
THE ASSOCIATION BETWEEN GENERATION X
AND Y AND INTENTION TO LEAVE

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Intention to Leave

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ABSTRACT

The purpose of this research paper is to examine the association between Gen X and Gen Y who are currently working in finance-related field and their intention to leave their organizations. In order to understand better their intention, researcher adopts motivation as a variable to test the relationships between the two generations and their voluntary turnover intention. Motivational factors are developed with a reference to Herzberg's Two-Factor Theory and concluded as eight major factors: growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition and compensation.

Four main hypotheses were developed to fulfill the research questions and research objectives of the study. In addition, each of the main hypotheses carries eight minor hypotheses where each of the motivational factors was tested their relationships with Gen X's and Gen Y's intention to leave.

A survey questionnaire was developed and used to collect data from targeted respondents who are all from finance-related field. A group of 222 respondents was asked their opinions on their expectation and what they currently derive from their current organization and their current intention to leave or stay the organizations. The data was then being analysed using Social Science Version 12 (SPSS 12). Moreover, Independent T-test Analysis and Multiple Linear Regression Analysis were being used to test the hypotheses of the study.

After concluded all the findings, it found that motivation is significantly influencing staff's turnover intention whereas generational differences between Gen X and Gen Y is also having an influential impact to the expectation of motivation.

CHAPTER 1

INTRODUCTION

1.0 Background of Study

There are a lot of researches discussing the association between generations and intention to leave the workplace. Yet, there are not much of the researches discussing the relationship between generations and intention to leave among the staff work in finance-related field. Every research is different from each other in terms of research objectives, research questions, variables, environment, respondents, etc. (Maura, Igor & Adalgisa, 2011; Michael & Crispen, 2009; Rita & Mieke, 2008). In this study, researcher is going to take motivation as the independent variable to link up generations and intention to leave.

Finance creates a lot of work opportunities in labour market. It is because finance is one of the necessary functions in a company regardless small, medium, or large size of company. One of the roles of finance is to manage a company's capital and financial resources. It also highly involves in company's long-range planning and implementation as finance is the one who provides facts and figures to the top management in their planning, and is the one who analyses and manages the accuracy and accountability of the plans upon implementation (Mak, 2010). Due to the important role of finance, a team of intelligent finance professionals is essential to work for the company.

When an employee has the intention to leave the current organization, it would very soon lead to the actual action, which is job resignation. Job resignation is one

kind of staff voluntary turnover that always harasses recruitment managers. Staff turnover rate is an important concern for every organization because organizational stability is having a high degree of correlation with low turnover. Besides that, voluntary turnover would also incur both direct and indirect costs to an organization. Direct costs, for example, recruitment, selection, and training, whereas indirect costs include workloads and overtime expenses for co-workers who stay with the company (Missouri Small Business & Technology Development Centers, 2002). These costs can significantly affect the financial performance of an organization (MSBTDC, 2002). Moreover, according to Miller (2006), employee retention is important not only from an organization's financial standpoint, but also the effect that turnover has on employee morale, which subsequently influence the company performance in terms of customer service and satisfaction.

Some researchers believe that motivation is related to staff retention. Motivation is an accumulation of different processes which would affect our behaviours to achieve some specific goals (Baron, 1983). It is like a drive that pushing us towards the specific goals, perhaps personal goals or organizational goals. Motivation is categorized into two, which are intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the activity itself provides the satisfaction and pleasure to the actor (Agarwal, 2010). On the other hand, extrinsic motivation refers to the factors that often relate to satisfying non-work related needs, such as tangible rewards (Frey & Osterloh, 2002). Motivation must be applied appropriately as it varies from people to people. It is needed not only in the workplace, it also could be taken place almost everything in one's life such as eating, drinking, studies, sports, savings, spending, and etc.

In current labour market of most of the countries, it consists of three generations, which are Baby Boomers, Generation X (Gen X) and Generation Y (Gen Y). However, it is a fact that Baby Boomers are going to retire in next several years. Their leaving will create a lot of vacancies in the market. Subsequently, demand

of Gen X and Gen Y would be increased. Hence, retaining the existing employees in the companies, especially Gen X and Gen Y, is very crucial. A lot of researches show that the motivation on work varies by generations. It is because the world keeps on changing from time to time due to the country development, technologies, communication systems, etc. These changes have built different lifestyle, attitudes and demand across the generations (Zemke, Raines & Filipczak, 2000; Smola & Sutton, 2002; Spiro, 2006; Glass, 2007; Cennamo & Gardner, 2008; Tay, 2011).

Motivation to work is very important for every employee of an organization because employee spends most of their time working in organization (Drafke, Michael, & Stan, 1998). The retirement age of government servants in Malaysia is currently at 58 while private sector employees are allowed to work until age 64. If most of the people start working at their 20 and decided to retire at their 60, they would have to work for 40 years in order to get retired. If normal working hour is 10 hours per day with five working days per week, which means that people would spend about 30 percent of the 40-year time or 104,000 hours in working. Hence, the major concern is how the organizations keep Gen X and Gen Y being motivated in their 104,000 hours and consequently reduce the staff turnover rate?

1.1 Labour Force in Malaysia

According to the Malaysia Labour Force Statistics 2010 as shown in Figure 1, total workforce recorded 18.37 million which consisted of local labours (62.7%) and foreign labours (37.3%). In this study, local labour force of 11.52 million will be examined. Besides that, Figure 1 also shows that Malaysia had reached 96.6 percent of employment rate in year 2010 with 11.1 million employed persons. Among these employed labours, 7.1 million are male whereas another 4 million are female.

Figure 1: Principal statistic of labour force, Malaysia, 2010

Jadual 1: Perangkaan utama tenaga buruh, Malaysia, 2010
Table 1: Principal statistics of labour force, Malaysia, 2010

Perangkaan utama <i>Principal statistics</i>	Jumlah <i>Total</i>	Lelaki <i>Male</i>	Perempuan <i>Female</i>
Penduduk umur bekerja ('000) <i>Working age population</i>	18,373.2	9,341.5	9,031.7
Tenaga buruh ('000) <i>Labour force</i>	11,517.2	7,351.8	4,165.4
Penduduk bekerja ('000) <i>Employed persons</i>	11,129.4	7,112.1	4,017.3
Bilangan penganggur ('000) <i>Number of unemployed</i>	387.9	239.7	148.1
Luar tenaga buruh ('000) <i>Outside labour force</i>	6,855.9	1,989.7	4,866.3
Kadar penyertaan tenaga buruh (%) <i>Labour force participation rate</i>	62.7	78.7	46.1
Kadar pengangguran (%) <i>Unemployment rate</i>	3.4	3.3	3.6

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

In Figure 2, it shows that 7.6 million of them were located at urban areas while 3.5 million of them were working at rural areas.

Figure 2: Number of employed persons by stratum and sex, Malaysia, 2010

Jadual 2: Bilangan penduduk bekerja mengikut strata dan jantina, Malaysia, 2010
Table 2: Number of employed persons by stratum and sex, Malaysia, 2010

Strata <i>Stratum</i>	Jumlah <i>Total</i>	('000)	
		Lelaki <i>Male</i>	Perempuan <i>Female</i>
Jumlah <i>Total</i>	11,129.4	7,112.1	4,017.3
Bandar <i>Urban</i>	7,571.6	4,700.0	2,871.5
Luar Bandar <i>Rural</i>	3,557.8	2,412.0	1,145.7

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

In addition, Figure 3 illustrates that there were 438 thousand of employers competing for 8.3 million labours in the market.

Figure 3: Number of employed persons by status in employment and sex, Malaysia, 2010

Jadual 9: Bilangan penduduk bekerja mengikut taraf pekerjaan dan jantina, Malaysia, 2010
Table 9: Number of employed persons by status in employment and sex, Malaysia, 2010

Taraf pekerjaan <i>Status in employment</i>	Jumlah <i>Total</i>	('000)	
		Lelaki <i>Male</i>	Perempuan <i>Female</i>
Jumlah <i>Total</i>	11,129.4	7,112.1	4,017.3
Majikan <i>Employer</i>	437.8	370.8	67.0
Pekerja <i>Employee</i>	8,273.9	5,124.1	3,149.8
Bekerja sendiri <i>Own account worker</i>	1,917.4	1,432.3	485.1
Pekerja keluarga tanpa gaji <i>Unpaid family worker</i>	500.2	184.9	315.3

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

As shown in the statistics (see Figure 4), workforce in Malaysia consisted of the labours ranging from age 15 to 64. From the age range, the number of labours with age 20 to 29 were the most and followed by labours with age 30s and thirdly labours with age 40s, which were 3.3 million, 3.1 million and 2.6 million respectively.

Figure 4: Number of employed persons by age group and sex, Malaysia, 2010

Jadual 3: Bilangan penduduk bekerja mengikut kumpulan umur dan jantina, Malaysia, 2010
Table 3: Number of employed persons by age group and sex, Malaysia, 2010

Kumpulan umur <i>Age group</i>	Jumlah <i>Total</i>	('000)	
		Lelaki <i>Male</i>	Perempuan <i>Female</i>
Jumlah <i>Total</i>	11,129.4	7,112.1	4,017.3
15-19	375.4	247.9	127.5
20-24	1,433.7	854.3	579.4
25-29	1,861.4	1,114.8	746.6
30-34	1,652.1	1,024.8	627.2
35-39	1,483.7	940.2	543.5
40-44	1,366.5	890.8	475.7
45-49	1,199.1	790.4	408.7
50-54	934.0	644.1	289.9
55-59	552.9	400.1	152.8
60-64	270.6	204.6	65.9

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

However, Figure 5 demonstrates that only 2.0 million of total employed persons had obtained their diploma or degree certificates while 4.1 million and 1.6 million persons only completed their STPM and SPM.

Figure 5: Number of employed persons by highest certificate obtained and sex, Malaysia, 2010

Jadual 5: Bilangan penduduk bekerja mengikut sijil tertinggi diperoleh dan jantina, Malaysia, 2010
Table 5: Number of employed persons by highest certificate obtained and sex, Malaysia, 2010

Sijil tertinggi diperoleh <i>Highest certificate obtained</i>	Jumlah <i>Total</i>	(‘000)	
		Lelaki <i>Male</i>	Perempuan <i>Female</i>
Jumlah <i>Total</i>	11,129.4	7,112.1	4,017.3
UPSR/UPSRA atau yang setaraf <i>UPSR/UPSRA or equivalent</i>	1,372.2	1,004.1	368.1
PMR/SRP/LCE/SRA atau yang setaraf <i>PMR/SRP/LCE/SRA or equivalent</i>	1,556.5	1,138.6	417.9
SPM atau yang setaraf <i>SPM or equivalent</i>	4,149.3	2,635.1	1,514.2
STPM atau yang setaraf <i>STPM or equivalent</i>	354.7	176.4	178.4
Sijil <i>Certificate</i>	264.6	180.3	84.3
Diploma	914.7	474.9	439.8
Ijazah <i>Degree</i>	1,115.9	590.6	525.3
Tiada sijil <i>No certificate</i>	999.8	683.9	315.9
Tidak berkenaan <i>Not applicable</i>	401.6	228.2	173.4

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

In addition, Figure 6 illustrates that 1.9 million persons were working as service workers and salespersons. Another 1.6 million persons were technicians and associate professionals, whereas 1.3 million persons were skilled agricultural and fishery workers. On the other hand, only 837 thousand persons were legislators, senior officers and managers whilst 706 thousand persons were professionals.

Figure 6: Number of employed persons by occupation and sex, Malaysia, 2010

Jadual 7: Bilangan penduduk bekerja mengikut pekerjaan dan jantina, Malaysia, 2010
Table 7: Number of employed persons by occupation and sex, Malaysia, 2010

Pekerjaan ¹ Occupation ¹	Jumlah Total	('000)	
		Lelaki Male	Perempuan Female
Jumlah <i>Total</i>	11,129.4	7,112.1	4,017.3
Penggubal undang-undang, pegawai kanan dan pengurus <i>Legislators, senior officials and managers</i>	837.5	628.3	209.3
Profesional <i>Professionals</i>	706.4	371.0	335.4
Juruteknik dan profesional bersekutu <i>Technicians and associate professionals</i>	1,644.0	995.3	648.7
Pekerja perkeranian <i>Clerical workers</i>	1,132.8	340.3	792.5
Pekerja perkhidmatan, pekerja kedai dan jurujual <i>Service workers and shop and market sales workers</i>	1,874.5	1,065.5	809.0
Pekerja mahir pertanian dan perikanan <i>Skilled agricultural and fishery workers</i>	1,259.9	953.3	306.6
Pekerja pertukangan dan yang berkaitan <i>Craft and related trade workers</i>	1,167.8	1,003.1	164.7
Operator loji dan mesin serta pemasang <i>Plant and machine-operators and assemblers</i>	1,312.3	979.8	332.5
Pekerjaan asas <i>Elementary occupations</i>	1,194.1	775.6	418.6

¹ Pekerjaan dikelaskan mengikut 'Piawaian Pengelasan Pekerjaan Malaysia (MASCO) 1998'

Note. Adapted from *Labour Force Statistics Malaysia*. (2010). Retrieved June 18, 2011, from http://www.statistics.gov.my/portal/download_Labour/files/BPTMS/ringkasan_perangkaan_2010.pdf

1.2 Problem Statement

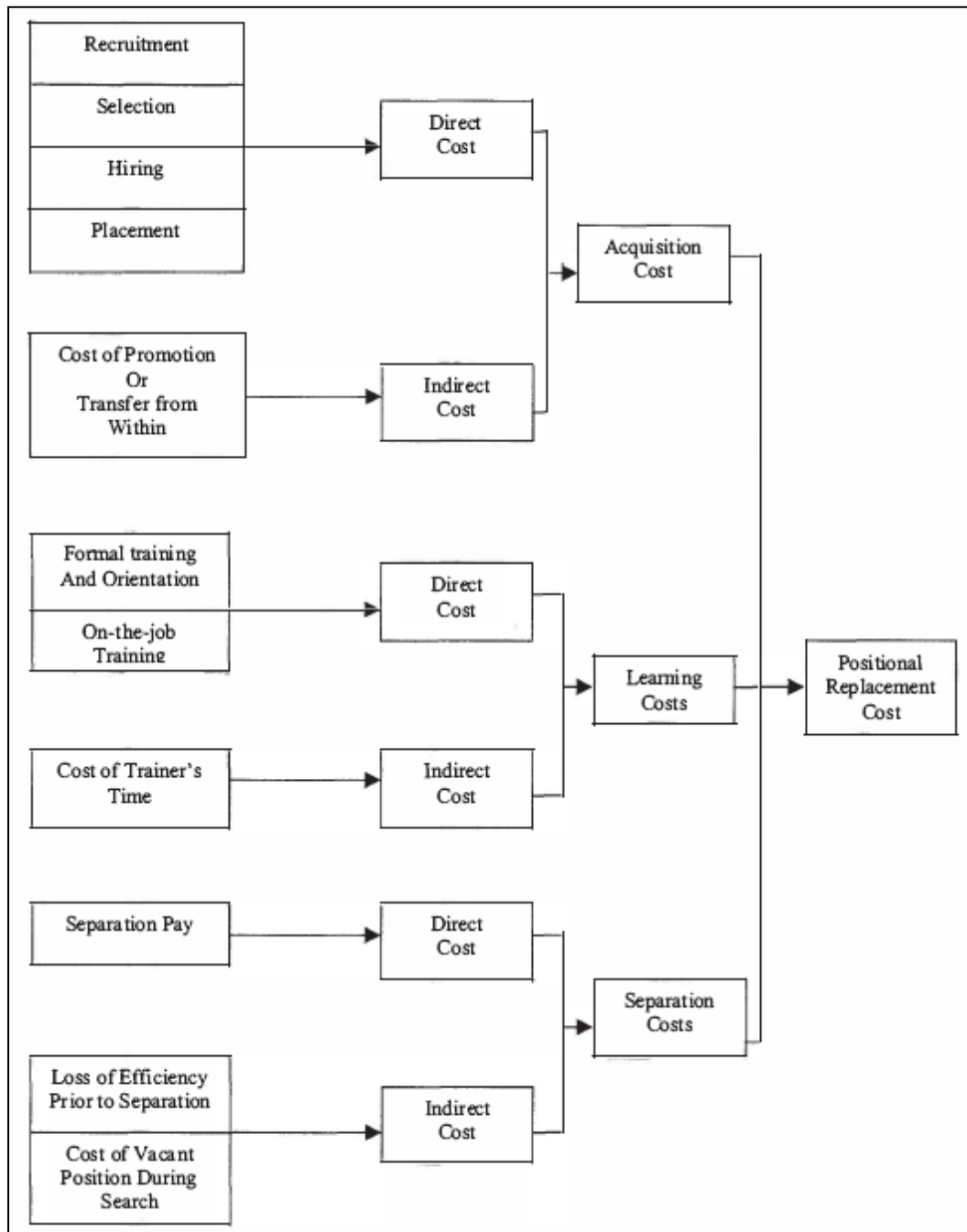
Human capital is the key ingredient to organizational success and failure (Baron & Kreps, 1999) as well as for a company to be a societal system in business world nowadays (Barber, 1998). There are a lot of researches on employee turnover and the factors or solutions to reduce the turnover. However, this phenomenon is still a major challenge faced by Human Resources (HR) managers. In fact, employee

turnover is very common in every organization. The only difference between the companies' turnover rate is high or low.

Nevertheless, it is very normal in an organization that people come and go. From the societal perspective, turnover could have positive effects on mobility and migration to new industries which are necessary for economic development (Vikineswaran, 1999). However, productivity growth in human resource development will be affected due to too much of turnover (Vikineswaran, 1999).

From the organizational perspective, turnover imposes a significant cost. Ramlall (2003) pointed out the cost of staff voluntary turnover is estimated 150% of the annual salary of an individual employee. This can be seen clearer in the model presented by Falmholtz (1974, as cited in Vikineswaran, 1999) as shown in Figure 7. Falmholtz (1974, as cited in Vikineswaran, 1999) explained that the employee replacement costs are divided into three categories, which are acquisition costs, learning costs and separation costs. Acquisition costs are related to the recruiting processes as well as cost of internal transfer or promotion, learning costs are normally caused by training provided to the new comers, whereas separation costs are separation pay and cost of inefficiency prior separation as well as after separation (Falmholtz, 1974, as cited in Vikineswaran, 1999).

Figure 7: Model for measurement of human resource replacement costs



Note. Adapted from Falmholtz, 1774 (as cited in Vikineswaran, 1999)

Furthermore, James-Francis (2005) stated that valuable knowledge and expertise, as well as the relationships with colleagues and clients, are always gone with the

leaving staff. This turnover loss is not only applicable to one company or one industry, but to all employers. A research done by Miller (2010) mentioned that the loss of qualified and skilled employees is positively related to the reduction in competitiveness, innovation and service quality in restaurants in London. Wagner (2010) also pointed out that nursing turnover is risky as it is linked to individual and organizational performance, drop in quality of care, increase in workload on the staff who stay with the healthcare centre, loss in morale and consequently more turnover taking place.

Some people might argue that new employees would bring in more new thoughts and ideas to the company. Yet, existing employees possess the skills and knowledge that the new employees might not have. It is impossible that two different companies have the exactly same operating modes. It can be said that every company needs its own-customized system to operate. Existing staff are those have already adapted to the current company and had the skills and knowledge that suit the operation of the company. Losing the staff is equivalent to losing the knowledge and technical skills. Moreover, it is very costly and time consuming to train a new staff up to adapt to the job as well as the company's current operating system. In addition, the new staff might not adapt to the working environment and might leave the company after joining some time.

Furthermore, turnover can also affect the customer satisfaction and loyalty. Reichheld (1993) pointed out that deliver of service and customer loyalty may be jeopardized in service industry when employees leave. Existing employees may enjoy a group of loyal customers. Once the particular employees left, the group of customers may follow the employees to switch to the new companies. Moreover, the shortage of manpower after the employees left will create the delay in customer service (Machalaba, 1993). In addition, inexperienced new employees may be impersonal as they do not know the loyal customers' preferences (Darmon, 1990).

In fact, the HR staff have only limited power over voluntary turnover (Beulen, 2009). Once the individual staff has made the decision of resignation, it is hard to change his or her mind (Mosley & Hurley, 1999). Therefore, instead of persuading them to pull back the termination decision, retention strategies are more crucial and even more effective to control the turnover.

According to Hewitt's 2007 Total Compensation Management survey, average staff turnover rate in Malaysia reported 18 per cent in year 2007 (Hewitt Associates LLC, 2008). Among them, Gen X and Gen Y contributed the highest turnover rate in the year and company loyalty tends to be weak among the younger generations (Hewitt Associates LLC, 2008).

A survey had been done by Hay Group in 2010 on how to manage the staff with across generations in Malaysia. In the article, it stated that no "one-size fits all" approach for managing a cross-generational workforce. Employers must know what each generation wants and tailoring the management and reward system in a fair and equitable way (Hay Group, 2010). Another research from Yochai (2011) stated that "if you want employees to work harder, incorporate pay for performance and monitor their results more closely. If you want executives to do what's right for shareholders, pay them in stock. If you want doctors to look after patients better, threaten them with malpractice suits." Giving employees what they really need is the best way to motivate them and even stick them with the company.

1.3 Research Questions (RQ)

There are few research questions in this study, which are as below:

- (a) To what extent that motivation influences staff's intention to leave?
- (b) To what extent that generational differences have impact on motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation)?
- (c) To what extent that motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation) affect Gen X's intention to leave?
- (d) To what extent that motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation) affect Gen Y's intention to leave?

1.4 Research Objectives (RO)

To answer the research questions above, few objectives have been set in order to meet the final purpose of this study:

- (a) To understand the influence of motivation on staff's intention to leave.
- (b) To determine the impact of generational differences on motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation).
- (c) To analyze the relationship between motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation) and Gen X's intention to leave.
- (d) To analyze the relationship between motivation (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation) and Gen Y's intention to leave.

1.5 Scope of Study

This research is mainly focusing on Gen X and Gen Y who are currently working in a finance team or finance department in their organizations based in Malaysia. Only full-time employees are qualified to be the respondents of the study. To ensure the precise data being collected, only those who meet the criteria as listed below are selected as the sample for the study:

1. A Malaysian;
2. Born after year 1964;
3. Employed; and
4. Currently working in finance-related job.

1.6 Hypothesis Development

In the research done by Yoon and James (2009), intrinsic motivation and extrinsic motivation are negatively related to staff's intention to leave. If the workers are not motivated, turnover will increase (Huselid, 1995; Maidani, 1991; Tietjen & Myers, 1998; Robbins, 2001; Parsons & Broadbridge, 2006). Another research done on auditors also showed that higher degrees of job satisfaction have higher degrees of intention to stay (Chang, Wunn & Tseng, 2011). Conversely, higher degrees of job satisfaction have lower degrees of intention to leave. Hence, the hypothesis will be postulated as:

Hypothesis 1: There is a significant relationship between motivation and staff's intention to leave.

Hypothesis 1a: There is a significant relationship between growth and staff's intention to leave.

Hypothesis 1b: There is a significant relationship between job itself and staff's intention to leave.

Hypothesis 1c: There is a significant relationship between achievement and staff's intention to leave.

Hypothesis 1d: There is a significant relationship between recognition and staff's intention to leave.

Hypothesis 1e: There is a significant relationship between supervision and staff's intention to leave.

Hypothesis 1f: There is a significant relationship between interpersonal relationships and staff's intention to leave.

Hypothesis 1g: There is a significant relationship between working condition and staff's intention to leave.

Hypothesis 1h: There is a significant relationship between compensation and staff's intention to leave.

Work motivation varies by generations (Anexlsson & Bokedal, 2009). It is because the world keeps on changing from time to time due to the country development, technologies, communication systems, etc. These changes have built different lifestyle and attitudes across the generations, and it also makes the demand of each generation different from each other (Zemke et al., 2000; Smola & Sutton, 2002; Spiro, 2006; Glass, 2007; Cennamo & Gardner, 2008; Tay, 2011). Hence, the hypothesis will be postulated as:

Hypothesis 2: Generational differences have significant influence to motivation.

Hypothesis 2a: Generational differences have significant influence on expectation of growth.

Hypothesis 2b: Generational differences have significant influence on expectation of job itself.

Hypothesis 2c: Generational differences have significant influence on expectation of achievement.

Hypothesis 2d: Generational differences have significant influence on expectation of recognition.

Hypothesis 2e: Generational differences have significant influence on expectation of supervision.

Hypothesis 2f: Generational differences have significant influence on expectation of interpersonal relationships.

Hypothesis 2g: Generational differences have significant influence on expectation of working condition.

Hypothesis 2h: Generational differences have significant influence on expectation of compensation.

Hypothesis 3: There is significant relationship between motivation and Gen X's intention to leave.

Hypothesis 3a: There is a significant relationship between growth and Gen X's intention to leave.

Hypothesis 3b: There is a significant relationship between job itself and Gen X's intention to leave.

Hypothesis 3c: There is a significant relationship between achievement and Gen X's intention to leave.

Hypothesis 3d: There is a significant relationship between recognition and Gen X's intention to leave.

Hypothesis 3e: There is a significant relationship between supervision and Gen X's intention to leave.

Hypothesis 3f: There is a significant relationship between interpersonal relationships and Gen X's intention to leave.

Hypothesis 3g: There is a significant relationship between working condition and Gen X's intention to leave.

Hypothesis 3h: There is a significant relationship between compensation and staff Gen X's intention to leave.

Hypothesis 4: *There are significant relationship between motivation and Gen Y's intention to leave.*

Hypothesis 4a: There is a significant relationship between growth and Gen Y's intention to leave.

Hypothesis 4b: There is a significant relationship between job itself and Gen Y's intention to leave.

Hypothesis 4c: There is a significant relationship between achievement and Gen Y's intention to leave.

Hypothesis 4d: There is a significant relationship between recognition and Gen Y's intention to leave.

Hypothesis 4e: There is a significant relationship between supervision and Gen Y's intention to leave.

Hypothesis 4f: There is a significant relationship between interpersonal relationships and Gen Y's intention to leave.

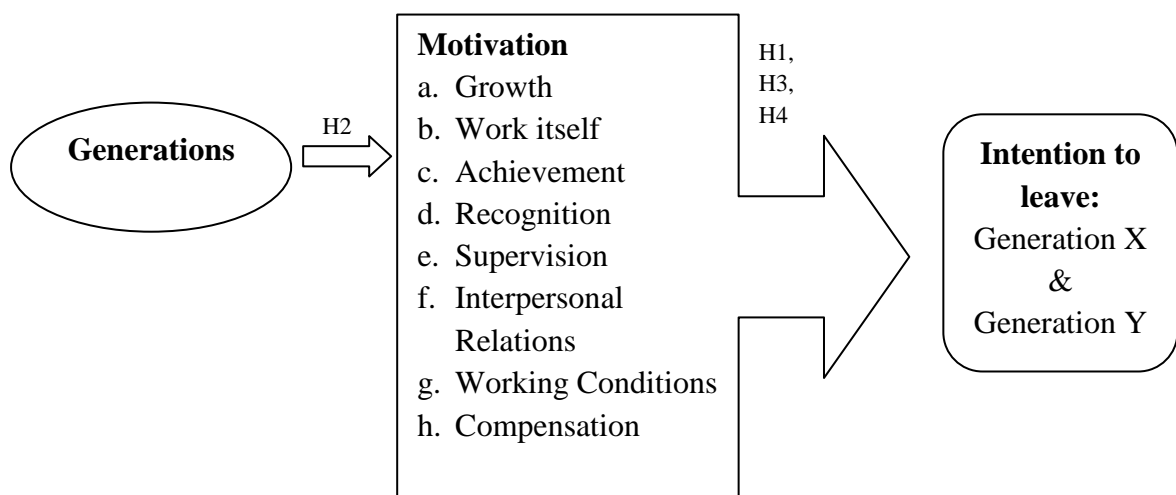
Hypothesis 4g: There is a significant relationship between working condition and Gen Y's intention to leave.

Hypothesis 4h: There is a significant relationship between compensation and Gen Y's intention to leave.

1.7 Theoretical Framework

Figure 8 demonstrates the conceptual framework which is going to be used in this study. From the framework, it shows that each of the relationship that is hypothesized in the study and will be examined throughout this paper.

Figure 8: The relational condition of the categories to be tested and the corresponding research



Note. Developed for research purpose

1.8 Conclusion

Chapter 1 is discussing about the overview of this research paper in terms of the background of the study, the problem statement, research questions & objectives, hypothesis development and conceptual framework. Its purpose is to tell the reader a picture of what this study about. Next, Chapter 2 is going to discuss the past studies which are related to the topic. Based on the literature review, reader could understand in depth about the hypothesis and conceptual framework that have been developed.

CHAPTER 2

LITERATURE REVIEW

2.1 Finance Team

Finance team is needed in every organization regardless the organization size. It plays a fundamental role of manages and controls the company's financial resources. However, role of finance team has been evolving over the years and it has become more important. It no longer is a department that merely doing financial statements monthly, quarterly, and annually for the company. According to Mak (2010), finance team functions to ensure data quality control, shoring up working capital and improve operational efficiency. As mentioned at the beginning of the study, finance is also one of the participants in company planning. It provides facts and figures in top management decision making and planning. Finance is also the one to ensure the accuracy and accountability upon the implementation of the company's plans (Mak, 2010).

Normally, finance team has a solid-line reporting structure to company's Chief Financial Controller (CFO). It also has to report to other team leaders such as customer service team leader and sales team leader so that the key persons would know their team performance and to improve themselves accordingly.

Normally, the number of staff in finance department could be ranging from one to over hundreds. It depends on the transaction volume of the company. If the transaction volume is small, the company could have only one finance staff who handles day-to-day transactions as well as the financial statements. On the other

hand, if the transaction volume is big, the company would have to get more persons to handles different section in its finance department such as accounts payables, accounts receivables, financial reporting, financial control, etc.

2.2 Staff's Intention to Leave

Staff's intention to leave would always lead to staff voluntary turnover. When a staff has the intention to leave, there must be some factors that cause that feeling of intention and these factors are the major keys to understand and manage staff voluntary turnover. Staff turnover is always a major concern in an organization. Rmalall (2004) said that organizations, regardless of size, technological advances, market focus and other factors, are facing retention challenges. It would not only lead to higher cost of replacement, it would also influence the staff morale, customer satisfaction as well as customer loyalty (Miller, 2006). Therefore, staff retention is much more important before the staff turnover happens.

When an organization does not able to retain her employees effectively, means her staff turnover rate would be high. Staff turnover is defined as the rotation of labours around the labour market between organizations, jobs and occupations, as well as between the status of employed and unemployed (Abassi & Hollman, 2000). Price (1977) described the turnover as the ratio of the number of leaving employees during the period against the average number of employees in the organization during the period. Woods (1995), on the other hand, explained turnover as a process associated with filling a vacancy where the vacancy is due to either voluntary turnover or involuntary turnover.

As discussed previously, staff turnover brings a lot of costs to the organizations if it is not well-managed. Voluntary turnover causes a loss to human capital investment in an organization (Fair, 1992). It is because the leaving staff are always taking with them the knowledge and skills which are valuable to the

organizations (James-Francis, 2005). Hence, Michael and Crispen (2009) concluded that staff retention is intentionally to prevent the loss of competent employees from the organization.

In fact, staff retention is always a contradiction to staff turnover. Retention always means the action done by an organization in engaging the employees for long term (Chaminade, 2007). Job retention is defined by Mallol (2003) as the rate at which continuous employment of the employees against the total number of employees hired as well as total number of employees. Chaminade (2007) stated that retention is a voluntary action done by the employer to create an environment that could engage the employees for long term. Mitchell and friends (2001) commented that people often leave their jobs for reasons unrelated to their jobs, whereas they always stay in their jobs due to the sense of 'fit' and attachments on the jobs and community. This sense of 'fit' and attachments would always cause the feeling of commitment to employees and consequently lead to positive attitudes towards their job (Chang, 1999).

Motivation was found to be related to organizational commitment. According to O'Malley (2000), "commitment is critical to organizational performance, but it is not a panacea. In achieving important organizational ends, there are other ingredients that need to be added to the mix. When blended in the right complements, motivation is the result". Organizational commitment is positively related to staff's intention to stay (Becker, 1992). This is supported by James-Francis (2005) who stated that commitment is the central to staff retention. Tietjen and Myers (1998) defined the organizational commitment as a staff's conscious and deliberate willingness to stick with his or her employer.

Furthermore, some studies in organizational commitment conclude that job satisfaction is positively associated with staff retention (Becker, 1992; William & Hazar, 1986). This is supported by Mitchell et al. (2001) that people who feel satisfied with their pay, career mobility, working conditions and work schedule,

will stay with their employers. Another research done by Riggs and Rantz (2001) concludes that the factors, such as participation in decision making, effective interpersonal relationships and supervision, contribute to job satisfaction and relate to staff retention.

2.3 Motivation

Motivation is a common word that we always heard in our life. The word “motivation” origins from Latin word with the meaning of “to move” (Axelsson & Bokedal, 2009; Kretiner, 1998). For employers, motivation is one of the major methods to encourage their staff towards the organization goals and even to reduce and control their turnover rates.

Motivation is a process that stimulates, energizes, directs and maintains people’s attitudes, actions and performance (Luthans, 1998; Kretiner & Kinicki, 2004). Mitchell & Daniels (2003) said that motivation varies within and across individuals and it is a voluntary behaviour that works together with ability to produce performance. Dorman and Gaudino (n.d.) mentioned that motivation is a process that starts with psychological or physiological need that encourage a particular attitude or behaviour that is aimed at a goal. It is an act of stimulating people to have desired action in order to achieve desired goals. Rizwan, Azeem and Asif (2010) stated that motivation encourages individuals internally on their behaviours which help them to accomplish a task effectively and make them being more committed to their works. This is supported by Pfeffer (1998) who said the organizational effectiveness could be achieved if the employers know how to utilize and manage their talents as well as satisfying their employees.

When people talk about motivation, most of the time they would think that motivation is always positive. Actually, motivation can be positive and negative. Positive motivation is taking place when, for example, people know that they

would be rewarded after accomplishing a goal. The rewards can be either in monetary terms such as salary increment, bonus and incentives, or in non-monetary terms such as praise, personal advancement, recognition, etc. Negative motivation, on the other hand, means that people are motivated by the previous failures, others' criticism or to avoid punishment. Besides that, motivation is always goal-oriented and it is a continuous process so that the desired goals could be achieved and maintained.

Employees need motivation in their workplaces. Once they are motivated, their efficiency and effectiveness in work will be increased where their attendance will also be improved. Highly motivated staff will not leave the companies easily and consequently turnover rate is reduced and staff morale is increased (Miller, 2006). Additionally, motivated employees are normally highly committed to their employers and always think of company's interest. As a result, corporation image would also be improved.

Most of the time, monetary factors are taken place when people think of motivation. In fact, motivation can be divided into two categories, which are intrinsic motivation and extrinsic motivation. Deci, Connel and Ryan (1989) defined intrinsic motivation as a motivation in performing task in order to obtain the pleasure and satisfaction from the particular activity. The other researcher, Agarwal (2010), also stated that intrinsic motivaion is derived when the action itself provides pleasure and satisfaction to the actor. On the other hand, extrinsic motivation is always linked to non-work related needs and work acts as a tool to satisfy those tangible rewards such as salary, incentives, promotions, and so on (Frey & Osterloh, 2002). Other than rewards, coercion and threat punishment, which are known as negative motivation, are also types of extrinsic motivation. Nevertheless, people prefer intrinsic motivation do not mean that they will not seek for rewards, it just means that external rewards are not enough to keep a person motivated. Frey (1997) also mentioned that extrinsic motivation sometimes may interact negatively with intrinsic motivation.

Motivation and satisfaction are very similar and considered to be synonymous terms (Tan & Amna, 2011). However, there are also researchers pointed out the differences between motivation and satisfaction (Hersey & Blanchard, 1988; Carr, 2005). A research done by Huselid (1995) says that turnover will increase if the employees are not motivated. This statement was supported by other researchers (Maidani, 1991; Tietjen & Myers, 1998; Robbins, 2001; Parsons & Broadbridge, 2006).

There are a lot of motivational theories developed and widely used by education institutions and researchers nowadays. Herzberg's two-factor theory is one the well-known theory and had been applied in many researches (Tan & Amna, 2011; Shannon, 2005; Michael & Crispen, 2009; Vera & Michael, 2004). It is also the main reference for the independent variables (motivational factors) of this study.

Herzberg's two-factor theory was presented by Fredrick Herberg and friends in year 1959. This theory postulated satisfaction and dissatisfaction of employees. It divides the motivational factors into two categories, which are motivator and hygiene. Motivators which are intrinsic to the people, such as work itself, recognition, achievement, etc, is normally creating satisfaction and motivation to the actor if they are met. On the other hand, hygiene factors which are characterized as extrinsic components, such compensation, company policies, relationship with superiors and peers, working condition, etc, will not create satisfaction and motivation to the actor if the factors are met. Its purpose is to keep the actor away from dissatisfaction.

As mentioned previously, Herzberg's Two-Factor Theory will be the reference for the independent variables for this paper. Hence, four factors will be selected from motivators (growth, job itself, achievement and recognition) and another four factors will be selected from hygiene factors (supervision, interpersonal relationships, working condition and compensation). Simple definitions of the eight motivational factors are given as below:

Independent Variables	Definition
Growth	Opportunities of learning new skills with advancement within the current job as well as personal growth
Job Itself	Content of job
Achievement	Satisfaction of completing a job, solving a problem, and seeing the results of own's efforts
Recognition	Recognition by others for completing a job well or personal accomplishment
Supervision	Technical ability and job knowledge of the supervisors including the their willingness to teach or delegate authority and fairness
Interpersonal Relations	Job interactions & social interactions between superiors, subordinates and peers
Working Conditions	Physical environment of workplace (eg: workload, facilities, space) as well as flexibility of workplace (eg: working hours, dressing code, etc.)
Compensation	Salary, allowances, bonus, increment, etc.

2.4 Generations

The impact of having few generations in the organizations has been seen and this has increased the attention of researchers to analyse it since past decades (Kertner, 1983; Schuman & Scott, 1989; Jurkiewicz, 2000; Pekala, 2001; Hill, 2002; Noble & Schewe, 2003; Glass, 2007; Lim, Pek & Yee, 2008; Tay, 2011).

Kupperschmidt (2000) defined generation as an “identifiable group that shares birth, years, age, location and significant life events at critical developmental stages”. Because of the different generation was born in different time, they are most probably having the different lifestyle, values, attitudes, thinking, expectations and this can be supported by few literatures. Cennamo and Gardner (2008) claimed that the individual’s life experiences of each generational group tend to shape their unique characteristics, aspirations, and expectations. Smola & Sutton (2002) and Zemke et al. (2000) also stated that “the individuals share

similar historical, economic, and social environment, they would also have similar work values, attitudes and behaviours”. Gursoy, Maier and Chi (2008) said “individuals who come of age in lean times or war years tend to think and act differently than those born in peace and abundance”.

There are four generations being discussed since the past decades until today, they are Traditionalists, Baby Boomers, Generation X (Gen X) and Generation Y (Gen Y). These four generations represent four groups of people who born in four different range of years.

Traditionalists refer to the people who were born before year 1946. They are also called World War II Generation because they are the generation who has experienced World War II. Baby boomers are the people who were born between year 1946 to 1964 and they grew up in the post-World War II era. Gen X are those who were born between year 1965 to 1980 while Gen Y refer to those who were born after year 1980. In this study, Gen X and Gen Y are the focus and will be discussed further in the following sections.

Consequently, employees from multi-generational in an organization should be handled carefully. Hill & Stephens (2003) mentioned that the organizations could stay away from inter-generational employee tensions and conflicts if management understands the way they think and work, as well as sensitive to the needs of the different groups of employees. It is mainly attributable to the differences between the groups in terms of their distinct set of values, view of authority, orientation to the world, loyalty, expectations of their leadership and ideal work environment (Spiro, 2006). Because of the influential differences, every generation could always bring something new and important to the workforce (Spiro, 2006). Furthermore, Kowske, Rasch and Wiley (2010) also pointed out that there are significant differences between Gen X and Gen Y in terms of the job satisfaction and turnover intention. Hence, researcher will be discussing these two generations in-depth in next sessions.

2.4.1 Generation X

As mentioned above, Gen X are those who were born between year 1965 to 1980. In US, this group of people was smaller than the boomer generation because of the easier access to birth control and the decision to have smaller families (Glass, 2007).

When they were children, Gen X saw the recession, inflation, and stagflation had worried the adults around them (Association of American Retired Persons, 2007). The role of women had also changed. Their mothers were no longer waiting them back from school at home but had to work outside. Hence, Gen X grew up as latchkey kids and they had to take care of themselves as they were mostly having working parents during their childhood (Glass, 2007).

They were also experiencing the high divorce rate around them during their childhood which either their own parents, they aunts and uncles, or their friends' parents (AARP, 2007). This phenomenon may influence them to be reluctant to commit and to give their loyalty away (AARP, 2007).

In addition, they grew up during the beginning of the technology era where the first type of personal computer was introduced and made the home computers and internet were extensively used by the household (Brian, n.d.).

As a result, these changes have shaped them differently from previous generations. They try to avoid the mistakes done by their parents and become a group who values education, hard work and the power of money (Brian, n.d.).

In the workplace, Gen X employees are more money-oriented and skeptical than the Boomers as they worry more about the uncertain future (Tay, 2011). Some literatures described that Gen X tend to work smart and they prefer work-life balance (Twenge, 2010; Gursoy et al., 2008; Spiro, 2006; Smola & Sutton, 2002).

They place their family and social life greater than work (Spiro, 2006). They also prefer autonomy and freedom from supervision in the workplace (Jurkiewicz, 2000). Gen X would expect appreciation and rewards from their employers when they have achieved the organizational goals (Tay, 2011). Altimier (2006) said that Gen X is not afraid of job-hopping as they are confident that they would be at higher positions with higher pays in the next companies.

Like Baby Boomers, Gen X prefers face-to face communication. They would rather to talk directly to their superiors for prompt response instead of sending emails and waiting replies from their superiors (Tay, 2011; Glass, 2007). In the study of Tay (2011), Gen X would stay longer with their employers if the jobs are interesting with flexible work schedules as well as the jobs bring opportunities for promotion.

2.4.2 Generation Y

Gen Y are the group of people who were born after year 1980. They are currently the youngest employees in labour force. They can be considered as the replacement to Baby Boomers who are going to retire in the next few years. Gen Y are also named as Millenials. They are seen as a potential group of the nation's future leaders, managers, employees and consumer with high purchasing power (Tay, 2011).

Most of the Gen Y are similar to Gen X, having double-income parents. They grew up with modern technologies and computers are their essential tools in life. Smartphones, such as Blackberry and iPhone are also widely used by this generation. Social networking facilities such as Facebook, Twitter, Blogs, etc. have become their major communication tools with their friends and families. They also prefer to obtain the needed or latest information from internet search engines rather than physical books, newspapers or magazines. Marketers call Gen

Y as ‘first adapter’ as they are unafraid of new gadgets and technologies and willing to be the first to try and buy (Glass, 2007).

Furthermore, Gen Y are perceived as confident, independent and goal-oriented (Brian, n.d.). Leahy, McGinley, Thompson, Weese and Cohort 2 (n.d.) are having the same definition of Gen Y with Spiro (2006), that Gen Y as self-sufficient, hardworking, helpful, value networks and groups, knowledgeable and comfortable with technology. They are also seen as civic-minded and fast learners but unhappy with inflexible schedules and rigid procedures (Tay, 2011). Wong (2009) described Gen Y as computer savvy. They stress on social networking, prefer challenge and recognition, emphasize personal development, prefer efficient communications and flexibility, work-life balance and job authority (Wong, 2009).

In workplace, Gen Y are more cooperative, better team players and more optimistic about their future than previous generations (Zemke et al, 2000). They are always willing to learn new skills and take up new challenges (Spiro, 2006). They expect their superiors to remember their names and understand their needs as well as care about their development (Gursoy et al., 2008). They are more comfortable to communicate with their superiors and colleague by sending emails or instant messaging, in stead of face to face conversation (Glass, 2007). Moreover, they expect constant feedback and feel at ease in doing their works with detailed instructions from their superiors (Glass, 2007).

In addition, they expect the organizations to spend more money and effort in social responsibilities to save the environment (Tay, 2011). According to the survey done by PricewaterhouseCooper (PwC) Malaysia (2009), corporate responsibility is one of the crucial factors for Gen Y in choosing their employers. The result of the survey shows that 86% of Gen Y respondents would choose their employers based on the effort on corporate responsibility done by the particular

companies, and 77% of them would leave the companies which do not match their expectations on corporate responsibility.

2.5 Conclusion

Chapter 2 is actually covering the review of past studies. All the articles highlighted in this chapter are to further discuss the development of the theoretical framework and hypothesis for this study. Next, further explanation for research methodology will be presented in Chapter 3.

CHAPTER 3

RESEARCH METHOD

3.0 Overview

This study is concerning the association between Gen X and Gen Y and their intention to leave the organizations. Motivation is the variable that links up the two generations and their intention to leave.

The purpose of this chapter is to explain the research strategy that will be used to gather data as well as analyze the collected data in order to generate the required results. Therefore, in the rest of the chapter, several elements will be discussed, including research design, data collection method, research design, questionnaire design, sampling strategy and data analysis method.

3.1 Research Design

Research design is a master plan which indicates the methods and procedures for collecting and analyzing the collected information (Zikmund, 2003). Research design can also be considered as a blueprint for answering the research questions and in turn fulfilling the research objectives (Cooper & Schindler, 2006). In simple words, it shows the steps on how the research paper being conducted.

Descriptive analysis was used in the study. Creswell (1994) stated that descriptive analysis is used to gather information about the present existing condition and it is

more to describing but not judging or interpreting. Zikmund (2003) also explained that descriptive analysis is normally used to describe the characteristics of a population or phenomena. Hence, the aim of descriptive analysis is to obtain the accurate profile of people or conditions. With this type of research analysis, researcher must have a clear picture of the phenomena being identified before the data being collected. Furthermore, the researcher uses this kind of research method to obtain first hand data from the respondents in order to formulate rational and sound conclusions and recommendations for the study. In this study, the descriptive analysis was used to identify the impact of motivation to Gen X's intention to leave and Gen Y in an organization.

3.2 Data Collection Method

After the research design was established, researcher can start his or her process of gathering data from the selected sample or respondents (Zikmund, 2003). Data can be collected into two types, which are primary data and secondary data. Primary data is the first hand data collected directly from the selected sample or respondents and it is prior to analysis. On the other hand, secondary data is obtained from the published literatures which were done previously by other researchers. In this study, secondary data is not suitable to be used because there are limited similar researches were being done in Malaysia and consequently accurate data may be unable to be collected. Therefore, primary data will be collected from the targeted respondents and then proceed to statistical testing and analyzing.

As explained previously, primary data is the first hand data that collected directly from the targeted sample or group of respondents and is intentionally collected to complete a particular research project (Zikmund, 2003; Hair, Money, Samouel & Page, 2007). Additionally, Cooper and Schindler (2006) defined primary data as the original work of research or raw data prior to further interpretation that

represents an official opinion or perception from the targeted sample. Despite primary data collection is time consuming and costly, its results are having high reliability due to the data is directly gathered from potential respondents.

To collect primary data, there are 3 methods, which are qualitative, quantitative as well as mixed of these two methods. In this study, quantitative method is more suitable because causal relationship will be going to analyze. Quantitative method is used to gather numerical data using structured questionnaires of observational guides to collect primary data (Hair et al., 2007). Zikmund (2003) mentioned that survey questionnaire is a research technique in which the data is obtained from a group of people and it is the most common way in generating primary data. Hence, survey questionnaire was adopted in this study to gather needed information from the targeted respondents because it is easy to administer and transform into statistical information.

In this paper, survey questionnaire reached the respondents by using the combination of traditional distribution and electronic survey. Electronic survey is widely used nowadays because it is convenient, fast and easy data collection process as well as analysis process (Hair et al., 2007). It makes the survey questionnaire easily reach a huge population and a large volume of data could be collected. It also eases the data collection process and reduces the cost and time consumption. Moreover, it helps to capture, analyze and filter the unqualified data from the massive data.

3.3 Sampling Design

This section discusses in depth about the target sample which is going to be analyzed. Sampling is a process to select the elements or characteristics of the potential respondents from a population (Sekaran, 2003). Cooper and Schindler

(2006) defined population in research as a total collection of elements that researchers prefer to make some inferences.

Zikmund (2003) explained that sampling involves any measures that use a small number of items or a small group of a population to make a conclusion about the population. In simple words, sampling is used to examine the result collected from a portion of a population in order to represent the point of view of the entire population.

3.3.1 Target Population

Target population is a specific group that is relevant to the research project (Zikmund, 2003). The objective of this research paper is to examine the impact of motivation to staff Gen X's intention to leave and Gen Y in an organization. Therefore, the target population is definitely Gen X who were born from 1960 to 1979 and Gen Y who were born after 1980. Moreover, these two groups of respondents must be the full-time working adults who are currently holding a position in finance or accounting department or finance-related field.

3.3.2 Sample Size

Sample size is defined as the number of respondents required in a study. According to Roscoe (1975), sample size in the range of 30 to 500 is appropriate for most of the researches. Hence, the targeted sample size of this study is at around 200 with 100 from Gen X and another 100 from Gen Y. However, at least 250 respondents were approached to prevent the failure of achieving targeted sample size due to too much unusable data.

3.3.3 Sampling Method

Sampling technique is categorized into two major alternatives, which are probability sampling technique and non-probability technique (Hair et al., 2007). Probability sampling technique says that every element in the population was known but not necessarily equal to probability of being selected as sample (Zikmund, 2003; Hair et al., 2007). Furthermore, Hair et al. (2007) also mentioned that probability sampling is having few methods including simple random sampling, systematic sampling, stratified sampling, cluster sampling and multi-stage cluster sampling. On the other hand, non-probability technique is defined as a sampling technique that not every element of the target population has a chance of being selected because the inclusion or exclusion of elements in a sample is left to the discretion of the research (Zikmund, 2003; Hair et al., 2007). Convenience sampling, judgment sampling, quota sampling and snowball sampling are included in non-probability technique (Hair et al., 2007).

In this study, non-probability technique was being utilized especially the convenience sampling and snowball sampling. Convenience sampling is to assure the targeted sample and sample size are easily reached. It normally is the samples that are available to participate in the survey and can provide the needed information (Zikmund, 2003; Hair et al., 2007). Snowball sampling is also named as referral sampling which means the respondents may introduce others who are also in this category and willing to participate in this survey. When time goes by, the number of respondent might achieve to the desired level.

3.4 Research Instrument

Research instruments including questionnaire design and scale measurement will be discussed in-depth in the following section.

3.4.1 Questionnaire Design

Questionnaire survey is the most common way and widely used by the researchers. Zikmund (2003) defined questionnaire survey as a set of questions that being developed in order to obtain the needed information from the targeted sample.

In this study, questionnaire is the main instrument being used to gather the data. It is divided into three sections, which are (A) respondent profile, (B) perception of motivational factors and level of satisfaction in current organization, and (C) intention to leave current organization. Section B and C are designed in close-ended form and assessed by using Five-Point Likert Scale (eg. 1=strongly disagree, 5=strongly agree) and respondents are given the options to choose the answers that best describe their ideas. Data is easier to be recorded and measured by using close-ended form despite close-ended form may be difficult to designed (Zikmund, 2003).

3.4.2 Measurement Scales

Zikmund (2003) defined measurement scale as any series of items that are arranged progressively according to value or magnitude, into which an item can be categorized according to its quantification and reflect the characteristics of the items being measured. Zikmund (2003) also stated that a scale is a continuous spectrum or series of categories to represent quantitatively an item's, a person's or a situation's status in the range. Measurement scale is divided into few types, which are nominal scale, ordinal scale, interval scale and ratio scale. In this study, nominal scale and ordinal scale were being used to measure the questionnaire.

3.4.2.1 Nominal Scale

Nominal scale uses a numbers as labels to identify and categorized the individuals, objects or events on a scale (Zikmund, 2003; Hair et al., 2007). It is the easiest type of scale and applicable to most of the researches. In this study, nominal scale was used to measure the respondent profile including gender, races and educational attainment.

3.4.2.2 Ordinal Scale

Ordinal scale is defined as ranking scale and it divides the objects into pre-determined categories according to some criteria such as preference, age, and income group (Hair et al., 2007). This was supported by Zikmund (2003) who stated that ordinal scale arranges objects according to their magnitudes. The respondent profile regarding to year(s) of working experience, number of company that have been working with, year(s) of working in current companies and current position level in current companies were measured by ordinal scale in this study.

In addition, there is one type of ordinal scale which is most common and widely used in research study, named Likert Scale. Likert Scale could be applied on the questionnaire for both dependent and independent variables. It is normally being used to measure how the respondents indicate their level of feeling that best describes their view or idea to certain issue or topic (Likert, 1932). Five-point Likert Scale is the most common Likert Scale and it is usually used to measure the respondents' level of agreement or level of satisfaction (1=strongly disagree/very dissatisfied, 2=disagree/dissatisfied, 3=neutral, 4=agree/satisfied, 5=strongly agree/very satisfied).

Likert Scale was used to measure Section B in this study regarding to the perception of motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working conditions, and compensation) and level of satisfaction towards the eight factors in current organization. Each of the questions in Section B were scaled using Five-Point Likert Scale and the respondents were required to choose the scale the best aligns with their opinion.

3.5 Pilot Test

Pilot testing is a small size of data collection before the actual data collection being conducted. Its purpose is to detect the weaknesses in the designed questionnaire by using a probability sample served as a guide for the main study (Cooper & Schindler, 2006). The weaknesses detected will then be rectified accordingly. Therefore, its role is to ensure the designed questionnaire is understandable and effective in gathering needed information. It can also identify the reliability and validity of the questionnaire.

Hence, before the data collection process started for this paper, a pilot test had been conducted. 20 respondents were required to answer the questionnaire and the collected data were then being tested its reliability. Table 1 shows the reliability result for the pilot test using Cronbach's Alpha Coefficient.

Table 1: Reliability Analysis Result for Pilot Testing

	Variables	No. of Items	Cronbach's Alpha Coefficient	
			My Expectation	My current organization
Independent Variables	Growth	4	0.931	0.828
	Job Itself	4	0.835	0.839
	Achievement	4	0.961	0.887
	Recognition	4	0.889	0.884
	Supervision	4	0.918	0.826
	Interpersonal Relationships	4	0.863	0.897
	Working Condition	4	0.935	0.855
	Compensation	4	0.863	0.881
Dependent Variable	Intention to Leave	3	N/A	0.735

Note. Developed for research purpose

In Table 1, it shows that both of the independent and dependent variables are reliable because they managed to achieve the values of above 0.7 for the reference to Cronbach's Alpha Coefficient. It means that this questionnaire is understandable and reliable. Therefore, it is ready to distribute to the targeted sample for data collection.

3.6 Data Processing

After the data collection process is done, the collected data will be analyzed by using certain research tool such as computer software program. The analysis result allows the researcher to understand in depth about the collected information and subsequently justify the hypothesis.

In this paper, Statistical Package for Social Science Version 12 (SPSS 12) was being used to do the necessary data analysis. It is a computer software program that enables the researcher to measure and analyze the quantitative data with a

more effective and efficient way. Descriptive analysis, reliability analysis and Multiple Linear Regression Analysis were being conducted throughout this study.

3.6.1 Descriptive Analysis

Descriptive analysis is usually used to analyze the demographic and general data. The result of the analysis will then be presented through the frequency distribution. Zikmund (2003) defined frequency distribution as a set of data organized by summarizing the number of times a particular value of a variable occurs. Frequency distribution can be presented in the form of bar chart, pie chart, line chart and other, so that the data is easier being analyzed by the researcher. By analyzing the frequency distribution, the relevancy of the targeted sample for the research is easier to be interpreted. Therefore, this frequency distribution analysis had been used to analyze the respondent profile.

3.6.2 Reliability Analysis

Reliability is defined as the degree to which measures are error-free and consequently yield consistent results (Zikmund, 2003). Sekaran (2003) also stated that the reliability is to indicate the stability and consistency of the survey questionnaire in measuring the concept and facilitate the access for “goodness” of measures. In simple word, reliability test is used to ensure the questionnaire is able to measure the variables. Low reliability means that the measuring process is imperfect and will influence the whole research paper in different ways each when the measurement is taken (Zikmund, 2003).

Reliability is normally indicated by Cronbach’s Alpha or Coefficient Alpha (Hair, Babin, Money & Samouel, 2003). When the value for the Cronbach’s Alpha or Coefficient Alpha is high, it means that the correlation among the items in the

survey is strong and results a high reliability to the research results. Table 2 shows the rules of thumb for Cronbach's Alpha coefficient acceptance or rejection by the researcher.

Table 2: Alpha Coefficient

Alpha Coefficient Range	Strength of Association
Less than 0.6	Poor
0.6-0.7	Moderate
0.7-0.8	Good
0.8-0.9	Very Good
0.9 and above	Excellent

Note. Adapted from Hair, J.F., Babin, B., Money, A.H., & Samouel, P. (2003). *Essentials of Business Research Methods*. United States of America: John Wiley & Sons, Inc.

Hair et al. (2003) suggested that a minimum reliability value of 0.7 is required in order to fulfil the research purpose as it indicates that the instrument is able to generate a 70% of consistency for the research paper.

3.6.3 Independent T-test

Independent T-test is one of the analyses that used to do the hypothesis testing. It is normally used to test if the mean scores of interval-scaled variable are significantly different for two independent samples (Zikmund, 2002). It is also a distribution that resembles the normal curve. According to Antonius (2003), Independent T-test is useful for the researcher to determine whether the two independent samples are likely from the same population. In this study, Independent T-test will be used to test Hypothesis 2.

For Independent T-test, Levene test for equality of variances is used to examine the homogeneity of variances between the two independent samples. If the result is significant with p value lower than 0.05, the null hypothesis (H_0) on the equality of variance is rejected while the alternative hypothesis is accepted (H_1). On the other hand, if the result with p value more than 0.05, it means the null hypothesis (H_0) on the equality of variance is accepted while the alternative hypothesis (H_1) is rejected.

3.6.4 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis is being used to examine Hypothesis 1, 3 and 4 in this study. Regression analysis is divided into univariate and bivariate analysis. In this paper, it is more appropriate to utilize bivariate regression analysis. Hair et al. (2003) explained that bivariate analysis is a type of regression that with single metric dependent variable and single metric independent variable and it identifies the relationship between one independent variable and dependent variable. Multiple Linear Regression Analysis is the extension of bivariate regression analysis where it investigates the effect of two or more independent variables on a single metric dependent variable (Zikmund, 2003). Nevertheless, a separate regression coefficient is calculated for each independent variable to describe its individual relationship with the dependent variable (Hair et al., 2003).

The relationship between independent variables and dependent variable can be determined by using a linear equation (Zikmund, 2003; Hair et al., 2003; Cooper & Schindler, 2006) as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_nX_n$$

Where: Y = Predicted Variable

a = Constant value, the value of Y when the line cuts Y axis all X value =0

b = The slope, or change in Y for any corresponding change in one

unit of X

X = The Variable use to predict Y

To explain the impact of variation in independent variables (X) to variation in dependent variable (Y), coefficient of multiple determinations or multiple index of determination (adjusted R^2) will play the role. Zikmund (2003) stated that adjusted R^2 shows the percentage of variation in Y is explained by the variation in the X in Multiple Linear Regression Analysis. For instance, the result of 0.8 for adjusted R^2 explains that the variation in X collectively will bring 80% variation to Y.

Furthermore, in order to justify how great the effect of each independent variable to the dependent variable, the value of unstandardized beta coefficients is significant. It indicates “the change in dependent variables that results from one-standard-deviation change in the independent variable” (Schroeder, Sjoquist & Stephan, 1986).

Additionally, F-test is also important in explaining the relationship between X and Y especially used to evaluate the hypothesis that involve multiple parameters (Blackwell, 2008). The larger the F-ratio or F-statistic is, the more valid the model is (Fall, 2004).

In this paper, the impact of motivational factors to Gen X’s intention to leave and Gen Y in Finance team will be tested by using the Multiple Linear Regression Analysis. It is because Multiple Linear Regression Analysis explains the relationship between the independents variables and dependent variable. Hence, it

can help to explain the relationship between the eight motivational factors and staff retention for the study.

3.7 Conclusion

Chapter 3 explains in-depth about the research methodology that was being used throughout the study. The research methods of this study are presented from research design, data collection method, sampling design, research instruments, to data processing methods. Hence, next chapter is going to interpret the data that have been obtained from the targeted sample via questionnaire survey.

CHAPTER 4

RESEARCH RESULTS

4.0 Overview

After the research methodology was introduced in preceding chapter, the research results and findings will be discussed in this chapter. As elaborated previously, the data of this study was collected and analyzed by using SPSS 12. The results are going to be presented as descriptive analysis, Independent T-test and Multiple Linear Regression Analysis.

4.1 Descriptive Analysis

The questionnaires were reached the respondents by using the combination of traditional distribution and electronic survey. 250 sets of data were the targeted sample as mentioned in previous chapter. Around 80 sets of questionnaire were distributed traditionally. After filtered, there are 74 sets completed to be analyzed. On the other hand, researcher managed to derive another 167 sets of response from electronic survey whereas 148 sets of them met the requirements of the study. Hence, total of 222 sets of data were being analyzed and further discussed.

In descriptive analysis, respondents profile was presented in terms of gender, age, race and educational attainment. Furthermore, the respondents were also being asked about the years of working, number of companies that have been working for, years of working in current company as well as current position level.

4.1.1 Frequency of Respondent Based on Gender Group

Table 3: Gender Group

Gender	Frequency	%	Graph
Male	85	38.3	
Female	137	61.7	

Source: Developed for research purpose

Based on Table 3, it indicates that the data was collected from 137 females (61.7 percent) and 85 males (38.3 percent).

4.1.2 Frequency of Respondent Based on Age Group

Table 4: Age Group

Age	Frequency	%	Graph
Gen X	104	46.8	
Gen Y	118	53.2	

Note. Developed for research purpose

In this study, age group was represented by generations. Table 4 shows that 104 Gen X (age ranging from 32 to 49) and 118 Gen Y (age ranging from 20 to 31) were involved in this survey.

4.1.3 Frequency of Respondent Based on Race Group

Table 5: Race Group

Race	Frequency	%	Graph										
Malay	38	17.1	<table border="1"> <caption>Data for Graph</caption> <thead> <tr> <th>Race</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Others</td> <td>3</td> </tr> <tr> <td>India</td> <td>38</td> </tr> <tr> <td>Chinese</td> <td>143</td> </tr> <tr> <td>Malay</td> <td>38</td> </tr> </tbody> </table>	Race	Frequency	Others	3	India	38	Chinese	143	Malay	38
Race	Frequency												
Others	3												
India	38												
Chinese	143												
Malay	38												
Chinese	143	64.4											
India	38	17.1											
Others	3	1.4											

Note. Developed for research purpose

The targeted respondents of this study are Gen X and Gen Y who are currently working in finance team. Table 5 shows that the total of 222 respondents is the combination of 143 Chinese respondents (64.4 per cent), 38 Malay respondents (17.1 per cent), 38 Indian respondents (17.1 per cent), and the remaining 3 respondents are from other races (1.4 per cent) including Sino Dusun, Punjabi and Iban.

4.1.4 Frequency of Respondent Based on Educational Attainment

Table 6: Educational Attainment

Education Attainment	Frequency	%	Graph
Secondary School	3	1.4	
High School	5	2.3	
Diploma	47	21.2	
Degree	127	57.2	
Post-Degree	33	14.9	
Professional Certificate	7	3.2	

Note. Developed for research purpose

In terms of highest educational attainment, 127 respondents (57.2 per cent) have obtained their Bachelor Degree, followed by 47 respondents (21.2 per cent) who have completed their Diploma courses, 33 respondents (14.9 per cent) have done their Post-degree courses, 7 respondents (3.2 per cent) have professional qualification, 5 respondents (2.3 per cent) have stopped their studies at high school level and lastly 3 respondents (1.4 per cent) have only completed secondary school.

4.1.5 Frequency of Respondent Based on Total Year(s) of Working

Table 7: Total Year(s) of Working

Total Year(s) of Working	Frequency	%	Graph
0-2	17	7.7	
3-5	75	33.8	
6-8	19	8.6	
9-10	33	14.9	
>10	78	35.1	

Note. Developed for research purpose

Among the 222 respondents, 78 respondents (35.1 per cent) are having more than ten years working experience. It is followed by 75 respondents (33.8 per cent) who have been working for three to five years, 33 respondents (14.9 per cent) are having working experience for nine to ten years, 19 respondents (8.6 per cent) are working for six to eight years, while the remaining 17 respondents (7.7 per cent) are fresh to labour market with less than two years working experience.

4.1.6 Frequency of Respondent Based on Number of Company have been Working With

Table 8: Number of Company have been Working With

No. of Company have been working with	Frequency	%	Graph
1	24	10.8	<p>A horizontal bar chart with the x-axis labeled from 0 to 80 in increments of 20. The y-axis is labeled with categories: >5, 5, 4, 3, 2, 1. The bars represent the following data: >5 (12), 5 (34), 4 (46), 3 (36), 2 (70), 1 (24).</p>
2	70	31.5	
3	36	16.2	
4	46	20.7	
5	34	15.3	
>5	12	5.4	

Note. Developed for research purpose

Out of the total of 222 respondents, 70 of them (31.5 per cent) have been working for two companies. It is then followed by 46 respondents (20.7 per cent) who have worked for four employers, 36 respondents (16.2 per cent) have worked for three employers, 34 respondents (15.3 per cent) are working in their fifth company, 24 respondents (10.8 per cent) are working for the first employer, whereas the remaining 12 respondents (5.4 per cent) have been working with more than five employers.

4.1.7 Frequency of Respondent Based on Position Level in Current Organization

Table 9: Position Level in Current Company

Position Level	Frequency	%	Graph
Non-executive	23	10.3	
Executive	130	58.6	
Manager	42	18.9	
>Manger	27	12.2	

Note. Developed for research purpose

Out of the total of 222 respondents, 130 of them (58.6 per cent) are executives in their current companies and it is then followed by 42 managers (18.9 per cent). Moreover, 27 respondents (12.2 per cent) are currently at the position of above manager whereas 23 respondents (10.3 per cent) are at non-executive level.

4.1.8 Frequency of Respondent Based on Year(s) of Working in Current Organization

Table 10: Year(s) of Working in Current Organization

Year(s) of Working in Current Firm	Frequency	%	Graph
0-2	108	48.6	
3-5	72	32.4	
6-8	15	6.8	
9-10	20	9.0	
>10	7	3.2	

Note. Developed for research purpose

Among the 222 respondents, 108 of them (48.6 per cent) newly joined their current companies with service less than two years. 72 respondents (32.4 per cent) have been working for three to five years in current companies, followed by 20 respondents (9.0 per cent) with nine- to ten-year service, 15 respondents (6.8 per cent) with six- to eight-year service, while the remaining 7 respondents (3.2 per cent) have been working for more than ten years with their current employers.

4.1.9 Mean of Respondent Based on Expectation of Motivational Factors

Mean was being used to figure out the ranking of motivational factors between Gen X and Gen Y. The purpose is to examine if the generational difference has significant impact to the expectation of motivational factors, which was shown as below:

H_0 : Generational differences have no significant influence to motivation.

H_2 : Generational differences have significant influence to motivation.

Table 11 shows that motivational factors that ranked by Gen X. At the scale of 1 to 5, an efficient supervision is the most important factor to motivate Gen X in their work, where the mean value is 4.35. It is followed by the mean value of 4.32 and 4.29 for achievement and compensation respectively. Growth and working condition were both recorded at the same mean value of 4.16 and ranked at 4th place. The mean value of 4.14 and 3.89 were given to job itself and recognition by Gen X while the least important factor to motivate Gen X is interpersonal relationship with the mean value of 3.55.

Table 11: Ranking of Motivational Factors for Gen X

Expectation of Motivation	Mean	Graph
Growth	4.16	
Job itself	4.14	
Achievement	4.32	
Recognition	3.89	
Supervision	4.35	
Interpersonal Relationships	3.55	
Working Condition	4.16	
Compensation	4.29	

Note. Developed for research purpose

On the other hand, Table 12 shows that motivational factors that ranked by Gen Y in this study. At the scale of 1 to 5, job itself and achievement were ranked the same by Gen Y with the highest mean of 4.27 respectively. They are then

followed by working condition and growth with the mean value of 4.36 and 4.31 respectively. Among the eight motivational factors, supervision, compensation and recognition were reported as 5th, 6th and 7th important factor to motivate Gen Y while the least important factor is interpersonal relationships with mean value of 3.93.

Table 12: Ranking of Motivational Factors for Gen Y

Expectation of Motivation	Mean	Graph
Growth	4.31	
Job itself	4.27	
Achievement	4.27	
Recognition	4.05	
Supervision	4.30	
Interpersonal Relationships	3.93	
Working Condition	4.36	
Compensation	4.16	

Note. Developed for research purpose

From the two tables above (Table 11 and Table 12), they show that Gen X and Gen Y ranked their expectation on the motivational factors different from each other. It could be concluded that generational difference has a significant influence on the expectation of motivational factors. Hence, H_0 is rejected while H_2 is accepted.

4.2 Independent T-test Analysis

Independent T-test was used to examine Hypothesis 2a to 2h as below:

H₀ : Generational differences have no significant influence to the expectation motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition and compensation).

H_{2a} - H_{2h} : Generational differences have significant influence to the expectation of motivational factors (growth, job itself, achievement, recognition, supervision, Interpersonal relationship, working condition and compensation).

As mentioned previously, Levene's test for equality of variance was conducted to measure the homogeneity of the variance. Based on the result in Table 13, the p value shows that interpersonal relationships (p = .000) and working condition (p = .036) are significantly influenced by generational difference between Gen X and Gen Y. Hence, H₀ for these two factors are rejected.

Table 13: Independent T-test between Generational Differences and Interpersonal Relationships and Working Condition

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
My expectation _Interpersonal Relationships	Equal variances assumed	33.323	0.000	-	220.000	0.000	-0.384	0.104	-	-
	Equal variances not assumed			3.621					182.429	0.000
My expectation _Workplace	Equal variances assumed	1.402	0.238	-	220.000	0.036	-0.192	0.091	-	-
	Equal variances not assumed			2.086					202.113	0.038

Note. Developed for research purpose

On the other hand, other factors such as growth, job itself, achievement, recognition, supervision and compensation are having p value higher than .05 as shown in Table 14, which are not significantly influenced by generational differences between Gen X and Gen Y. Hence, H_{2a}, H_{2b}, H_{2c}, H_{2d}, H_{2e}, and H_{2h} are rejected.

Table 14: Independent T-test between Generational Differences and Growth, Job Itself, Achievement, Recognition, Supervision, and Compensation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
My expectation _Growth	Equal variances assumed	0.064	0.801	-	220.000	0.119	-0.150	0.096	-	0.039
	Equal variances not assumed			-	214.371	0.119	-0.150	0.096	0.339	0.039
My expectation _Job Itself	Equal variances assumed	0.391	0.532	-	220.000	0.167	-0.127	0.092	-	0.054
	Equal variances not assumed			-	209.489	0.170	-0.127	0.092	0.309	0.055
My expectation _Achievement	Equal variances assumed	8.363	0.004	0.576	220.000	0.565	0.046	0.080	-	0.204
	Equal variances not assumed			0.590	207.208	0.556	0.046	0.078	0.108	0.200
My expectation _Recognition	Equal variances assumed	0.002	0.964	-	220.000	0.094	-0.157	0.093	-	0.027
	Equal variances not assumed			-	217.949	0.094	-0.157	0.093	0.340	0.027
My expectation _Supervision	Equal variances assumed	0.150	0.699	0.541	220.000	0.589	0.050	0.092	-	0.230
	Equal variances not assumed			0.543	219.615	0.587	0.050	0.091	0.130	0.229
My expectation _Compensation	Equal variances assumed	0.023	0.880	1.332	220.000	0.184	0.127	0.096	-	0.316
	Equal variances not assumed			1.343	219.998	0.181	0.127	0.095	0.060	0.315

Note. Developed for research purpose

4.3 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis was used to examine Hypothesis 1, 3 and 4 in this study.

4.3.1 Motivation and Staff's Intention to Leave

H_0 : There is no relationship between motivation and staff's intention to leave.

H_1 : There is a significant relationship between motivation and staff's intention to leave.

From Table 15, it shows that adjusted R^2 at 0.237 which indicates that the eight motivational (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition and compensation) are explaining 23.7 per cent of the relationship between motivation and intention to leave collectively.

Table 15: Multiple Linear Regression Analysis between Motivation and Staff Retention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487(a)	.237	.208	.946

Note. Developed for research purpose

Furthermore, the ANOVA table as shown in Table 16 indicates that the model is highly significant and accepted since the p value of the F ratio is less than .05 ($p = .000$). As a result, the eight motivational factors in this regression model manage to explain the relationship between motivation and intention to leave. Hence, H_0 is rejected.

Table 16: ANOVA(b) for Relationship between Motivation and Staff's Intention to Leave

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.155	8	7.394	8.265	.000(a)
	Residual	190.561	213	.895		
	Total	249.716	221			

Note. Developed for research purpose

In order to determine the relationship between each of the independent variables and staff's intention to leave, hypothesis was postulated as below:

H₀: There are no significant relationships between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and staff's intention to leave.

H_{1a} - H_{1h}: There are significant relationships between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and staff's intention to leave.

Table 17 shows that only two motivational factors are having statistically significant influence to the model with p value less than .05. The two factors are job itself (p = .003) and recognition (p = .038). Therefore, H₀ for these two factors are rejected whereas H_{1a}, H_{1c}, H_{1e}, H_{1f}, H_{1g} and H_{1h} are also rejected.

Table 17: Coefficients (a) for Relationship between Motivation and Staff's Intention to Leave

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.465	.409		13.359	.000
	My organization_ Growth	-.177	.125	-.132	-1.411	.160
	My organization_ Job Itself	-.363	.119	-.265	-3.044	.003
	My organization_ Achievement	.220	.119	.148	1.844	.067
	My organization_ Recognition	-.225	.108	-.171	-2.089	.038
	My organization_ Supervision	-.055	.098	-.044	-.562	.575
	My organization_ Interpersonal Relationships	-.174	.113	-.132	-1.539	.125
	My organization_ Working Condition	.063	.096	.053	.658	.511
	My organization_ Compensation	-.043	.095	-.033	-.448	.654

Note. Developed for research purpose

In addition, unstandardized coefficients values are explaining that the contribution of every motivational factors to the staff's intention to leave. According to the Table 17, achievement (0.220) and working condition (0.063) are having positive relationship with staff's intention to leave. On the other hand, growth (-0.177), job itself (-0.363), recognition (-0.225), supervision (-0.055), interpersonal relationship (-0.174) and compensation (-0.043) are negatively related to staff's intention to leave. Hence, the relationship between motivation and staff's intention to leave can be explained by using the following equation:

$$\text{Staff's intention to leave} = 5.465 - 0.177G - 0.363J + 0.220A - 0.225R - 0.055S - 0.174I + 0.063W - 0.043C$$

G = Growth

J = Job Itself

-
- A = Achievement
 - R = Recognition
 - S = Supervision
 - I = Interpersonal Relationships
 - W = Working Condition
 - C = Compensation

4.3.2 Motivation and Gen X's intention to leave

H₀: There is no relationship between motivation and Gen X's intention to leave.

H₃: There is a significant relationship between motivation (growth, job itself, achievement, recognition, supervision, interpersonal relations, working conditions and compensation) and Gen X's intention to leave.

From Table 18, it shows that adjusted R² at 0.551 which indicates that the eight motivational (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition and compensation) are explaining 55.1 per cent of the relationship between motivation and staff Gen X's intention to leave collectively.

Table 18: Multiple Linear Regression Analysis between Motivation and Gen X's intention to leave

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.742(a)	.551	.513	.686

Note. Developed for research purpose

Furthermore, the ANOVA table as shown in Table 19 indicates that the model is highly significant and accepted since the p value of the F ratio is less than .05 (p =

.000). As a result, the eight motivational factors in this regression model manage to explain the relationship between motivation and staff Gen X's intention to leave. Hence, H_0 is rejected.

Table 19: ANOVA(b) for Relationship between Motivation and Gen X's intention to leave

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.865	8	6.858	14.587	.000(a)
	Residual	44.664	95	.470		
	Total	99.529	103			

Note. Developed for research purpose

To test the relationship between each of the independent variables and Gen X's intention to leave, hypothesis was postulated as below:

H_0 : There is no significant relationship between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and Gen X's intention to leave.

$H_{3a} - H_{3h}$: There are significant relationships between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and Gen X's intention to leave.

Table 20 shows that among the eight motivational factors, three of them are having statistically significant influence to the model with p value less than .05. The three factors are job itself ($p = .013$), interpersonal relationship ($p = .000$) and working condition ($p = .045$). However, there are five factors with p value more than .05, which are growth, ($p = .449$), achievement ($p = .083$), recognition ($p = .087$), supervision ($p = .054$) and compensation ($p = .859$). Hence, H_0 for the three factors are rejected whereas H_{3a} , H_{3c} , H_{3d} , H_{3e} , and H_{3h} are also rejected.

Table 20: Coefficients (a) for Relationship between Motivational Factors and Gen X's intention to leave

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.792	.755		7.667	.000
	My organization_Growth	.188	.247	.110	.761	.449
	My organization_Job Itself	-.656	.259	-.473	-2.535	.013
	My organization_Achievement	.312	.178	.165	1.751	.083
	My organization_Recognition	-.277	.160	-.193	-1.732	.087
	My organization_Supervision	.256	.131	.177	1.951	.054
	My organization_Interpersonal Relationships	-1.017	.216	-.748	-4.708	.000
	My organization_Working Condition	.372	.183	.324	2.036	.045
	My organization_Compensation	-.028	.159	-.021	-.179	.859

Note. Developed for research purpose

In addition, unstandardized coefficients values are explaining that the contribution of every motivational factors to the Gen X's intention to leave. According to the Table 20, growth (0.188), achievement (0.312), supervision (0.256) and working condition (0.372) are having positive relationship with Gen X's intention to leave. On the other hand, job itself (-0.656), recognition (-0.277), interpersonal relationships (-1.017), and compensation (-0.028) are negatively related to Gen X's intention to leave. Hence, the relationship between motivation and Gen X's intention to leave can be explained by using the following equation:

$$\text{Gen X's intention to leave} = 5.792 + .188G - 0.656J + 0.312A - 0.277R + 0.256S - 1.017I + 0.372W - 0.028C$$

G = Growth

J = Job Itself

-
- A = Achievement
 - R = Recognition
 - S = Supervision
 - I = Interpersonal Relationships
 - W = Working Condition
 - C = Compensation

4.3.3 Motivation and Gen Y's Intention to Leave

H₀: There is no relationship between motivation and Gen Y's intention to leave.

H₄: There is a significant relationship between motivation and Gen Y's intention to leave.

From Table 21, it shows that adjusted R² at 0.253 which indicates that the eight motivational (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition and compensation) are explaining 25.3 per cent of the relationship between motivation and Gen Y's intention to leave collectively.

Table 21: Multiple Linear Regression Analysis between Motivation and Gen Y's Intention to Leave

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503(a)	.253	.198	1.012

Note. Developed for research purpose

Furthermore, the ANOVA table as shown in Table 22 indicates that the model is highly significant and accepted since the p value of the F ratio is less than .05 (p = .000). As a result, the eight motivational factors in this regression model manage

to explain the relationship between motivation and Gen Y's intention to leave. Hence, H_0 is rejected

Table 22: ANOVA(b) for Relationship between Motivation and Gen Y's Intention to Leave

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.771	8	4.721	4.608	.000(a)
	Residual	111.687	109	1.025		
	Total	149.458	117			

Note. Developed for research purpose

Hypothesis 4a to 4h was postulated to examine the relationships between the eight motivational factors and Gen Y's intention to leave as below:

H₀: There is no significant relationship between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and Gen Y's intention to leave.

H_{4a} – H_{4h}: There are significant relationships between the motivational factors (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) and Gen Y's intention to leave.

Table 23 shows that among the eight motivational factors, only one of them is having statistically significant influence to the model with p value less than .05, which is growth (p = .044) while the other seven factors are insignificant to the model: job itself (p = .056), achievement (p = .234), recognition (p = .587), supervision (p = .171), interpersonal relationship (p = .123), working condition (p = .679) and compensation (p = .250). As a result, H_0 for growth was rejected while H_{4b} , H_{4c} , H_{4d} , H_{4e} , H_{4f} , H_{4g} , and H_{4h} are rejected.

Table 23: Coefficients (a) for Relationship between the Motivational Factors and Gen Y's Intention to Leave

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.861	.506		9.609	.000
	My organization_ Growth	-.318	.156	-.267	-2.041	.044
	My organization_ Job Itself	-.303	.157	-.223	-1.932	.056
	My organization_ Achievement	.191	.160	.143	1.197	.234
	My organization_ Recognition	-.086	.158	-.069	-.545	.587
	My organization_ Supervision	-.193	.140	-.165	-1.379	.171
	My organization_ Interpersonal Relationships	.224	.144	.173	1.556	.123
	My organization_ Working Condition	.055	.133	.046	.415	.679
	My organization_ Compensation	-.151	.131	-.119	-1.156	.250

Note. Developed for research purpose

In addition, the contribution of each factor to the model is explained by unstandardized coefficients values as shown in Table 23. According to the Table 23, growth, job itself, recognition, supervision and compensation are negatively related to Gen Y's intention to leave whereas the other three factors (achievement, interpersonal relationships and working condition) are having positive relationship with Gen Y's intention to leave. Hence, the relationship between motivation and Gen Y's intention to leave can be explained by using the following equation:

$$\text{Gen Y's intention to leave} = 4.861 - 0.318G - 0.303J + 0.191A - 0.086R - 0.193S + 0.224I + 0.055W - 0.151C$$

G = Growth

J = Job Itself

A = Achievement

-
- R = Recognition
 - S = Supervision
 - I = Interpersonal Relationships
 - W = Working Condition
 - C = Compensation

4.4 Summary Results of Hypothesis Test

After discussed the findings, researcher summarized the hypothesis test in Table 24.

Table 24: Summary Result of Hypothesis Test

Hypothesis	Accepted	Rejected
1. There is a significant relationship between motivation and staff retention.	√	
1a. There is a significant relationship between growth and staff retention.		√
1b. There is a significant relationship between job itself and staff retention.	√	
1c. There is a significant relationship between achievement and staff retention.		√
1d. There is a significant relationship between recognition and staff retention.	√	
1e. There is a significant relationship between supervision and staff retention.		√
1f. There is a significant relationship between interpersonal relationships and staff retention.		√
1g. There is a significant relationship between working condition and staff retention.		√
1h. There is a significant relationship between compensation and staff retention.		√
2. Generational difference has a significant influence on expectation of motivational factors.	√	

2a.	Generational difference has a significant influence on expectation of growth.		√
2b.	Generational difference has a significant influence on expectation of job itself.		√
2c.	Generational difference has a significant influence on expectation of achievement.		√
2d.	Generational difference has a significant influence on expectation of recognition.		√
2e.	Generational difference has a significant influence on expectation of supervision.		√
2f.	Generational difference has a significant influence on expectation of interpersonal relationships.	√	
2g.	Generational difference has a significant influence on expectation of working condition.	√	
2h.	Generational difference has a significant influence on expectation of compensation.		√
3.	There is a significant relationship between motivation and staff retention of Gen X.	√	
3a.	There is a significant relationship between growth and staff retention of Gen X.		√
3b.	There is a significant relationship between job itself and staff retention of Gen X.	√	
3c.	There is a significant relationship between achievement and staff retention of Gen X.		√
3d.	There is a significant relationship between recognition and staff retention of Gen X.		√
3e.	There is a significant relationship between supervision and staff retention of Gen X.		√
3f.	There is a significant relationship between interpersonal relationships and staff retention of Gen X.	√	
3g.	There is a significant relationship between working condition and staff retention of Gen X.	√	
3h.	There is a significant relationship between compensation and staff retention of Gen X.		√
4.	There is a significant relationship between motivation and staff retention of Gen Y.	√	
4a.	There is a significant relationship between growth and staff retention of Gen Y.	√	
4b.	There is a significant relationship between job itself and staff retention of Gen Y.		√

4c.	There is a significant relationship between achievement and staff retention of Gen Y.	√
4d.	There is a significant relationship between recognition and staff retention of Gen Y.	√
4e.	There is a significant relationship between supervision and staff retention of Gen Y.	√
4f.	There is a significant relationship between interpersonal relationships and staff retention of Gen Y.	√
4g.	There is a significant relationship between working condition and staff retention of Gen Y.	√
4h.	There is a significant relationship between compensation and staff retention of Gen Y.	√

Note. Developed for research purpose

4.4 Conclusion

As a conclusion, Chapter 4 explained the research results that were collected from the targeted respondents through both traditional distribution and electronic survey. The results could help the research to understand the impact of the eight motivational factors to Gen X and Gen Y. Thus, Chapter 5 will continue to present the discussion and conclusion of the research results.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Discussion of Major Findings

This research project is mainly to analyze the association between Gen X and Gen Y and intention to leave especially in a finance-related field. Based on the research findings in previous chapter, an in-depth explanation will be presented in current chapter. Furthermore, the explanation will be linked to the research questions and research objectives of the study. With the clear explanation, the readers could understand better the issues and the outcomes of the study.

5.1.1 Motivation and Staff's Intention to Leave

As shown in ANOVA table (Table 16) in Chapter 4, the result indicates that the motivation model that developed for the study purpose is highly significant with the p value = .000. The result means that motivation negatively influences staff's intention to leave and it is supported by few past studies (Huselid, 1995; Maidani, 1991; Tietjen & Myers, 1998; Robbins, 2001; Parsons & Broadbridge, 2006; Yoon & James, 2009). As mentioned in the Chapter Two, job satisfaction is positively related to intention to stay. If motivation creates the feeling of satisfaction to the employees, it would increase the intention to stay in their current organizations. There are few articles done in past to support that the satisfaction is positively related to intention to stay of employees (Becker, 1992;

William & Hazar, 1986; Holtom et al., 2001; Riggs & Rantz, 2001; Chang, Wunn & Tseng, 2011). It is also supported by Crossman (2003) that satisfied employees are able to be retained within the organization for a longer period whereas unsatisfied employees are having greater tendency to quit their jobs.

5.1.2 Motivational Factors and Staff's Intention to Leave

In order to test the relationship and influences between the independent variables (growth, job itself, achievement, recognition, supervision, interpersonal relationship, working condition, and compensation) and dependent variable (staff's intention to leave) as postulated in Hypothesis 1a to Hypothesis 1h, Multiple Linear Regression Analysis was being tested. As shown in the summarized results in Table 25, there are two factors (job itself and recognition) significantly influence staff's intention to leave. The findings are supported with a study done by Michael and Crispin (2009) which saying that job itself and recognition are significantly related to staff retention in private sector in South Africa. Nevertheless, this finding is contrast with few past studies which have pointed out that extrinsic factors such as competitive salary, good interpersonal relationships, friendly working environment, and job security were cited by employees as key motivational variables that influenced their retention in the organizations (Kinnear and Sutherland, 2001; Meudell and Rodham, 1998; Maertz and Griffeth, 2004).

Table 25: Summary Result of Multiple Linear Regression Analysis

	Independent Variable	t-value	p-value
Independent Variables & Staff Retention	Growth	-1.411	.160
	Job Itself	-3.044	.003*
	Achievement	1.844	.067
	Recognition	-2.089	.038*
	Supervision	-0.562	.575
	Interpersonal Relationship	-1.539	.125
	Working Condition	0.658	.511
	Compensation	-0.448	.654

Note. Developed for research purpose

* significant factor

5.1.3 Generational Differences and Motivation

To identify the relationship between generational difference and expectation of motivational factors as postulated as Hypothesis 2, comparison of mean value between Gen X and Gen Y on their expectation of motivational factors had been done (as shown in Table 11 and Table 12). Table 26 shows the two generations' expectation of motivational factors is different from each other. The results are aligned with the research done by Anexlsson and Bokedal (2009), who said that work motivation varies by generations. This statement is also supported by Eisner (2005) that each generation is motivated by different personal, professional and organizational standards. In addition, John and Michelle (2011) said that some of the significant changes in terms of attitudes and expectations can be explained by changing of characteristics of workforce due to generational differences. It is because the different generations grew up with different environment. Due to this reason, they have different lifestyle, attitudes and demand from each other (Zemke et al., 2000; Smola & Sutton, 2002; Spiro, 2006; Glass, 2007; Cennamo & Gardner, 2008; Tay, 2011).

Table 26: Summary Result of Mean Value

Ranking	Gen X	Gen Y
1	Supervision	Job Itself
2	Achievement	Achievement
3	Compensation	Working Condition
4	Growth	Growth
5	Working Condition	Supervision
6	Job Itself	Compensation
7	Recognition	Recognition
8	Interpersonal Relationships	Interpersonal Relationships

Note. Developed for research purpose

5.1.4 Generational Differences and Motivational Factors

In order to determine the relationship between generational difference with individual motivational factor (growth, job itself, achievement, recognition, supervision, interpersonal relationships, working condition, and compensation) as postulated in Hypothesis 2a to Hypothesis 2h, Independent T-test Analysis was done as shown in Table 13 and Table 14.

Table 27 shows the summary result for significance of the relationship between generational difference and the eight motivational factors. Interpersonal relationships and working condition were tested to be influenced significantly by generational differences whereas growth, job itself, achievement, recognition, supervision and compensation are not impacted by generational differences. Nevertheless, these findings are contrast with past study that the impact of generational differences between Gen X and Gen Y are having significant impact to hygiene factors and motivator factors (Denny, Douglas, Stephen, & James, 2011).

Table 27: Summary Result of Independent T-test Analysis

	Independent Variable	Sig. (2-tailed)
Generational Difference & Independent Variables	Growth	0.119
	Job Itself	0.170
	Achievement	0.556
	Recognition	0.094
	Supervision	0.587
	Interpersonal Relationship	0.000*
	Working Condition	0.038*
	Compensation	0.127

Note. Developed for research purpose

* significant factor

5.1.5 Motivation and Gen X's Intention to Leave

Multiple Linear Regression Analysis was conducted to examine the relationship between motivation and Gen X's intention to leave as postulated in Hypothesis 3. As shown in ANOVA table in Table 19, the p value ($p = .000$) indicates that the model is highly significant to the influence of motivation to Gen X's intention to leave. It is supported by few past studies which concluded that Gen X has greater intention to leave than other generations when they are dissatisfied due to their unique characteristics and different sets of goals, aspirations and values (Ahlrichs, 2007; Johnson, 2004; Western & Yamamura, 2006).

5.1.6 Motivational Factors and Gen X's Intention to Leave

Furthermore, the relationship between each individual motivational factor and Gen X's intention to leave was tested (as postulated in Hypothesis 3a to Hypothesis 3h) and the result is summarized in Table 28. The result indicates that

job itself, interpersonal relationships and working condition are significantly related to Gen X's intention to leave. However, a study done by Dogan, Thomas and Christina (2008) which concluded that growth, job itself, achievement, recognition, supervision, interpersonal relationships (see also John & Michelle, 2011), working condition and compensation are having significant impact on Gen X's job satisfaction. As mentioned earlier, job satisfaction and motivation are almost the synonymous to each other and always lead to reducing turnover. Hence, the current finding is not fully supported.

Table 28: Summary Result of Motivational Factors towards Gen X's Intention to Leave

	Independent Variable	t-value	p-value
Independent Variables & Gen X's intention to leave	Growth	0.761	.449
	Job Itself	-2.535	.013*
	Achievement	1.751	.083
	Recognition	-1.732	.087
	Supervision	1.951	.054
	Interpersonal Relationship	-4.708	.000*
	Working Condition	2.036	.045*
	Compensation	-0.179	.859

Note. Developed for research purpose

* significant factor

5.1.7 Motivation and Gen Y's Intention to Leave

As postulated in Hypothesis 4, the relationship between motivation and retention of Gen Y was determined by using Multiple Linear Regression Analysis. As shown in ANOVA table in Table 22, the p value (p = .000) indicates that the model is highly significant to the influence of motivation to Gen Y's intention to leave. Lowe, Levitt, and Wilson (2008) stated that if Gen Y are dissatisfied at

their workplace, they are ready to leave the organizations. Hence, it could be concluded that if Gen Y are not motivated, they will have intention to leave the organizations.

5.1.8 Motivational Factors and Gen Y's Intention to Leave

In addition, the relationship between each individual motivational factor and retention of Gen Y was examined (as postulated in Hypothesis 4a to Hypothesis 4h) and the result is summarized in Table 29. The result indicates that only job itself is significantly related to Gen Y's intention to leave. This finding is aligned with the past studies that Gen Y values career advancement as the important factor in their own careers (Oliver, 2006; Wong, Gardiner, Land, & Coulon, 2008; Zemke et al., 2000).

However, this finding is contrast with some other researches which found that job itself (Corporate Leadership Council, 2005; Lancaster & Stillman, 2002), recognition (Smola & Sutton, 2002; Hobart & Sendek, 2009), supervision (Lipkin & Perrymore, 2009; Raines & Armsperger, 2010), interpersonal relationships (Dogan et al., 2011), working condition (Cennamo & Gardner, 2008; Smola & Sutton, 2002; Twenge, 2010), promotions and compensations (Ng, Schweitzer & Lyons, 2010) are significantly influencing job satisfaction of Gen Y where job satisfaction could reduce turnover intention.

Table 29: Summary Result of Motivational Factors towards Gen Y’s Intention to Leave

	Independent Variable	t-value	p-value
Independent Variables & Gen Y’s Intention to Leave	Growth	-2.041	.044*
	Job Itself	-1.932	.056
	Achievement	1.197	.234
	Recognition	-0.545	.587
	Supervision	-1.379	.171
	Interpersonal Relationship	1.556	.123
	Working Condition	0.415	.679
	Compensation	-1.156	.250

Note. Developed for research purpose

* significant factor

5.2 Recommendations

This study is mainly discussing about the association between motivation and staff retention especially Gen X and Gen Y. Throughout the paper, most of time motivation and staff Gen X’s intention to leave and Gen Y are determined separately. In fact, to manage the staff turnover in a multi-generation workforce, employers or managers could not manage their employees separately based on the generation. They should make these two generations interact well with each other.

5.2.1 Understand Them

“Understanding your staff” is actually a simple concept that everyone knows and yet it is neglected by most of the organizations. Most of the time, there is always not only one generation in a workplace. MSA|Clark Consulting – Healthcare Group (MSA|Clark) in US stated that “improving the motivation and performance

levels of employees within a multi-generational workplace first requires an assessment of the employee population” (as cited in Integrated Healthcare Strategies, n.d.). An employer who could understand their employees would improve the employees’ satisfaction and commitment to stay on the job (Frank, Finnegan & Taylor, 2004). To a manager, he or she should be the one best understand the staff. Despite there are a lot of researches that defined Gen X and Gen Y with their characteristics, but individual is different from each other even though they grew up at similar time. Hence, manager should also communicate with staff from time to time in order to know what their current thinking and what they currently need.

There are some superiors always intend to apply own thinking to the subordinates and expects the subordinates to follow their way of doing things. Nevertheless, not all the subordinates could fully understand and agree with the manager’s thinking because they are coming from different background and having the different experiences. Therefore, manager must have an open and subjective mind-set prior to understand the attitudes, behaviours and needs of the staff.

5.2.2 Serve Their Needs

Normally, “serve their needs” are applied by subordinates to superiors in terms of expectation of work. The other way round, superiors should also serve subordinates’ needs accordingly. Once the manager understands the staff’s expectation, he or she should better know how to motivate the subordinates to be more productive and committed by serving them their needs. Yochai (2011) stated that “if you want employees to work harder, incorporate pay for performance and monitor their results more closely. If you want executives to do what’s right for shareholders, pay them in stock. If you want doctors to look after patients better, threaten them with malpractice suits.” Hence, giving the right thing to the right person is very important in motivating an individual.

5.2.3 Analyse Them from Time to Time

Analyzing the staff's behaviour should be part of HR functions. Individual is changing his or her attitude, behaviour and expectation from time to time. In order to manage the employees' current thinking, HR could conduct survey. This survey could be a simple questionnaire that requires employees to respond their current view to the organization as well as to their current job responsibilities. Some staff might be worried that organization would take action against if negative comments are given. Hence, the survey form must be filled in anonymously. By doing this, genuine answers could only be obtained.

However, this method does not allow HR to understand each of the staff but general views would be obtained. Nevertheless, HR could know the thinking of majority of the staff and come out with better policies to benefit both organization and employees.

5.3 Implications of the Study

In order to manage the staff turnover, understanding the antecedents of the employees' intention is very crucial. This study tries to provide in-depth measurement and analysis to help the employers to understand the Gen X and Gen Y in the finance team. Based on the research results, it could provide the impact and idea to employers to better understand the desire in the workplace among the two generations. With the analysis, researcher hopes that it would be able to help the organizations to well-manage their employee turnover issues especially finance staff.

5.4 Limitation of the Study

There are some limitations of this research paper. These limitations are highlighted in order to improve the future research in the relevant field.

First, researcher found difficult to gain the relevant articles especially related to finance team in Malaysia and even in overseas. The literatures in this study are very limited in discussing the current phenomena of staff turnover within finance department. Hence, it would affect the comparison and interpretation between the current study and past studies.

Second, this research was conducted in relation to Gen X and Gen Y, and yet it excludes other working generations in Malaysia. Hence, the results are not applicable to the entire workforce in Malaysia.

Third, the independent variables are limited to eight factors. There are plenty of motivational theories and motivational factors have been studied since decades ago. This research paper chose only eight factors from Herzberg's Two Factor Theory. Other factors such as company culture, management style, Human Resources Management System (HRMS), reward systems, etc, have not been analyzed and yet these factors are also very important to influence the employee's intention to stay or leave their organizations.

Fourth, the survey questionnaires in this paper were distributed via traditional distribution and electronic survey. Traditional distribution normally means that questionnaires are distributed face-to-face to the targeted respondents and get their response on the spot. There is a challenge in collecting the data in this manner. Targeted respondents would have a doubt that it might be a research done by their employers. They had to clarify few times with the research to make sure the survey was not from their employers before they put the answers in the survey questionnaires. Some of them may play safe to give a favourable answers when

asking about their opinions to the current organizations. Hence, the answers given might directly affect the accuracy of the research findings.

The limitations as highlighted above had been acknowledged and yet it will not affect the discussions of the study. It just provides an proposal for future research.

5.5 Future Research

After the discussion of the present study, several suggestions are concluded for future research study.

First, expanding the targeted respondents to other generations such as traditionalists and baby boomers, who are still active in labour market in Malaysia. To have the analysis on all the generations in Malaysia would provide the employers or the organizations a full picture on the differences and the desires between the four generations which are still active in the labour market. By have the full picture, the employers or organizations would be able to come out a strategic plan to manage the multi-generation employees.

Second, perhaps the future researchers could be analyzing the data more specifically based on gender and position level of the respondents. Opinions may vary by male and female, as well as managerial level employees and non-managerial level employees. It is because the perspective of different gender and level would be different from each other. To be more specifically, the findings would be more accurate and useful to the organizations.

Third, expanding the motivational factors to be more comprehensive. In current study, the independent variables proposed are more to individual level. Perhaps the independent variables could be including the organizational level such as company policy, company culture, reward systems, Human Resources

Management Systems (HRMS), and so on. It could help the organizations to understand that the impact is not only from the individual's desires but also the management of the companies.

5.6 Conclusion

After some readings, research found that staff turnover is definitely a major challenge to employers. As discussed earlier, it creates a lot of unforeseen costs to an organization. Gen X and Gen Y make up a large portion in labour market when Baby Boomers retire gradually in next few years. Hence, these two generations would become the important workforce in an organization.

The purpose of this research paper is to examine the association between Gen X and Gen Y who are currently working in finance-related field and their intention to leave their organizations. Motivation was used as the variable to connect the two generations and their voluntary turnover intention.

The findings showed that motivation is significantly influencing staff's turnover intention whereas generational differences between Gen X and Gen Y are also having an influential impact to the expectation of motivation. It is because both of the generations were growing up in different time and they are shaped into different lifestyle, values, attitudes and expectations (Cennamo & Gardner, 2008; Smola & Sutton, 2002; Zemke et al., 2000; Gursoy et al., 2008).

The findings show that motivation plays an important role to reduce turnover intention. Among the eight factors, job itself and recognition influence the staff turnover intention significantly. Generational differences were found to affect the expectation of motivation among Gen X and Gen Y. Gen X ranked supervision as the most important motivational factor while Gen Y ranked job itself as the most significant motivational factor in workplace.

However, the most important motivational factor does not mean to stop Gen X and Gen Y to leave the organization. The later findings showed differently that job itself, interpersonal relationships and working condition are the ones to influence Gen X's intention to leave significantly. On the other hand, growth is the one having impact to Gen Y's turnover intention based on the current findings.

This study could provide the employers a clearer view on Gen X and Gen Y as well as their expectation towards motivation. To an employer, he or she must understand the why Gen X and Gen Y behaves in certain manner and give them what these two generations really expect for in order to satisfy them and retain them.

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APPENDIX

Appendix A: Survey Questionnaire

A STUDY ON WORK MOTIVATIONAL FACTORS AND INTENTION TO LEAVE/STAY IN AN ORGANIZATION

Dear Sir/Madam,

This survey is conducted as part of my course requirement for Master of Business Administration in Universiti Tunku Abdul Rahman. The objective of this survey is to identify the motivational factors and the impact of the motivational factors on one's intention to leave/stay in an organization.

I would like to express my gratitude for your participation in this survey. Your survey responses will be treated as strictly confidential. Should you have any queries, please contact me at camiescg@yahoo.com. Thank you!

Yours sincerely,
Suk Ching

Section A: Respondent Profile

1. Age 20-25 26-31 32-37 38-43 44-49

2. Gender Male Female

3. Race Malay Chinese Indian Others

4. Highest educational attainment Secondary School
 High School
 Certificate
 Diploma
 Degree
 Post-degree
 Professional Certificate

5. Total year(s) of working:
 0-2 years 3-5 years 6-8 years 9-10 years >10 years

6. Please indicate the number of company you have been working with.
 1 2 3 4 5 >5
7. What is your position level in current company?
 Non-executive Executive Manager > Manager
8. How many years have you been working for current employer?
 0-2 years 3-5 years 6-8 years 9-10 years >10 years

Section B: Motivational Factors

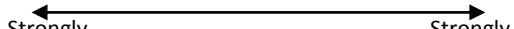
Please rate the following statements:

	My expectation					My current organization				
	Strongly Disagree			Strongly Agree		Very Dissatisfied			Very Satisfied	
<u>Growth:</u>										
a. I feel appreciated if I was given the opportunities for advancement by the company.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The most important thing to me is realizing my ultimate personal potential.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. People should always keep their eyes and ears open for better opportunities in their companies.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. I feel happy if I was given the opportunity to learn new things from time to time in the company.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Job Itself:</u>										
a. Job requirements are important to me in choosing an employer	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Job requirements dictate how much effort I put in work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. I feel motivated if I enjoy doing my work.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. I prefer the job that allows me to use skills and talent.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Achievement:</u>										
a. I want to be the best at my own job.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Satisfaction gained from the responsibility and role that I have in my work is important to me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. I like to do things which give me a sense of personal achievement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. I need to know that my skills and values are impacting organization's success.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<u>Recognition:</u>										
a. I work harder on a project if public recognition	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

is attached to it.		
b. I give my best effort when I know that it will be seen by the most influential people in an organization.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. If choosing jobs, I want the one that allows me to be recognised for success.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. I feel appreciated if my superior always recognizes the work done by me.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<u>Supervision:</u>		
a. Communication with my superior is essential in my work.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. I feel motivating when my superior shows me his/her capabilities and knowledge in his/her role.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. I feel appreciate when my superior always give me guidance and advice to enhance my work.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. I would be happy if my superior allows me to schedule my own work and to participate in job-related decision making.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<u>Interpersonal Relations:</u>		
a. The quality of the relationships in the informal workgroup is quite important to me.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. I feel more motivating while participating in activities such as sports week, sports tournaments, team building, etc., that can foster my relationship with other colleagues.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. I like to hang out with my colleagues during holidays.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. I would be happy working in the company if I have a good relationship with my colleagues.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<u>Working Conditions:</u>		
a. Good physical working environment are important to me.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. I prefer the company that emphasizes work-life balance.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. I prefer high flexibility in terms of working space, working hour and apparel.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
d. I would be happy if my work allows me to work from home.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
<u>Compensation:</u>		
a. The salary increments given to employees who do their jobs very well motivates them.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. Financial incentives motivates me more than non-financial incentives.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. I would work harder if I knew that my effort would lead to higher pay.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

d. When choosing a job I usually choose the one that pays the most.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
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Section C: Please indicate your intention to leave/stay in your current organization.

	 Strongly Disagree Strongly Agree
a. I do not have intention to leave.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
b. I may consider leaving if there is a good opportunity.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
c. I will definitely leave.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>