: Demographic Profile Frequency

<u>Gender</u>

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	193	51.2	51.2	51.2
	female	184	48.8	48.8	100.0
	Total	377	100.0	100.0	

<u>Age</u>

Age
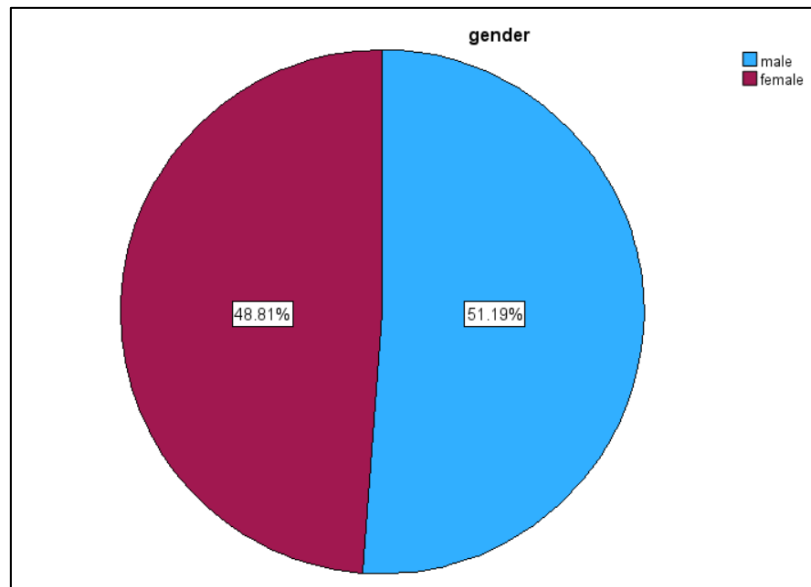
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 years old and below	44	11.7	11.7	11.7
	21 to 30 years old	195	51.7	51.7	63.4
	31 to 40 years old	129	34.2	34.2	97.6
	41 to 50 years old	9	2.4	2.4	100.0
	Total	377	100.0	100.0	
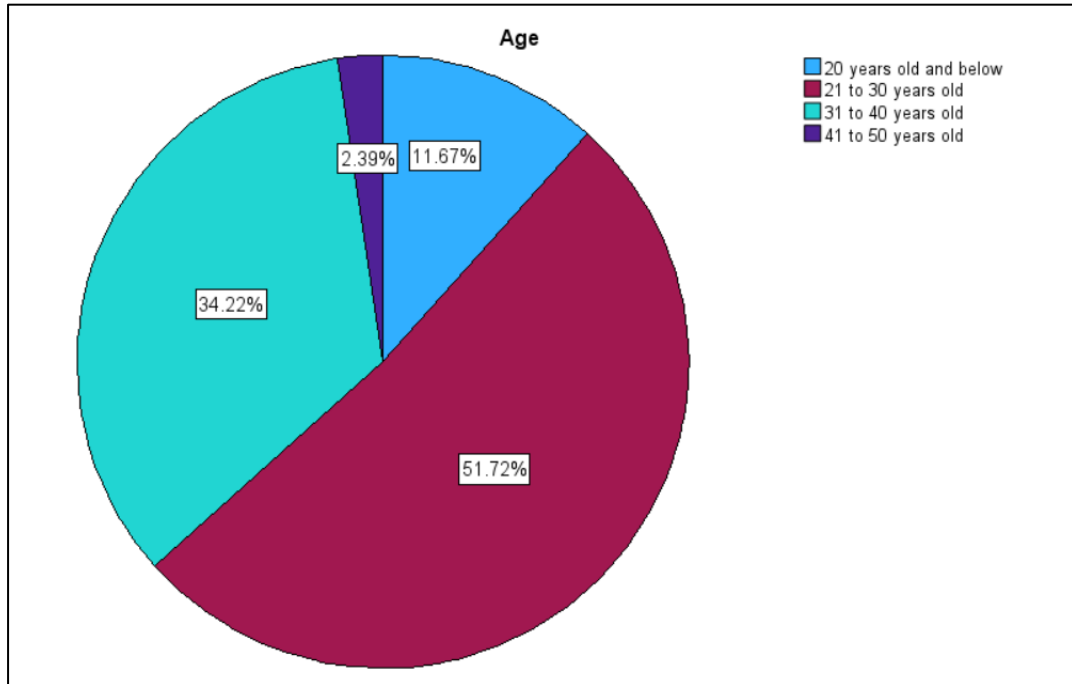
Ethnic

ethnic group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	228	60.5	60.5	60.5
	Chinese	62	16.4	16.4	76.9
	Indian	87	23.1	23.1	100.0
	Total	377	100.0	100.0	
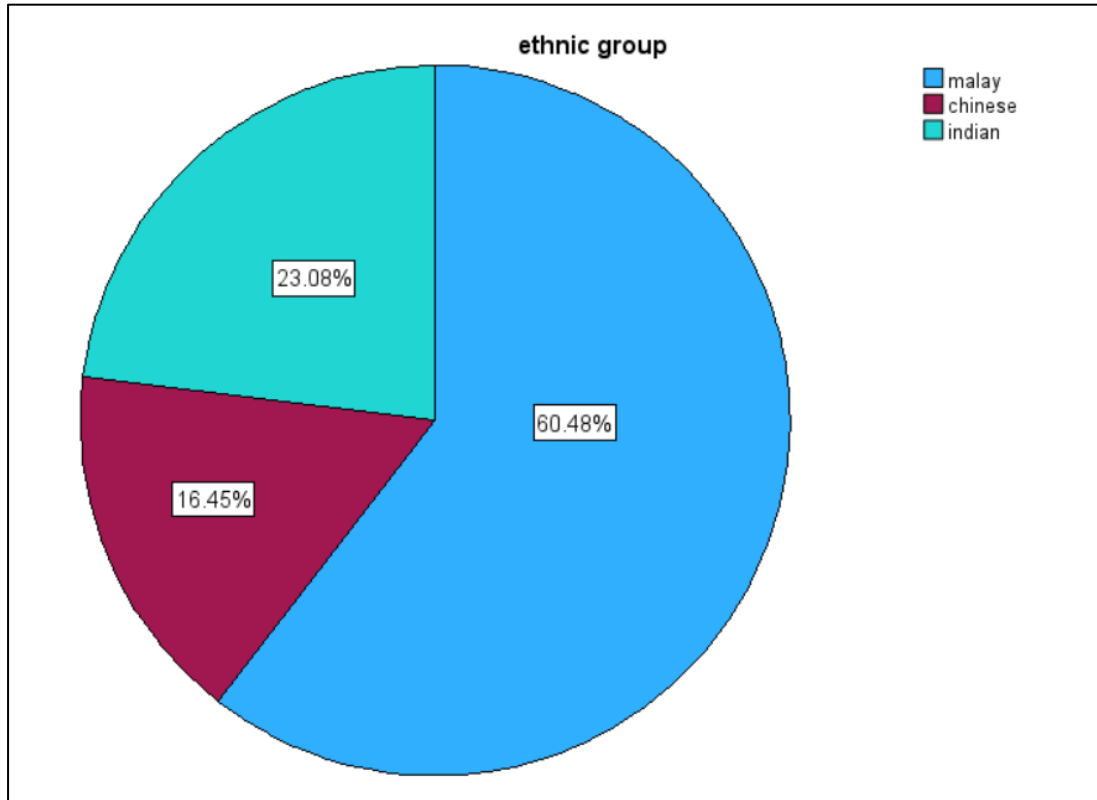
ethnic group

Education level

education level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	secondary school	114	30.2	30.2	30.2
	diploma/certificate	140	37.1	37.1	67.4
	bachelor degree	123	32.6	32.6	100.0
	Total	377	100.0	100.0	
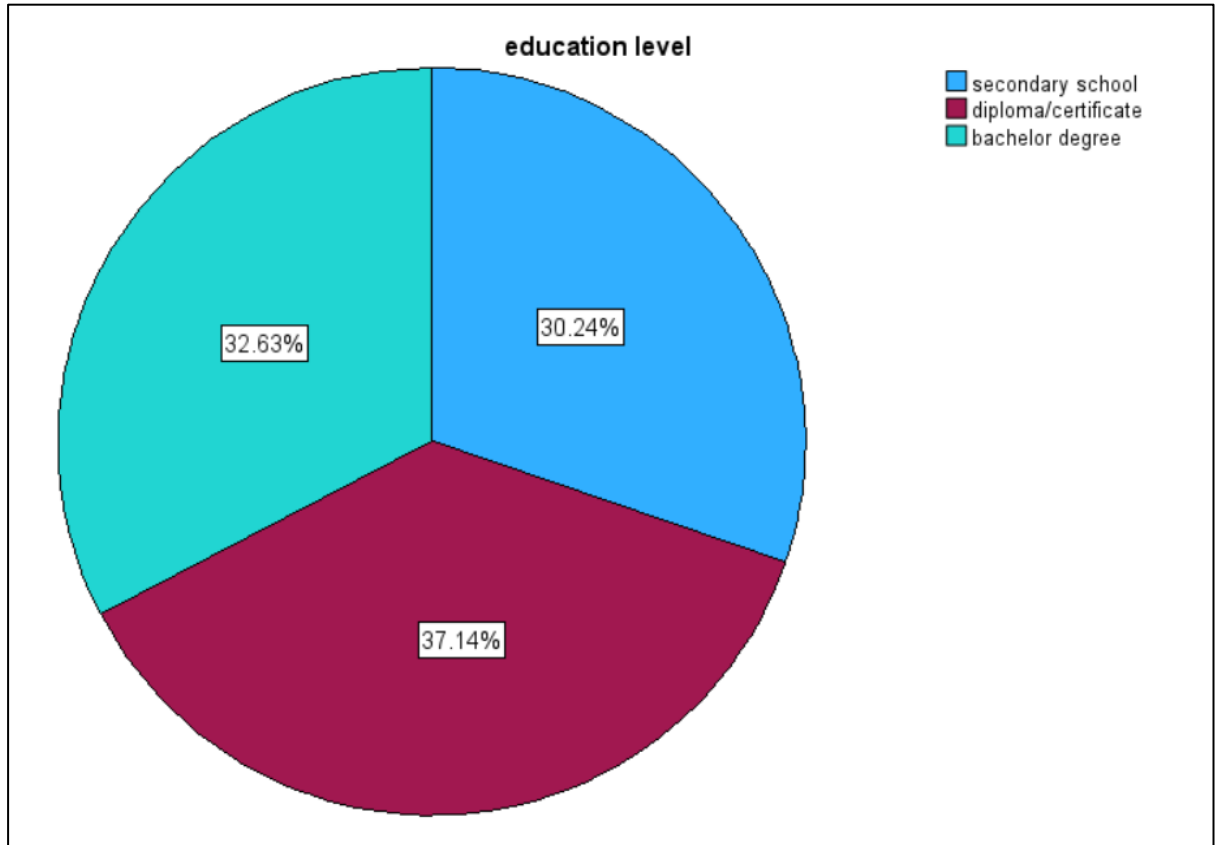
Working experience

working exprience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	130	34.5	34.5	34.5
	1 - 5 years	186	49.3	49.3	83.8
	5 - 10 years	49	13.0	13.0	96.8
	above 10 years	12	3.2	3.2	100.0
	Total	377	100.0	100.0	

working exprience
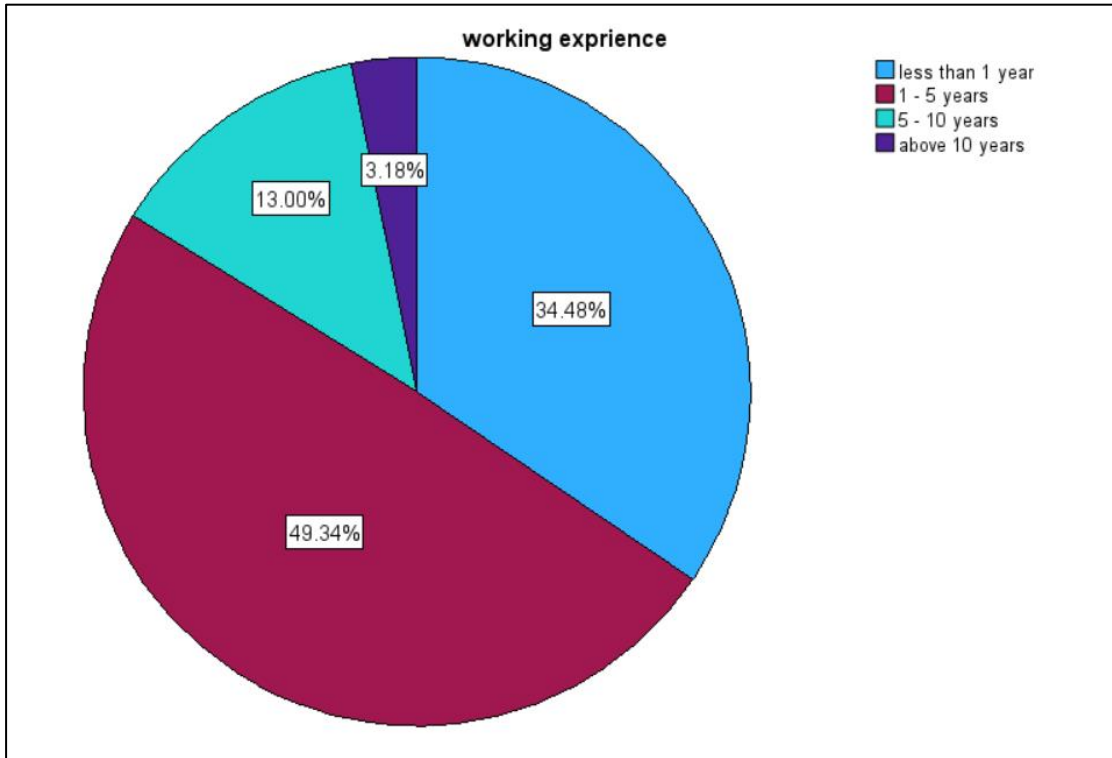
Appendix 3.0: Central Tendencies Measurement Result of Construct

<u>Work Engagement</u>

Statistics

		like going to work	bursting with energy	persevere	work for long period of time	resilient mentally
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.1485	4.2997	4.0955	4.0504	4.2493
Median		4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00
Std. Deviation		.72874	.64232	.62433	.59260	.53734

Statistics

		strong and vigorous	challenging	inspire	enthusiastic	proud of the job
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.2493	3.9496	4.3024	4.4483	4.3501
Median		4.0000	4.0000	4.0000	5.0000	4.0000
Mode		5.00	4.00	4.00	5.00	4.00
Std. Deviation		.83246	.86916	.45990	.67090	.57377

Statistics

		full of meaning	forget everything	times flies	carry away	difficult to detach
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.1989	3.9496	3.9973	4.1485	4.2520
Median		4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00
Std. Deviation		.51073	.80893	.83951	.47736	.53857

Statistics

		immerse	happy
N	Valid	377	377
	Missing	0	0
Mean		4.0981	4.0504
Median		4.0000	4.0000
Mode		4.00	4.00
Std. Deviation		.62605	.74384

Leadership

Statistics

		talk enthusiastically	look problem on different angles	help to develop strengths	collective sense of mission	express confidence
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.1963	4.6499	4.4005	4.1512	4.4536
Median		4.0000	5.0000	4.0000	4.0000	4.0000
Mode		4.00	5.00	4.00	4.00	4.00
Std. Deviation		.50916	.47765	.49066	.35871	.49850

Statistics

		responsible for achieving performance target	clear what to expect	express satisfaction	focus attention on standards	full attention on mistakes
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.3979	4.6976	4.2971	4.4456	4.2997
Median		4.0000	5.0000	4.0000	4.0000	4.0000
Mode		4.00	5.00	4.00	5.00	4.00
Std. Deviation		.49011	.45990	.45758	.59056	.45875

Statistics

		keep track of mistakes
N	Valid	377
	Missing	0
Mean		4.1459
Median		4.0000
Mode		4.00
Std. Deviation		.65431

Training and Development

Statistics

		improve skills	opportunity to develop career	helping develop career	sense of personal accomplishment	regular review on development
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.3979	4.5968	4.5464	4.4456	4.4960
Median		4.0000	5.0000	5.0000	4.0000	4.0000
Mode		4.00	5.00	5.00	4.00	4.00
Std. Deviation		.49011	.49119	.49850	.49769	.50065

Statistics

		develop plan by manager	deliver the objectives
N	Valid	377	377
	Missing	0	0
Mean		4.4456	4.4456
Median		4.0000	4.0000
Mode		4.00	4.00
Std. Deviation		.49769	.49769

Communication

Statistics

		really understand	make employees feel important	feel free to talk	understand job problem	encourage to bring new information
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.1512	4.2997	4.4509	4.4483	4.3979
Median		4.0000	4.0000	4.0000	4.0000	4.0000
Mode		4.00	4.00	4.00	4.00	4.00
Std. Deviation		.47931	.55814	.49825	.49798	.49011

Statistics

		tolerate argument	listen to employees	open and candid	clear language
N	Valid	377	377	377	377
	Missing	0	0	0	0
Mean		4.3448	4.4987	4.3952	4.6976
Median		4.0000	4.0000	4.0000	5.0000
Mode		4.00	4.00	4.00	5.00
Std. Deviation		.57235	.50066	.48955	.45990

Reward

Statistics

		higher salary and pay raise	satisfy with bonus	satisfy with regular financial policies	satisfy with promotional opportunities	satisfy with recognition
N	Valid	377	377	377	377	377
	Missing	0	0	0	0	0
Mean		4.5968	4.3448	4.4960	4.3952	4.5968
Median		5.0000	4.0000	4.0000	4.0000	5.0000
Mode		5.00	4.00	4.00	4.00	5.00
Std. Deviation		.49119	.57235	.50065	.58371	.49119

Statistics

		recognition from contribution
N	Valid	377
	Missing	0
Mean		4.3952
Median		4.0000
Mode		4.00
Std. Deviation		.58371

Work engagement

No	Work Engagement	Mean	Standard Deviation	Rank of Mean	Rank of SD
WE1	When I get up in the morning, I feel like going to work.	4.1485	0.7287	9	6
WE2	At work I feel bursting with energy.	4.2997	0.6423	4	8
WE3	At work I always persevere, even when things do not go well.	4.0955	0.6243	12	10
WE4	I can continue working for very long periods at a time.	4.0504	0.5926	13	11

WE5	In doing my job, I am very resilient mentally.	4.2493	0.5373	6	14
WE6	In doing my job, I feel strong and vigorous.	4.2493	0.8325	7	3
WE7	To me, my job is challenging.	3.9496	0.8692	16	1
WE8	My job inspires me.	4.3024	0.4599	3	17
WE9	I am enthusiastic about my job.	4.4483	0.6709	1	7
WE10	I am proud of the job that I do.	4.3501	0.5738	2	12
WE11	I find work I do full of meaning and purpose.	4.1989	0.5107	8	15
WE12	When I am working, I forget everything else around me.	3.9496	0.8089	17	4
WE13	Time flies when I am working.	3.9973	0.8395	15	2
WE14	I get carried away when I am working.	4.1485	0.4774	10	16
WE15	It is difficult to detach myself from my job.	4.2520	0.5386	5	13
WE16	I am immersed in my work.	4.0981	0.6261	11	9
WE17	I feel happy when I am working intensely.	4.0504	0.7438	14	5

Leadership

No	Leadership	Mean	Standard Deviation	Rank of Mean	Rank of SD
L1	Today, my leader talked enthusiastically about what needed to be accomplished.	4.1963	0.5092	9	3
L2	Today, my leader got me to look at problems from different angles.	4.6499	0.4777	2	7
L3	Today, my leader helped me to develop my strengths.	4.4005	0.4907	5	5
L4	Today, my leader emphasized the importance of having a collective sense of mission.	4.1512	0.3587	10	11
L5	Today, my leader expressed confidence that goals would be achieved.	4.4536	0.4985	3	4
L6	Today, my leader discussed in specific terms who was responsible for achieving performance targets.	4.3979	0.4901	6	6
L7	Today, my leader made clear what to expect when performance standards were met.	4.6976	0.4599	1	8
L8	Today, my leader expressed satisfaction when I met expectations.	4.2971	0.4576	8	10
L9	Today, my leader focused attention on irregularities, mistakes, exceptions and deviations from standards.	4.4456	0.5906	4	2

L10	Today, my leader concentrated his/her full attention on dealing with mistakes, complaints, and failures.	4.2997	0.4588	7	9
L11	Today, my leader kept track of all mistakes.	4.1459	0.6543	11	1

Training and Development

No	Training and Development	Mean	Standard Deviation	Rank of Mean	Rank of SD
TD1	My performance has improved as a result of the skills I have developed over the past years.	4.3979	0.4901	7	7
TD2	There are opportunities for me to develop my career.	4.5968	0.4912	1	6
TD3	Training and development I have received is helping me to develop my career.	4.5464	0.4985	2	2
TD4	My work gives me a sense of personal accomplishment.	4.4456	0.4977	4	3
TD5	I have regular reviews on my development with my manager.	4.4960	0.5007	3	1
TD6	I have training and development plan agreed with my manager.	4.4456	0.4977	5	4
TD7	I have the skills that needed to deliver the objectives.	4.4456	0.4977	6	5

Communication

No	Communication	Mean	Standard Deviation	Rank of Mean	Rank of SD
C1	I believe that my superior thinks really understand me.	4.1512	0.4793	9	8
C2	My superior makes me feel that things I tell him/her are really important.	4.2997	0.5581	8	2
C3	My superior makes me feel free to talk with him/her.	4.4509	0.4983	3	4
C4	My superior really understands my job problems.	4.4483	0.4980	4	5
C5	My superior encourages me to bring new information to his/her attention, even that new information may be bad news.	4.3979	0.4901	5	6
C6	My superior is willing to tolerate argument and to give affair hearing to all points of view.	4.3448	0.5724	7	1
C7	My superior listens to me when I tell him/her about things that are bothering me.	4.4987	0.5007	2	3
C8	People in this organization are encouraged to be really open and candid with each other.	4.3952	0.4896	6	7

C9	My job requirements are specified in clear language.	4.6976	0.4599	1	9

Reward

No	Reward	Mean	Standard Deviation	Rank of Mean	Rank of SD
R1	Higher salary and pay raise on good performance.	4.5968	0.4912	1	5
R2	Satisfied with the bonus/tip/reward in the organization.	4.3448	0.5724	6	3
R3	Satisfaction with the regular and systematic financial policies regarding the increment and other monetary benefits.	4.4960	0.5007	3	4
R4	Satisfied with promotional opportunities in the organization.	4.3952	0.5837	4	1
R5	Satisfaction with recognition on good performance.	4.5968	0.4912	2	6
R6	Satisfied with the recognition from the contribution in the organization.	4.3952	0.5837	5	2

Appendix 4.0: Reliability Analysis Results for Pilot Test

<u>Work Engagement</u>

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.878	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Like to work	66.7000	39.168	.360	.	.868
Bursting with energy	66.5500	37.208	.679	.	.854
workengagement3	66.7500	37.461	.664	.	.855
workengagement4	66.8000	39.853	.375	.	.867
workengagement5	66.6000	38.779	.584	.	.860
workengagement6	66.6000	35.305	.698	.	.852
workengagement7	66.9000	41.253	.091	.	.884
workengagement8	66.5500	41.208	.274	.	.870
workengagement9	66.4000	37.937	.553	.	.860
workengagement10	66.5000	38.684	.555	.	.860
workengagement11	66.6500	40.134	.403	.	.866
workengagement12	66.9000	37.568	.477	.	.864
workengagement13	66.8500	36.976	.514	.	.862
workengagement14	66.7000	38.853	.654	.	.858
workengagement15	66.6000	38.463	.632	.	.858
workengagement16	66.7500	38.829	.481	.	.863
workengagement17	66.8000	36.379	.669	.	.854

<u>Leadership</u>

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.758	.761	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
leadership5	43.7000	8.116	.315	.891	.751
leadership6	43.7500	8.303	.254	.787	.758
leadership7	43.4500	7.418	.645	.906	.711
leadership8	43.8500	8.029	.391	.728	.741
leadership9	43.7000	7.484	.436	.687	.736
leadership10	43.8500	8.345	.267	.562	.755
leadership11	44.0000	7.053	.502	.659	.726

Training and Development

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.817	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
traininganddevelopment1	27.0000	4.737	.481	.413	.805
traininganddevelopment2	26.8000	4.695	.503	.372	.802
traininganddevelopment3	26.8500	4.555	.563	.782	.792
traininganddevelopment4	26.9500	4.787	.445	.755	.811
traininganddevelopment5	26.9000	4.305	.692	.887	.769
traininganddevelopment6	26.9500	4.576	.552	.588	.794
traininganddevelopment7	26.9500	4.366	.664	.724	.774

Communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.794	.794	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
communication1	35.5500	6.576	.560	.467	.764
communication2	35.4000	6.358	.533	.488	.766
communication3	35.2500	6.934	.382	.266	.787
communication4	35.2500	6.618	.511	.694	.770
communication5	35.3000	7.484	.176	.409	.812
communication6	35.3500	6.134	.599	.537	.756
communication7	35.2000	6.905	.390	.563	.786
communication8	35.3000	6.642	.512	.641	.770
communication9	35.0000	6.316	.713	.660	.745

Reward

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.823	.820	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
reward1	22.2500	4.724	.385	.504	.833
reward2	22.5000	4.158	.550	.658	.804
reward3	22.3500	4.239	.623	.786	.788
reward4	22.4500	3.945	.638	.523	.784
reward5	22.2500	4.408	.549	.528	.803
reward6	22.4500	3.629	.804	.837	.743

Appendix 5.0: Reliability Analysis Results for Full Test

<u>*Work Engagement*</u>

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.878	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
workengagement1	66.6897	37.507	.361	.	.869
workengagement2	66.5385	35.622	.681	.	.855
workengagement3	66.7427	35.894	.665	.	.855
workengagement4	66.7878	38.157	.376	.	.867
workengagement5	66.5889	37.147	.584	.	.860

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
workengagement6	66.5889	33.812	.698	.	.852
workengagement7	66.8886	39.504	.091	.	.885
workengagement8	66.5358	39.452	.276	.	.870
workengagement9	66.3899	36.345	.552	.	.860
workengagement10	66.4881	37.054	.555	.	.860
workengagement11	66.6393	38.449	.402	.	.866
workengagement12	66.8886	35.966	.478	.	.864
workengagement13	66.8408	35.421	.514	.	.862
workengagement14	66.6897	37.220	.654	.	.858
workengagement15	66.5862	36.818	.635	.	.858
workengagement16	66.7401	37.182	.483	.	.863
workengagement17	66.7878	34.822	.670	.	.854

<u>*Leadership*</u>

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.759	.762	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
leadership1	43.9390	7.409	.442	.781	.737
leadership2	43.4854	7.298	.530	.842	.727
leadership3	43.7347	7.738	.335	.883	.750
leadership4	43.9841	7.952	.402	.814	.744
leadership5	43.6817	7.749	.323	.892	.752
leadership6	43.7374	7.949	.255	.785	.760
leadership7	43.4377	7.103	.644	.906	.713
leadership8	43.8382	7.689	.392	.725	.743
leadership9	43.6897	7.172	.434	.687	.739
leadership10	43.8355	7.984	.270	.560	.757
leadership11	43.9894	6.755	.503	.656	.729

Training and Development

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.814	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
traininganddevelopment1	26.9761	4.475	.481	.415	.802
traininganddevelopment2	26.7772	4.440	.499	.368	.799
traininganddevelopment3	26.8276	4.308	.559	.780	.789
traininganddevelopment4	26.9284	4.535	.439	.753	.809
traininganddevelopment5	26.8780	4.070	.689	.887	.766
traininganddevelopment6	26.9284	4.333	.547	.585	.791
traininganddevelopment7	26.9284	4.130	.660	.721	.771

Communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.795	.795	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
communication1	35.5332	6.276	.564	.469	.765
communication2	35.3846	6.072	.537	.489	.767
communication3	35.2334	6.621	.387	.272	.787
communication4	35.2361	6.330	.512	.697	.771
communication5	35.2865	7.157	.177	.404	.813
communication6	35.3395	5.874	.598	.534	.758
communication7	35.1857	6.598	.393	.565	.787
communication8	35.2891	6.360	.510	.640	.771
communication9	34.9867	6.040	.712	.661	.746

Reward

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.820	.817	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
reward1	22.2281	4.474	.381	.502	.831
reward2	22.4801	3.942	.544	.656	.801
reward3	22.3289	4.014	.619	.785	.785
reward4	22.4297	3.735	.634	.519	.781
reward5	22.2281	4.171	.545	.526	.800
reward6	22.4297	3.432	.802	.835	.740

Appendix 6.0: Pearson Correlation Coefficient

Leadership and Work Engagement

Correlations

		workengagementaverage	leadership
workengagementaverage	Pearson Correlation	1	.836**
	Sig. (2-tailed)		<.001
	N	377	377
leadership	Pearson Correlation	.836**	1
	Sig. (2-tailed)	<.001	
	N	377	377

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

Training and Development and Work Engagement

Correlations

		workengagementaverage	traininganddevelopment
workengagementaverage	Pearson Correlation	1	.721**
	Sig. (2-tailed)		<.001
	N	377	377
traininganddevelopment	Pearson Correlation	.721**	1
	Sig. (2-tailed)	<.001	
	N	377	377

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

Communication and Work Engagement

Correlations

		workengagementaverage	communication
workengagementaverage	Pearson Correlation	1	.750**
	Sig. (2-tailed)		<.001
	N	377	377
communication	Pearson Correlation	.750**	1
	Sig. (2-tailed)	<.001	
	N	377	377

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

Reward and Work Engagement

Correlations

		workengagementaverage	reward
workengagementaverage	Pearson Correlation	1	.479**
	Sig. (2-tailed)		<.001
	N	377	377
reward	Pearson Correlation	.479**	1
	Sig. (2-tailed)	<.001	
	N	377	377

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

Appendix 7.0: Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change
					Change Statistics	
1	.927[a]	.859	.858	2.42060	.859	568.903

Model Summary

Model	df1	df2	Sig. F Change
	Change Statistics		
1	4	372	<.001

a. Predictors: (Constant), reward, leadership, traininganddevelopment, communication

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13333.475	4	3333.369	568.903	<.001[b]
	Residual	2179.655	372	5.859		
	Total	15513.130	376			

a. Dependent Variable: workengagementaverage
b. Predictors: (Constant), reward, leadership, traininganddevelopment, communication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	-17.326	2.021		-8.572
	leadership	.834	.104	.387	8.023
	traininganddevelopment	.802	.110	.298	7.303
	communication	2.492	.169	1.088	14.765
	reward	-2.834	.139	-1.035	-20.409

Appendix 8.0: Ethical Clearance Form

UNIVERSITI TUNKU ABDUL RAHMAN

Form Title:	APPLICATION FOR ETHICAL CLEARANCE TO INVOLVE HUMAN SUBJECTS FOR UNDERGRADUATE STUDENT'S PROJECT (GROUP APPLICATION)		
Form Number : FM-IPSR-R&D-078	Rev No : 0	Effective Date: 09/05/2019	Page No : 1 of 4

Application No.
(Official use only)

Summary of Application for Ethical Clearance to Involve Human Subjects for Undergraduate Student's Project

Programme Name: Bachelor of Business Administration (Hons)
Code & Title of Course: UBMZ3016 Research Project

Please attach a copy of the survey questionnaire/interview questions for every project listed below.

No	Student Name	Supervisor Name	Project Title	Brief Description of Project	Brief Description of Questionnaire/ Interview Questions	Supervisor's Signature
5	1. Chan Ying Xuan (20ABB02027) 2. Choy Li Hua (21ABB02004) 3. Foo Wen Kei (20ABB02996) 4. Lai Hor Lay (20ABB02970)	Dr. Azeyan Binti Awee	A Study on the factors affecting work engagement among employees in fast food industry in Malaysia	Objectives: This research project aims to evaluate factors affecting work engagement among employees in fast food industry Malaysia. Besides, this study will analyse how the factors (leadership, training and development, communication and reward) will affect employee engagement. Method: Questionnaire will be distributed to the target respondents, who are the employees in the fast food industry.	As per attached file	