
Factors Influencing Generation Y's Job Application
Intention

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A research project submitted in partial fulfilment of the
requirement for the degree of

Master of Business Administration

Universiti Tunku Abdul Rahman

Faculty of Accountancy and Management

May 2012

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Intention

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- (1) This MKMA25106 Research Project is the end result of my own work and that due acknowledgement has been given in the references to all sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
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ACKNOWLEDGEMENT

This research project report would not have been possible without the support from many people. First and foremost, I would like to express my sincere gratitude to my supervisor, Ms Komathi a/p Munusamy, for her valuable guidance, support, and advice through the duration of this research project. Her willingness and patience in her guidance has been an important source of motivation. I would also like to thank my family for their moral and spiritual support. It is their constant encouragement that this project could be completed. Not to mention, to my dear friends who often send me words of advice when I am having troubles. I am really grateful for their constant support.

DEDICATION

This research project is dedicated to my family who have never failed to provide their moral support. Also, to my friends who encouraged me throughout the course of this project.

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ABSTRACT

The Generation Y has been the focus of many studies of recent years due to the dramatic difference in characteristics of this particular generation as compared to its predecessors. As such, there are many researchers that gave this generation various terms to describe this generational cohort. Some of the terms used by the researchers include Millennials, Net Generation, Echo Boomers, and Nexters. The understanding of the factors that drive job applicants' choice when choosing a company to work for and their expectations from the company when they started work there is crucial to any organization, in terms of attracting and retaining talents. These factors generally differ from generation to generation of workers as mentioned in the Generational Theory. Therefore, by understanding the difference in generations, organizations and managers will be more successful in the long run as they are able to harness the unique traits of their employees for the benefit of the company. Generation Y employees comes to the workplace with a unique set of skills and expectations unlike any previous cohort; and carries with them the new age talents. Hence, employment expectations of the Generation Y revolving around issues such as recognition of their work, professional growth opportunities, meaningful tasks, and workplace flexibility, as well as on how these elements affect this generation's decisions to join or stay with a firm; are of importance to many companies.

CHAPTER 1

INTRODUCTION

1.0 Introduction of Chapter 1

This chapter presents the introduction of this report which will cover the background of the research, problem statements and issues concerning the research topic, research questions, research objectives, significance of the study, scope of the study, and the outline of this report.

1.1 Background of the Research

Over the course of history, those being born in a different era are categorized by researchers according to one's generation's characteristics. This difference in characteristics is especially prominent in the current century where humans have begun moving fast track towards modernization; the generation gap virtually widens even by a mere generation difference. This gap and difference in these generations had pique interest of many researchers trying to find out the different characteristics of each cohort. The more recent generations, are known as the baby boomers, Generation X and Generation Y.

Many researchers have stated, though differently the range of years which a person is born, and categorized them with various names to represent the difference in generation. The earliest of three generations mentioned before is the baby boomers. Baby boomers, or also known as the Baby Boom Generation by Eisner and Harvey (2009) were born between years 1945-1964. Other researchers however quoted a slight difference in the year range such as McIntosh (1994) and Lindquist (2008) quoting that Baby Boomers were born earlier between years 1943-1960, while Reisenwitz, and Iyer (2007) quoting a later year range between 1946 and 1964.

The next generation is the Generation X, are born between the years 1965-1980 (Eisner and Harvey, 2009). However, other researchers had mentioned a slight difference in the year range, such as between 1960 and 1982 (Lindquist, 2008), between 1961 and 1981 (Appelbaum, Serena, and Shapiro, 2004), and between 1963 and 1981 (Davis, Pawlowski, and Houston, 2006). The latest generation which is commonly known as Generation Y are those that were born from 1982 onwards (Milliron, 2008); while some researchers mentioned that it is those born around or after 1980 (Eisner and Harvey, 2009; Baldonado and Spangenburg 2009); while Hanzae, (2009) mentioned between 1974 and 1994; and Lindquist (2008) mentioned between 1982 and 2000.

Generation Y has been the focus of many studies of recent years due to the dramatic difference in characteristics of this particular generation as compared to its predecessors. As such, there are many researchers that gave this generation various terms to describe this generational cohort. Some of the terms used by the researchers include Millennials, Net Generation, Echo Boomers, and Nexters (Milliron, 2008; Eisner and Harvey, 2009; Hanzae, 2009; Baldonado and Spangenburg, 2009; Lindquist, 2008). According to Schlichtemeier-Nutzman (2002, as cited by Baldonado and Spangenburg, 2009), Generation Y are known as "Nexters" because they are the next wave of employees, or called "Echo Boomers" because they are similar to their Baby Boomer predecessor's size.

Due to the many different ranges of years quoted by different researchers on each generational cohort, in this paper the range of years will be set to prevent confusion. In this paper, the range of years will be adopting the classification by Eisner and Harvey (2009), where the Baby Boomers are those born between years 1945-1964, Generation X born between years 1965-1980, and Generation Y born after year 1980.

1.2 Problem Statement and Issues Concerning the Research Topic

The understanding of the factors that drive job applicants' choice when choosing a company to work for and their expectations from the company when they started work there is crucial to any organization, in terms of attracting and retaining talents. These factors generally differ from generation to generation of workers as mentioned in the Generational Theory. Generational theory states that individuals of a particular cohort exposed to similar political and social environment will develop distinctive values, beliefs, and personalities (Strauss and Howe, 1991, as cited in Lamm and Meeks, 2009). The political and social environment includes major political events, socio-economic transitions, technologies, work pattern changes, and unemployment rates (Macky, Gardner, and Forsyth, 2008).

A study by D'Amato and Herzfeldt (2008) using European samples found that there are important differences between different generations of managers currently employed in European organizations. The researchers also deduced that it is important in planning specific strategies for different generations to retain employees from that cohort, as it is found that the younger generation of managers have different views in their career compared to other older generations.

Although Generational theory assumes that cohort differences can be generalized, it does not objectively or absolutely differentiate between the generations. This is because someone born in 1980 (Generation X) would not completely be different in

their behaviour than those born in 1981 (Generation Y), even though they both are from two different cohorts. Hence, some individuals from different generational cohort may attach themselves to the characteristics of other generations (Lamm and Meeks, 2009). Even so, Twenge and Campbell (2008) had found that generational differences do indeed have psychological differences which influence a cohort's behaviour. They concluded that by understanding the difference in generations, organizations and managers will be more successful in the long run as they are able to harness the unique traits of their employees for the benefit of the company.

Generation Y employees comes to the workplace with a unique set of skills and expectations unlike any previous cohort; and carries with them the new age talents unlike the current employees which consists mostly of Generation Xs. Hence, employment expectations of the Generation Y revolving around issues such as recognition of their work, professional growth opportunities, meaningful tasks, and workplace flexibility, as well as on how these elements affect this generation's decisions to join or stay with a firm; are of importance to many companies.

For many years, companies strive to establish a system of practice that would suit the generation of employees that they wanted to recruit. As such, there had been many researches done in the past decades on the characteristics of Baby Boomers and the younger Generation X. As of now, it could be said that most companies are already adept in giving a suitable work environment towards the Generation X employees. But this generation of workforce is already ending, and now comes the newest cohort of Generation Y employees. Thus, for organizations which wanted to continue thriving in the competitive world of business today, the understanding on the Generation Y and their expectations of employment is of utmost importance. By understanding this new generation, the organization will able to recruit and secure new talents through means of preparing a suitable workplace which this cohort desire.

1.3 Research Questions

This paper seeks to provide the insights on the factors influencing the Generation Y's intention in selecting and joining an organization. Literature studies have been conducted on the workplace characteristics that are preferred by Baby Boomers, Generation X, and Generation Y in general. Also, four factors have been identified to be the commonly associated to workplace preference by Generation Y through literature research. The definition of these four factors which are the independent variables and along with the definition of the dependent variable will be further discussed in Chapter 2.

For this study, the dependent variable which is the intention of Generation Y in selecting or joining a particular organization will be simply known as "job application intention". Hence, the following research questions were constructed to guide this study on the factors influencing Malaysia's Generation Y job application intention:

1. How does the Generation Y view the importance of the factors; personal recognition, task meaningfulness, professional growth opportunity, and workplace flexibility; when they search and intend to apply for a job?
2. To what extent does the Generation Y expect acknowledgment and recognition from their employers, which it will lead to job application intention?
3. To what extent does the Generation Y want their jobs to be meaningful, which it will lead to job application intention?
4. To what extent does the Generation Y place high concern for professional growth opportunities in a company, which it will lead to job application intention?
5. To what extent does the Generation Y value workplace flexibility, which it will lead to job application intention?

1.4 Research Objectives

The main objective of this research is to understand the factors that are important to Generation Y undergraduate students from public or private higher educational institutions when they enter the workforce, which will influence their decision in selecting a company for employment after graduation. Furthermore it is important to understand the extent of the generation's views towards the importance of the factors that are studied in this research, which describes the kind of working environment that these Generation Y students would prefer when they enter the work force. As such, the research objectives are as follows:

1. To study on the extent Generation Y weighs the importance of personal recognition from their employers.
2. To study on the extent Generation Y weighs the importance of task meaningfulness from their work.
3. To study on the extent Generation Y weighs the importance of professional growth opportunity.
4. To study on the extent Generation Y weighs the importance of workplace flexibility.
5. To study on the strength of influence the factors of this study has towards Generation Y's job application intention.
6. To study on how well the research model is able to predict Generation Y's job application intention.

1.5 Significance of the Study

This study serves to better understand the latest generation undergraduates that is already in or is going to be entering the workforce. The generation in respect is Generation Y. The results obtained from this study will illustrate the importance of the factors studied in this research to the Generation Y when they select companies for employment or when they enter the workforce. This study will also be able to explain the factors or characteristics that affect the type of companies that these generational cohort will more likely to pick to work in. This in turns could as well be significant for companies to understand well what this new generation of people look for, thus able to use this information to use in attaining talents and talent retention strategies.

1.6 Scope of the Study

The sample for the research will be drawn conveniently from 200 undergraduate students; both local public and private colleges and universities; from Kuala Lumpur and Selangor only. This is because many of the younger generations from all over Malaysia will be concentrated in Kuala Lumpur and Selangor due to the opportunity to work and the availability of many prestigious higher educational institutions. Therefore, it is possible to derive a generalized prediction of Generation Y in Malaysia by studying the students from only in Kuala Lumpur and Selangor. The distribution of the survey questionnaires is not biased towards any family background, race, religion, or gender; as the purpose of this research is to understand Generation Y as a general group.

1.7 Outline of the Report

This report will have five chapters. The first chapter which is this current chapter will cover the introduction of the topic in study. The next chapter, Chapter Two will cover on the literature review and research hypotheses development. Following will be Chapter Three which will cover on the methodology used in this study. The fourth chapter, Chapter Four will be the report of the results and analysis of this study which include the hypotheses testing. Finally, Chapter Five will cover the discussion of the analysis of Chapter Four and will end the report with the overall conclusion of this report.

1.8 Chapter 1 Conclusion

This chapter covers the basic foundation of this study. It introduced the background of the research. Then, the problem statement and issues concerning the research topic were covered. The research questions and research objectives were stated to show which direction this study will be heading, and finally the significance of the study and the scope of the study were justified.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction of Chapter 2

This chapter covers the review of the literature related to the topic of this study. Hypotheses will be constructed from the literature review below.

2.1 The generations in general

Generations are shaped by their environment (Milliron, 2008). The generation cohort of the early 21st century, known as Generation Y, were born in an economically expanding, fast-paced, electronic age with the greatest information access, product choice, and ease of communication in history. As such there are huge dissimilarity between the young generation and their senior generations. Generation Y are described as better educated and more focused on teamwork, achievement, and good conduct (Howe, Strauss, and Matson, 2000, as cited by Milliron, 2008). They have different financial commitments, and thus, more than 70 percent of their income is spent capriciously, with the majority going to entertainment, travel, and food (McCrindle, 2002 as cited by Hanzaee, 2009). This is definitely different than the previous generations who have lived through hardships and a more unstable growing

environment. These differences, especially in workplace related preferences or behaviour will be discussed in coming sub-sections.

2.1.1 Baby Boomers

Baby Boomers grew up in the 1950s and 1960s with feelings of prosperity, safety and that anything was possible (Lowe, Levitt, and Wilson, 2008). As they are the largest generation in history, they are competitive by nature, believe in growth, change and expansion. They want it all and work long hours, show loyalty and will be ruthless if necessary to obtain success and material possessions, and also many do not plan to retire. Baby Boomers are passionate about their careers and are the ones that created the 60-hour work week (Lindquist, 2008). They like participation and spirit in the workplace and have fought to bring humanity and heart into the office, creating a fair and level playing field for all. As a group, they are collegial and consensual, and they like growth, expansion, and teamwork. As such, in the workplace, Baby Boomers tend to seek consensus. They dislike authoritarianism and laziness and tend to micro-manage others. They have paid their dues and proactively climbed the corporate ladder making new rules along the way. However, Baby Boomers respect authority, although they want to be viewed and treated as equals (Eisner, 2005).

2.1.2 Generation X

Generation X is the cohort which due to their edgy scepticism has received much negative press, while they also crave for feedback, desire workplace flexibility, hate close supervision, and "work to live, not live to work" (Lindquist, 2008). Thus this Generation strive for work-life balance, and thus are not loyal to a workplace (Besheer and Ricci, 2010). Their approach to authority is casual, as they prefer informality, and they are, as a group, quite self-reliant (Lindquist, 2008). They however, have learned that hard work is no guarantee of survival, since they have

seen that corporations can discard employees without warning. Hence, they tend to be self-reliant, individualistic and distrustful of large corporations (Lowe et al., 2008). While growing up, the Generation X cohort had a democratic relationship with their parents and never learned to be good soldiers. They also went to school in a system that encouraged diverse viewpoints. Thus they lack in social skills and they make up for it in their technical ability. At work, Generation X is unlikely to work for a single company or value long hours. They value developing skills and keeping them current, and also respond well to a coaching management style that provides prompt feedback and credit for results. This generation finds ways to get things done smart, fast and even by bending the rules (Eisner, 2005).

2.1.3 Generation Y

Members of Generation Y, the group of youths, born into a world that already celebrated the individual, were raised to put themselves first and follow their own dreams (Lindquist, 2008). Thinking of themselves as special, individuals in this cohort do not have automatic respect for authority and feel free to make suggestions if they think they can improve a situation. Generation Y demand that respect be earned and not just assumed by position. Besheer and Ricci (2010) refer to this trait as the mentality of “I want it all now”.

Generation Y had been observed to be more idealistic than the previous generation which is Generation X, although they are a little bit more realistic than Baby Boomers. Generation Y is described as "considerably more optimistic and more interested in volunteerism than Generation X" (Schlichtemeier-Nutzman, 2002, p. 49 as cited by Baldonado and Spangenburg, 2009). Generation Y's beliefs and expectations toward work, work ethics, job expectations, values, and overall job satisfaction had been highly influenced from the global communication and access to instant information via the Internet (Martin and Tulgan, 2001, as cited by Baldonado and Spangenburg, 2009). As such Schlichtemeier-Nutzman (2002, as cited

by Baldonado and Spangenburg, 2009) noted that the scope Generation Y's potential impact is still being studied as they have only begun entering the workforce.

2.2 Employer-Employee Relationship with Generation Y

Generation Y knows how to value themselves since they are a highly educated cohort. They tend to see things in a different light than they predecessor generations, especially in the form of self-value. Thus, when working with the Generation Y cohort, superiors should not treat these employees like they treat the previous generations. Generation Y prefers to be respected, in ways that they are viewed as a talent, and not just any worker. As such, the Generation Y views that they can work happily, be valued and will be respected (Broadbridge, Maxwell, and Ogden, 2007).

Generation Y do not give respect based merely upon age, experience, or even organizational authority; rather they value intelligence and genuine contributions to the organization (Yeaton, 2008). Generation Ys also prize innovative thinking and ingenuity. As a result, it is crucial for employers in highlighting the creative and productive aspects of a position to Generation Y job seekers. When appointing tasks to Generation Y employees, employers must explain the importance of tasks and projects. This will require that managers explain the importance of the “why” questions which Generation Y employees will ask (Yeaton, 2008). Telling the Generation Y employees with only "That's the way we've always done it" will never satisfy them. This generation of people want to understand the genuine need to perform functions or tasks (Yeaton, 2008). Even so, these young workers' fresh perspective should bring in new ideas into their workplace even if their constant questioning of authority may be challenging or frustrating for employers to handle them.

Employers and superiors should also treat Generation Y employees as colleagues, not as interns or “teenagers.” This generation of employees can't stand arrogant managers who yell and scream, and who are not approachable when they need their questions answered (Martin, 2005). The superiors should also consistently let Generation Y employees know when they've done a good job, give immediate praise, recognition and rewards for great performance.

It is Generation Y's desire to be valued based on their intelligence and contributions to the organization (Yeaton, 2008). They work hard and are motivated by clearly defined goals. This generation of employees requires clear communication from their employers and they will without a doubt push for clearly defined parameters. Even when these attitudes of Generation Y employees may be different and difficult to handle, managers need not fret as sometimes ambiguity in communications in working environment is unavoidable in large and complex organizations.

Yeaton (2008) recommends that employers should embrace technological innovation, because as the use of technology becomes more and more important for businesses, the management will expect that new employees have the expertise to handle the technological challenges. This in fact, will be appreciated by the younger employees, while also this generation's level of comfort and expertise on technologies will provide additional resources which will become building blocks to a company's technological capabilities. This generation's proficiency with newer technologies may provide new opportunities or efficiencies to an organization. As an example, messaging communications using software such as Skype may become an increasingly useful communication tool within the working place by allowing communication between employees in virtual real time about work-related issues. Therefore it is encouraged that employers should support their Generation Y employees to use innovative computer technologies in the workplace to improve efficiency.

Finally, employers should take the time to get to know each Generation Y employee, and listen to them. They should show the young employees that they genuinely care about their success in the organization as well as care about them as persons (Martin, 2005). Take the initiative to build relationships as crucial to the management or as important as accomplishing results. Employers or superiors should simply go for a walk, take them to lunch, have coffee, etc. This is because Generation Y people feel more comfortable in informal settings than in formal meetings, and appreciates frequent and candid interaction with their manager which stimulates the sense of being secured and appreciated (Josiam et al., 2009). The Generation Y employees despite being independent, they are as well seen as being emotionally needy and consequently, constantly seeking approval and praise (Shaw and Fairhurst, 2008).

2.3 Generation Y on Career Growth Opportunities

Organizations should think about the idea of initiating a management development program or mentoring program to train and encourage talented staff. These programs show that employers recognize employees' achievement and potential without having the need to spend excessive organizational resources. Mutual respect and understanding between employers and employees can be established by simply through an open and collegial dialogue about career progression (Yeaton, 2008). Employers again should provide employee feedback on the youngsters' performance as Generation Ys are used to playing computer games with immediate feedback on their decisions. Thus, they will want immediate feedback on their work performance as well. (Yeaton, 2008).

Generation Y students today are materially oriented towards using a degree to get a job, and are interested in vocational degrees and a lucrative career more so than previous generations (Rolfe, 2001, as cited in as cited in Broadbridge et al., 2007). For example, when a Generation Y undertakes a vocational degree, the students then expect him or herself to be successful in that particular industry, or else they do not

see why they would even consider in undertaking and specialising their studies. The Generation Y cohort are said to get married older and wait longer to graduate from colleges. This caused them to live for longer periods with their parents. As such, some people of this cohort are getting more and more demanding as employees as compared to previous generations and they are not afraid of expressing their opinions (Earle, 2003, as cited in Szamosi, 2006).

According to Yeaton (2008), one of the most difficult, and yet the most important aspects in recruitment is the process of describing the hierarchy of the organization and the progression up the organizational ladder to applicants. This is because it will require explaining the insights and experiences one will gain within the organization, while not ignoring the value which the new recruit may bring into the organization. This aspect is necessary younger generations often view traditional job progression are slow and dull. Employers must understand the importance of providing Generation Y workers with opportunities to grow in their job. This is because growing in one's career was important to Generation Y. As such, managers can provide the Generation Y employees with challenging work as their skill and knowledge progressed (Baldonado and Spangenburg, 2009).

Generation Y youngsters are goal and achievement oriented Yeaton (2008). Computer games provide a sense of seemingly endless goals, which also gives immediate feedback when a player successfully moves on to the next stage of the game. Due to this generation of youngsters grown up playing computer games, they are already familiar with the concept of needing to consistently achieving goals in order to move forward. Such experience in their growing up life have made the people of this generation exceptionally goal and achievement oriented (Yeaton, 2008). And thus, these people of the Generation Y will have the tendency to desire these types of experiences in the work environment. Therefore, it could be said that the opportunity to advance is this generation's prime motivator in joining or staying with an organization. Also, Rawlins, Indvik, and Johnson (2008) had mentioned that it is interesting that the opportunity for growth or training, promotion opportunities,

variety in job responsibilities, and teamwork indicates that Generation Y will perceive quite a lot of interest in the work. Martin (2005) also found that when Generation Y employees are asked what they were looking for in a career, these young people optimistically said they wanted to play meaningful roles doing meaningful work on teams of highly committed, motivated co-workers.

It was said that once in the labour market, Generation Y is perceived to be high maintenance which they are typically motivated by a desire to enhance professional skills in order to remain marketable (Hira, 2007; Shaw and Fairhurst, 2008). Shaw and Fairhurst (2008) added that the reduction in lifetime employment has made Generation Y graduates more aware of the need for constant skill development and updating and as a result of this awareness, it causes the likeliness of this generation to play a practical role in their own career planning and execution. This generation perceives challenging and meaningful assignments to be far more important for their self development than lifelong employment (Baruch, 2004). Subsequently, Generation Y constantly seek opportunities to learn and grow professionally (Eisner, 2005) and embark on fast track leadership programmes (Glass, 2007).

2.4 Motivating and Retaining Generation Y

Employers of Generation Y who are not open and honest will not expect loyalty from their young workers. This is because Generation Y employees will only give and receive loyalty based on honesty and respect rather than how much time they have served with a company. They will also show loyalty and dedication as long as they are achieving their goals but after that they will go to another company for their next challenge (Kerslake, 2005). Generation Y employees strives to prove themselves of their abilities. Thus, for a company wanting to attract these young generation employees, the employers should also emphasize on the challenges, growth opportunities, and the contributions employees can make to the organization

(Yeaton, 2008). Job security is not a motivator and the Generation Y employees do not expect long-term employment (Broadbridge et al., 2007). Baruch (2004) argues that these employees seem to be less interested in a lifelong job, but rather more interested in challenging and meaningful assignments for their self-development. This needs to be taken into consideration by companies in developing career opportunities for their graduate entrants.

Jamrog and Stopper (2002, as cited in Szamosi, 2006) had listed out the five most important factors that will help managers attract and retain their Generation Y employees. The factors mentioned are the offer of challenging work experience, as well as other factors such as the development of good supervisor-worker relationships, open and honest communication, non-stopping training and development opportunities, and involving employees to company's success.

Generation Y crave for responsibilities and the chance to prove themselves (Kerslake, 2005). Baldonado and Spangenburg (2009) had mentioned that organizations should use achievement as a way to reward or motivate Generation Y workers. This is especially when Generation Y achieves at work, the managers can motivate them by using rewards or increased responsibility. For example, employers can show their recognition of performance by awarding "employee of the month" award or simply giving time off for performing employees to motivate to a Generation Y worker ("Motivate your team", 2010). Managers can also customize rewards and incentives to best fit an employee's need; such as gift certificates. By offering increasing responsibilities as a reward, Generation Y workers feels that they are viewed as being trusted with responsibility; and thus acts as good motivator.

2.5 Generation Y on Workplace Flexibility and Fun

Generation Y would expect that their future employers allowing them to have flexibility in their work. This means they are empowered and is allowed to have the freedom to get the task done in their own way and at their own pace. Generation Y also want their bosses to have an open mind and a positive attitude into allowing them perform their work responsibilities according to their own preferences. Generation Y do not like being micro-managed by their superiors; although they do want clear directions and managerial support (Broadbridge et al., 2007).

Generation Y prefers work-life balance and employment flexibility is a way of achieving the work-life balance (Kerslake, 2005). Hence, Maxwell (2005, as cited in Broadbridge et al., 2007) stressed that the management and culture of organisations must support such flexibility. When there are long anti-social working hours, it will create a potential tension in the work life balance of this generation of future employees. Morton (2002) claims that Generation Y value diversity, equality and tolerance in both private and public areas of their own lives.

People of Generation Y were exposed to diverse lifestyles and cultures in school at an early age, and tend to respect different races, ethnic groups, and sexual orientations (Bell and Narz, 2007). Generation Y employees are exceptionally comfortable with diversity, and are accustomed to computer technology, immediacy, and multitasking. They are said to be environmentally conscious, open to chronic boredom, and have short attention spans (Rahman, and Azhar, 2011). Even so, they seek out creative challenges and projects with deadlines so they can build up ownership of their tasks, while they view their colleagues as source in gaining knowledge (Lockwood, 2011). Nonetheless, these Generation employees value professional development and strive to work faster and better while having the preference to seek jobs which has flexibility, telecommuting options, and the option to temporarily leave from their work or to work part-time when having children (Bell and Narz, 2007; Lockwood,

2011). As such, it is recommended that employers need to adjust to their demands as the Generation Y enters the workforce.

Flexible work arrangements have many advantages for companies if they want to gain competitive advantage in attracting and retaining the highly valuable and highly educated Generation Y employees. Flexible work arrangements comprise any arrangement that varies from the traditional schedule of 8:00 a.m. to 5:00 p.m., Monday through Friday, in an office setting (Bell and Narz, 2007). As explained by Bell and Narz (2007), these arrangements frequently include flexibility in the hours in which employees work, the places where they work, their access to technology, their professional development opportunities, and mentors to help employees adjust to new ways of working. Flextime allows flexibility in the sense of when employees arrive at and leave work. There is frequently some core time each day when all employees must be present, where the employees are given flexibility in structuring the rest of their work time (Bell and Narz, 2007). Telecommuting is a kind of flexible work arrangements which allows employees to regularly able to work at home or another site. This work arrangement has been made possible with the existence of the Internet, fax machines, e-mail, and cell phones as people are now able communicate and access data without being physically present in the office. Therefore, it is important for employers to consider flexible schedules because Generation Y employees desire a balance between work and family life. Organizations should also consider adding increased flexibility to work schedules or probably giving the employees options such as working from home or even the managers should be flexible enough to customize schedules, work assignments, projects and career paths for this new generation employees as the “one size fits all” concept that worked for the older generations are no longer workable for the Generation Y (Allen, 2004; Martin, 2005).

The motivation which would attract, retain and engage the Generation Y employees which is said to be a potential new and untapped source of talent and knowledge, is very much different to the motivation that influences the previous generations. Amar

(2004) said that there are three sources of work motivation. These sources of motivation known as antecedents are the job antecedents, the outcomes antecedents which includes the rewards and sanctions, and the organisational system antecedents which includes policies, practices, culture, image position in its market and industry. The biggest motivator for these younger employees is the lack of controls on them as this frees their mind and allows them to engage in activities that bring about innovation. Moreover, the reduced control gives them a sense of empowerment.

Generation Y employees tend to seek a balance between work and family and are motivated by not only salary but also benefits and schedule flexibility (Yeaton, 2008). This aspect of Generation Y wanting a life outside of work makes having a flexible work schedule an significant factor. Employers again should support work-life balance in the workplace since the Generation Y clearly believed that their personal life is just as important as their professional life. Managers and leaders can also motivate Generation Y employees by advocating work-life policies or programs in the workplace (Baldonado and Spangenburg 2009). Examples of work-life programs should include at least some of various discounts on membership or even free training such as fitness facilities or discount membership, education or training opportunities, flexible working arrangements, family leave policies, and childcare or eldercare programs. Generation Y employees seeks for something beyond being a passionate career minded person. They want the time they can get to build and maintain personal relationships, and thus, emphasizing these flexible job attributes to potential employees will appeal to their need to have a life outside of work (Yeaton, 2008). It is also important to create working conditions suited for Generation Y employees. Such working conditions include a safe and comfortable working environment that mattered to these workers. Employers must clearly communicate safety and fun at work to the employees. Having a fun and comfortable working environment can greatly motivate the Generation Y cohort (Baldonado and Spangenburg 2009).

Generation Y employees expect fun on the job, and will be surprised when they are expected to start at the bottom and work their way up. They also want to make important decisions right away (Rawlins et al., 2008). In the research by Rawlins et al., (2008) mentioned that they wanted work which allows them to manage as well as the need for autonomy. They also found out that Generation Y want a job that they like doing, and pointed out that they would not accept a job where they are needed to remain at their desk all day. This shows that this generation has the belief that after getting a college degree will offer them enough preparation to immediately take on managerial responsibilities (Rawlins et al., 2008). The Generation Y employees are characterised not only by their desire to have a portable career, they desire even greater degrees of personal flexibility, professional satisfaction and immediacy, wanting to and needing to learn and seeing continuous learning, like change, as a way of life (Sayers, 2007). In addition, they seek work life balance and if forced they will select family and friends over work (Shaw and Fairhurst, 2008).

The Generation Y employees are already ready to adapt to new people, places and circumstances. They do not only expect change; they demand it. This generation cohort are looking for work places where they can move from project to project, position to position, department to department, location to location, and will seek out opportunities where they can continue to learn marketable skills and gather experience that will serve them in the future (Martin, 2005).

2.6 Other Traits of Generation Y in the Workplace

Generation Y have been illustrated as the cohort that is well-educated, are confident with their abilities, passionate, optimistic, socially conscious and having integrity (*Retail Merchandiser*, 2003, as cited in Broadbridge et al., 2007). Martin (2005) has also claimed that Generation Y is practically well versed in technological know-how, is independent and self-reliant, as well as entrepreneurial thinkers. Not to mention, this generation are claimed to prefer jobs that provide training, have fair

compensation, and a positive company culture that supports empowerment of employees (Morton, 2002). As the matter of fact, Generation Y employees expect to be provided constant training (Josiam et al., 2009).

The young people of Generation Y own an abundance of positive attributes and skills and are also intellectually curious as well as having a dislike towards status quo (Yeaton, 2008). Due to this, this cohort will have the tendency to question current practices and will not hesitate to request or seek for a better approach. Hence, employees of this young cohort will often look for ways to make things more efficient and improve tasks and projects. Generally, these young employees are the technologically skilful enough to incorporate current trends and innovative technologies into their work. Generation Y employees are hard workers and if they are properly motivated and recognized, they will supply their professional abilities as future organizational leaders to move the organization in a significant and meaningful way (Yeaton, 2008).

Managers often complain that these cohort of employees don't want to be told what to do. This is due to the misunderstanding of the independent spirit that this cohort possesses. This is because although they demand for freedom and flexibility to get their task done in their own way, at their own pace, they still want clear directions and managerial support (Martin, 2005). Generation Y employees also loves to figuring out the best way in completing their task whether it is done individually or as a collaborative approach. Hence it is best if the employer's management style could be flexible enough to plan time for trial and error, while giving consideration in the pacing and collaborative needs of the employees.

Although Generation Y employees work well alone, they work better together as they are more accustomed to team playing than previous generations. As such, customization in training and career paths for this generation of employees is a must for organizations (Broadbridge et al., 2007). Not to mention, Generation Y are adept in multitasking and tend to be comfortable working in groups or in collaborative

settings (Yeaton, 2008). This generation values intelligence and education, and have high self-esteem and are very confident. However, while they are goal and achievement oriented, this generation cohort are not overly loyal to any organization and they "want a life" (Yeaton, 2008).

The Generation Y cohort has been educated during an era when group projects have been integrated throughout the curriculum from the time they still studying in elementary school. Therefore, most have developed group skills and are had become skilful at completing tasks while working in teams. Generation Y youngsters are in fact already pretty much capable at identifying people with the suitable skill set for team projects and is very clear about the types of people with whom he or she will work well with and those with whom he or she have difficulty with (Yeaton, 2008). These skills are beneficial for organizations, and a way to identify this skill is for managers to evaluate the potential recruits' performance in performing informal team-building exercises during the recruitment process.

Employers should encourage the use of collaborative work skills which Generation Y has by encouraging team work when appropriate. Although there are some working tasks that do not and should not require collaboration, employers could make sure that there is room for innovation. With this, employers should consider reorganizing tasks to allow collaborative efforts and innovative approaches to projects (Yeaton, 2008). The Generation Y cohort are described as confident, independent and individualistic, self reliant and entrepreneurial (Shaw and Fairhurst, 2008) and at the same time socially active, collaborative, team oriented and used to having structure in their lives as a result of the type of parenting they have received (Glass, 2007). However, there is this seemingly contradictory dimension to the Generation Y cohort's independent description. This is the desire for collaboration. Although this generation may work well alone, they however work better together (Martin, 2005).

2.7 Operational Definition of the Variables

Due to the many different terms and aspects used by various researchers on similar studies, there will be a set definition of the variables in this study. The variable Personal Recognition was adopted from and described by Bright (2010) in terms of praise, recognition, and rewards attained from their superior when they did a good job. The variable Task Meaningfulness was adopted from and described by Bright (2010) in terms of performing work and tasks which are significant, meaningful, and important to the organization or society. The variable Professional Growth Opportunity was adopted from and described by Bright (2010) in terms of having the opportunity to increase ones skill, knowledge, and ability. The original term “Professional Growth” was modified for this study into “Professional Growth Opportunity”. The variable Workplace Flexibility was adopted from and described by Blomme, Van Rheede, and Tromp (2010) in terms of work-family balance and by Albion (2004) in terms of flexible work options and arrangements. However the term Workplace Flexibility that was used to describe the variable of flexibility was adopted from Blomme et al. (2010). The term of the variable Job Application Intention was adopted and modified from Van Birgelen, Wetzels, and van Dolen (2008), from its original “intentions to apply” to “Job Application Intention”.

2.8 Research Hypotheses and Research Framework

2.8.1 Research Hypotheses

The hypotheses of this study are developed from the literature review. There are five hypotheses as listed below:

H1_a: There is significant relationship between Personal Recognition and Job Application Intention

H2_a: There is significant relationship between Task Meaningfulness and Job Application Intention

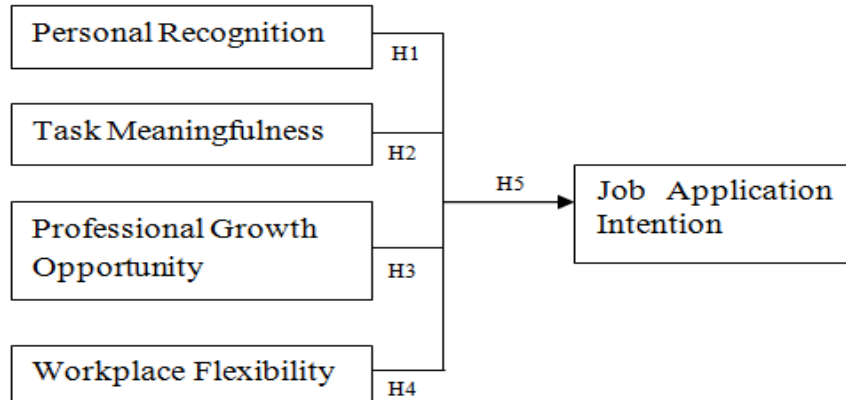
H3_a: There is significant relationship between Professional Growth Opportunity and Job Application Intention

H4_a: There is significant relationship between Workplace Flexibility and Job Application Intention

H5_a: There is significant relationship between at least one of the variables and Job Application Intention ($\beta_1 = \beta_2 = \beta_3 = \beta_4 \neq 0$)

2.8.2 Research Framework

Figure 1: Research Framework



The Figure 1 shows the research framework and the relationship of the variables with Job Application Intention. The hypotheses H1-H4 corresponding to the variables are indicated in the framework. Hypothesis H5 which is about the overall relationship with the dependent variable is also indicated in the figure.

2.9 Chapter 2 Conclusion

This chapter provides the literature review of past studies by various researchers on relevant topics on Generation Y and their characteristics in the workforce. The variable operational definition was defined in this chapter. The research hypotheses and research framework were also constructed based on the literature review.

CHAPTER 3

METHODOLOGY

3.0 Introduction of Chapter 3

This research examines on the factors that will influence Generation Y undergraduate students' intention to join a company when they enter the workforce. These factors are important to know what will affect these Generation Y prospective employees in making their decision to submit an application to the company of their choice. This means that this research serves as a guide on telling which type of organisational attributes will attract Generation Y graduates to apply for a job. Corporate recruiters are keen to attract high numbers of both men and women applicants (Barber, 1998, as cited in Terjesen, Vinnicombe and Freeman, 2007). Thus, it is important for these recruiters and employers to understand potential applicants' desired organisational attributes and their assessment of these attributes in their organisation.

This chapter describes the research methodology that was used in this study. The topics included in this chapter include data collection sources, sampling design, research instrument, primary data collection method, and data analysis and hypotheses testing method. The procedures to develop the survey questionnaire, sample size determination, and data analysis instruments are also presented in this chapter.

3.1 Data Collection

3.1.1 Primary Data Sources

Data collection in a research study can be done in two sources; which are the primary data source and the secondary data source. The first source for data collection which is the primary data source refers to the information that was obtained personally by the researcher relating to the research variables for the specific purpose of the study (Sekaran and Bougie, 2010). There are many sources to collect primary data. The most common sources of primary data which involves direct interaction with the source include individuals, focus groups, unobtrusive observation methods, or even specially set up panels of respondents. Other sources which are also more common especially in this new age of technology modernization include various methods of Internet questionnaire distribution. The primary data collection sources in this study are the individual students from both public and private higher educational institutions.

3.1.2 Secondary Data Sources

The second source of data collection which is the secondary data sources refers to the information which was gathered from already existing sources (Sekaran and Bougie, 2010). The sources to collect secondary data include official records or archives, publications, newspapers, magazines, academic reference books, industry analysis, research journals, and the Internet. From the Internet, secondary data can be collected from websites or electronic materials which include electronic books and academic e-journals which are hosted in electronic databases that can be accessed online. The secondary data collection in this study were sourced from academic books which are related to the research topic and electronic journal databases such as ProQuest and EBSCOhost which were accessible through the Universiti Tunku Abdul Rahman's online library portal.

3.2 Sampling Design

3.2.1 Sample Population

The target population for this study were Generation Y full-time students currently still studying at either the public or private higher educational institutions in Malaysia which includes colleges, universities, and university-colleges. The sampling location that was chosen for this study was within Kuala Lumpur and Selangor for the reason that many of the younger generations from all over Malaysia will be concentrated in Kuala Lumpur and Selangor due to the opportunity to work and the availability of many prestigious higher educational institutions, as explained before in Chapter 1.

3.2.2 Sampling Method

The sampling method chosen for this study is the non-probability sampling method of convenience sampling. Convenience sampling is a sampling method where information is collected from the members of the population which are most conveniently available to provide relevant data for a study. According to Hair, Money, Samouel, and Page (2007), convenience sampling is used because it enables researchers to quickly collect their data and is very cost effective. Convenience sampling is a sufficient sampling method used for this study as the sample population are students who came from all around Malaysia and gather in higher educational institutions in Kuala Lumpur and Selangor, thus it is believed to provide enough indication of the Malaysian Generation Y population (Zgheib and Kowatly, 2011).

3.2.3 Sampling Location

According to Higher Education in Malaysia (2009), in Malaysia there are 20 public universities, 4 foreign university branch campuses, 33 private universities, 500 private colleges, 24 polytechnic institutions, and 37 public community colleges. From the list of public and private higher educational institutions listed in Department of Higher Education (2008), in Kuala Lumpur and Selangor have 6 public universities, 27 private universities, 16 university colleges, 2 foreign university branch campuses, and 200 private colleges.

For this study, the survey questionnaires were handed out by convenience sampling method to the undergraduate students (the respondents) of public and private higher educational institutions. The locations of handing out the questionnaire were within the campus of selected public and private colleges and universities. Three private universities, one public university, and one private college were selected for the distribution of the survey questionnaire due to their abundance of students who come from various states in Malaysia. Permission to conduct this study on their respective campuses was obtained from the involved public and private higher educational institutions. The name of the higher educational institutions involved for this study will not be mentioned to assure their confidentiality.

3.2.4 Sample Size Determination

There are many methods to determine the suitable sample size for a research study. This is because sample size is important in helping the researchers to efficiently estimate the characteristics of large populations. In other words, suitable sample size in a research is important as it establishes the representativeness of the sample for “generalizability”. Therefore an appropriate sample size determination method is usually determined prior to data collection. If in the case where the sample size was not adequate for the desired level of precision and confidence, no matter how

sophisticated or complex the study is, it will not be useful in the research as it not will be able to meet the objectives of the study (Sekaran and Bougie, 2010). Moreover, sample size determination are influenced by various factors, such as funding, time factor, the availability and access to potential participants to a study, the planned methods of analysis, as well as the degree of precision and accuracy which is required (De Vaus, 2001). Generally, the larger the size of the sample the better, although there is a certain point where increasing the sample any further will only small benefits to a study. Not to mention, a sample size that is too large, for example above 500, will be prone to committing Type II errors. This means that the researchers accept the findings of their study, although in actual fact they are supposed to reject them. Sekaran and Bougie (2010) explains that when there is a sample size which is too large, even when there are only weak relationships between two variables, it will still lead to significant levels. From this kind of finding, researchers will be persuaded to believe that these significant relationships between the variables are indeed true to the population, even though in actuality they may not be true at all.

Therefore, Roscoe (1975) proposed a set of rule of thumb for the determination of sample size. The first rule of thumb is that sample size larger than 30 and less than 500 are appropriate for most research studied. This rule is applied to the sample size determination of this study to identify the highest number of appropriate sample size. The second rule of thumb is that when a study has the requirement to break the sample into sub-samples, such as gender, race, or income for example, it is necessary for each of the sub-samples categories to have the minimum sample size of 30. This rule is not applicable for this study as this study is not a study which compares the traits of different categories of the respondents. This study as mentioned in Chapter 1 is a research that studies on the Generation Y's job application intention as a general group. The third rule of thumb proposed by Roscoe (1975) is that in a multivariate research, which includes multiple regression analyses, it is recommended that the sample size should be at least several times larger than the number of variables in the study. This rule is applied in this study using the formula recommended by

(Tabachnick and Fidell, 2001) to also fulfil the objectives of this study. The details of this formula will be discussed in the next paragraph.

As mentioned before, sample size determination is an important process in a research study. Hence, to fulfil the objectives of this study, suitable sample size determination has been chosen. The formula used to determine the minimum required sample size in this study is $N \geq 50 + 8m$ (Tabachnick and Fidell, 2001). According to Tabachnick and Fidell (2001), the formula is a rule of thumb for determining sample size for multiple regression analysis involving the testing of R-square. From here, the calculation for the required sample size will be:

$$N \geq 50 + 8m$$

$$N \geq 50 + 8(4)$$

$$N \geq 50 + 32$$

$$N \geq 82$$

sample size

where, N =

m = number of
independent
variables

From the calculation shown, the sample size for this study should be more than 82. Along with the rule of thumb proposed by Roscoe (1975) where a sample size should be larger than 30 and is lesser than 500, the sample size for this study was decided to be 200.

3.3 Research Instrument

In a research study, it is important to obtain accurate information in order to fulfil the research questions and objectives. Therefore it is important to properly design the questionnaire. A questionnaire is a prepared set of questions or measures used to collect primary data from the respondents by the researchers. According to Hair et al. (2007), researchers must understand that there is only one opportunity to interact with the respondents when designing the questionnaire. Hence it is important that the questionnaire is able to efficiently gather as many data as possible using that one opportunity.

There are a few methods to ensure that the questionnaire design will be able to fulfil the research objectives while is easily understood and will be correctly answered by the respondents so that primary data collection is accurate. Hair et al. (2007) recommends that questionnaires should be constructed using simple words. This means that the language must be understandable by the respondents. Therefore jargons or technical words should be avoided unless they are really necessary. When technical terms have to be included, it is best is there are definitions provided for the possibility that misunderstandings could occur. The questions should also be brief as long questions have low response rates and are more prone to produce more error in responses. Also, the length in which a questionnaire takes to be completed and the burden on the respondents should also be mindful of (De Vaus, 2001). The burden on the respondents refers to the inconvenience, invasion of privacy, and time. Ambiguity in the wording of the questionnaire should also be avoided and thus clear and concise words that do not have more than one meaning should be used. The following subsection will cover the questionnaire design which describes how the survey questions were derived and the details on the pilot test which serve as the final step in the questionnaire design which is to ensure that the reliability of the questionnaire items.

3.3.1 The Questionnaire Design

This study utilizes quantitative data collection method which is of self-completion by the respondents. The questionnaire will be a survey distributed by convenience sampling. Self-completion survey refers to the approach in collecting data using structured questionnaires. A structured questionnaire is a predetermined set of questions or research items that was designed to gather primary data from the respondents (Hair et al., 2007). It is a scientifically developed instrument for the measurement of the characteristics of interest for a research study. The following paragraphs will describe on the development of the questionnaire.

The survey questionnaire will have four parts. The first part (Part A) will ask about the respondent's generation information. In Part A, the respondents of the survey were required to fill up demographic information such as age, working experience, current employment status, and current level of education.

In the second part (Part B), the respondents were required to answer the questions provided, which each questions has the purpose of allowing the respondents to rate on each attribute's desirability according to a Likert-type scale of 1-5 with 1= highly undesirable and 5= highly desirable. There will be three subsections within Part B; which are Personal Recognition, Task Meaningfulness, and Professional Growth Opportunity. Each of the subsections will have questions (items) related to their respective variables. In this Part B, there will be four items relating to Personal Recognition, another four items relating to Task Meaningfulness, and five items relating to Professional Growth Opportunity.

The items of Personal Recognition were adopted and modified from Bright (2010). Four relevant items were picked for the construction of the questionnaire as some of the items do not fit the context of this research. The following were the items used in the questionnaire survey for the variable Personal Recognition:

- i. Praise from your supervisor/superior/manager for a job well done

-
- ii. Receiving non-monetary awards for a job well done
 - iii. Acknowledgment for your work well done
 - iv. Receiving "pats-on-the-back" for a job well done

The items of Task Meaningfulness were adopted and modified from Bright (2010). Four relevant items were picked for the construction of the questionnaire as some of the items do not fit the context of this research. The following were the items used in the questionnaire survey for the variable Task Meaningfulness:

- i. The opportunity to make important decisions in your organization
- ii. The opportunity to contribute your opinions to your organization
- iii. Performing meaningful and significant job tasks
- iv. Performing job tasks that are critical to the success of your organization

The items of Professional Growth Opportunity were adapted from Bright (2010). Five relevant items were picked for the construction of the questionnaire as some of the items do not fit the context of this research. The following were the items used in the questionnaire survey for the variable Professional Growth Opportunity:

- i. The chance to gain relevant job training
- ii. Increasing your work-related skills and abilities
- iii. The opportunity to use all your knowledge, skills, and abilities on your job
- iv. Learning new things on your job
- v. Attending work-related conferences and events

In the third part (Part C), the respondents were required to answer the questions provided, which each questions has the purpose of allowing the respondents to rate their agreeableness according to a Likert-type scale of 1-5 with 1= strongly disagree and 5= strongly agree. There will be one subsection within Part C; which is Workplace Flexibility. This subsection will also have questions (items) related to the

respective variable. In this Part C, there will be five items relating to Workplace Flexibility.

The items of Workplace Flexibility were adopted and modified from Albion (2004). Five relevant items were picked for the construction of the questionnaire as some of the items do not fit the context of this research. The following were the items used in the questionnaire survey for the variable Workplace Flexibility:

- i. Flexible working arrangements are essential for me in order to be able to deal with other interests and responsibilities outside work
- ii. Working more flexible hours is essential for me in order to attend to family responsibilities
- iii. Working more flexible hours will help me balance life commitments
- iv. Allowing freedom and flexibility in completing my tasks are essential for me in order to be able to manage variations in workload and responsibilities
- v. Allowing freedom and flexibility in completing my tasks will enable me to focus more on the job when I am at the workplace

In the final part (Part D), the respondents were required to answer the questions provided, which each questions has the purpose of allowing the respondents to rate their agreeableness according to a Likert-type scale of 1-5 with 1= strongly disagree and 5= strongly agree. There will be one subsection within Part D; which is Applicant Intentions. This subsection has the items with the purpose of obtaining data regarding the dependent variable Job Application Intention. The items were adopted and modified from Heinze (2007). Three relevant items were picked for the construction of the questionnaire as some of the items do not fit the context of this research. The items were then modified to reflect on Job Application Intention. The items used in the questionnaire survey for the variable Job Application Intention were “I intend to join the company”, “I am going to join the company”, and “I am planning to join the company”. The full questionnaire of this research is provided in the Appendix A.

3.3.2 Pilot Test

After the construction of the survey questionnaire, a round of pilot test was conducted within Universiti Tunku Abdul Rahman. This is because the most important aspect of a survey was that the respondents would understand it. A number of 35 undergraduate students were chosen through convenience sampling as the respondents of the pilot test. Each of the students was given 5 minutes to complete the questionnaire. After answering the questionnaire, the pilot test respondents were asked if the questions were understandable. All the 35 undergraduate students responded that they have no problem understanding the contents of the questionnaire.

From the 35 questionnaires, 4 were found unsuitable for data analysis. Reliability of the scales in the pilot test questionnaire was tested using Cronbach's Alpha. All the scales were found to be higher than the Cronbach's Alpha value 7 and thus are deemed sufficient for research (Hair et al., 2007). Following the review from the pilot test respondents and reliability of the scales analysis, minor modifications on the questionnaire were done before the actual run of primary data collection was conducted.

3.4 Primary Data Collection Method

In this research study, a quantitative survey questionnaire research design was used. The questionnaire survey method is used due to the efficiency in collecting data for analysis (Sekaran and Bougie, 2010). The survey questionnaire in this study was conveniently distributed to the sample of this study which is the undergraduate students of the selected public and private colleges and universities in Kuala Lumpur and Selangor. The sampling technique used was convenience sampling. The method of data collection is by personally distributing the survey questionnaires to the students of the selected public and private colleges and universities in Kuala Lumpur and Selangor.

During the distribution of the questionnaires, the respondents were ensured to be students of the respective higher educational institutions before they were asked if they are willing to take part in this study. The respondents were aged 18 years old or older and came from both genders, various races, and are from various majors or disciplines.

The respondents of the survey were handed a survey invitation letter that is attached together with the survey questionnaires. The time for each respondent to fill up the questionnaire is approximately 5 minutes. Each respondent will return the survey questionnaire directly to the researcher once they are finished answering the questionnaire.

A target number of 200 acceptable survey questionnaires were set for this study. Therefore, the survey collected from the respondents were reviewed later to check for their acceptableness to be used for data analysis. Questionnaires deemed unacceptable for analysis or were incomplete were discarded and the sampling continues until the targeted 200 acceptable survey questionnaires have been reached.

3.5 Data Analysis and Hypotheses Testing

The goal of this research is to study on the 200 Generation Y undergraduate students' extent of preference on the factors in this research using the data obtained from the questionnaire survey. From their answers, the frequency analysis of each scale for each question will be used to answer the research's questions and objective as well as well as to be used in the discussion for hypothesis testing.

Suitable data analysis methods were used to fulfil the objectives and test the hypotheses of this study. To analyze the obtained data, descriptive statistics were generated using the software Microsoft Excel and IBM Statistical Package for the Social Sciences Statistics (SPSS) to analyse the frequency distribution of the

respondents' general information and the mean of the items of this research. The mean of the items will be analysed to show the general desirability and agreeableness of the items to the respondents. Also, the mean of the independent variables can be ranked to find out which variable is more important to the respondents.

For the Hypotheses Testing, Pearson product-moment correlation coefficient (r) analysis was run using SPSS to test the null hypotheses of H1 – H4. Pearson correlation was used to analyse the correlation between the independent variables (Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility) and dependent variable (Job Application Intention) of this research. For testing the null hypothesis of H5, Multiple Regression analysis was run using SPSS. Multiple Regression analysis was used to analyze on the strength of the relationship between the independent variables and dependant variable.

According to Antonius (2003), the values from the Pearson correlation analysis denotes different meanings, which ranges from r -value of +1 to -1. The r -value +1 means that there is perfect positive correlation between the variables while the value -1 means that there is perfect negative correlation between the variables. The Table 1 shows the Pearson correlation coefficient value description:

Table 1: The Pearson Correlation Coefficient Value Description

Pearson coefficient (r)	Description
+ 1.0	Perfect positive
+ 0.8	Strong positive
+ 0.3	Weak positive
0.0	No correlation
- 0.3	Weak negative
- 0.7	Strong negative
- 1.0	Perfect negative

3.6 Chapter 3 Conclusion

This section described the research methods used for this study, including the rationale in the sampling population, method used for sampling, number of samples, sampling location, sample size determination, the questionnaire design, pilot test methods, and the actual data collection method. Finally, the methods used for data analysis and hypotheses testing were also described in this chapter.

CHAPTER 4

RESULTS AND ANALYSIS

4.0 Introduction of Chapter 4

This chapter describes the data and the analysis used to determine the factors that influenced Generation Y undergraduate students from public and private higher educational institutions. First, reliability testing was run to determine the reliability of the scales of this study. Then, the descriptive statistics of the respondents' general information and the descriptive statistics of the research items were reported. Following that, the strength of the relationship between the dependent variable, also referred to as Job Application Intention and the independent variables, which are Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility, are discussed using Pearson correlation analysis. Finally, Multiple Regression analysis was used to analyze the relationship between the dependent variable and independent variables to show how well the research model was able to predict the Generation Y's job application intention.

4.1 Reliability Testing

The reliability of the scales used in the survey questionnaire was tested using Cronbach's Alpha. Cronbach's Alpha is one of the most widely used methods to evaluate scale reliability. Coefficient of this reliability ranges from 0 to 1. According to Hair et al. (2007), Cronbach's Alpha value of 0.7 or above is sufficient for a research. All the scales were found to be significantly higher than 0.7, with a range of 0.701 to 0.868, as is shown in Table 2.

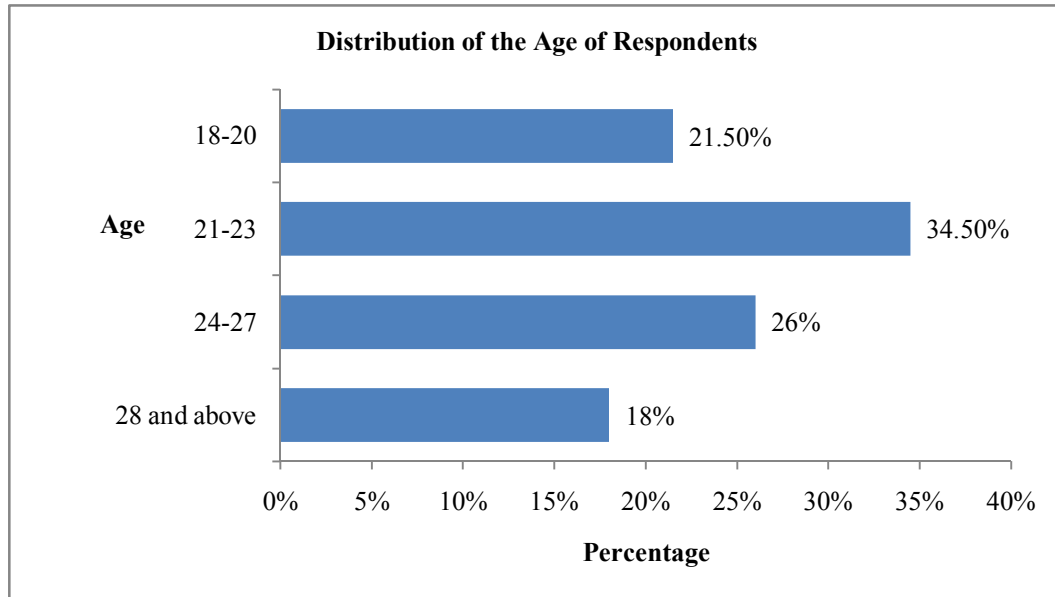
Table 2: Reliability of the Scale

Variables	N of Items	Cronbach's Alpha
Personal Recognition	4	0.701
Task Meaningfulness	4	0.751
Professional Growth Opportunity	5	0.791
Workplace Flexibility	5	0.868
Job Application Intention	3	0.701

4.2 Descriptive Statistics

4.2.1 Frequency Distribution of the Age of Respondents

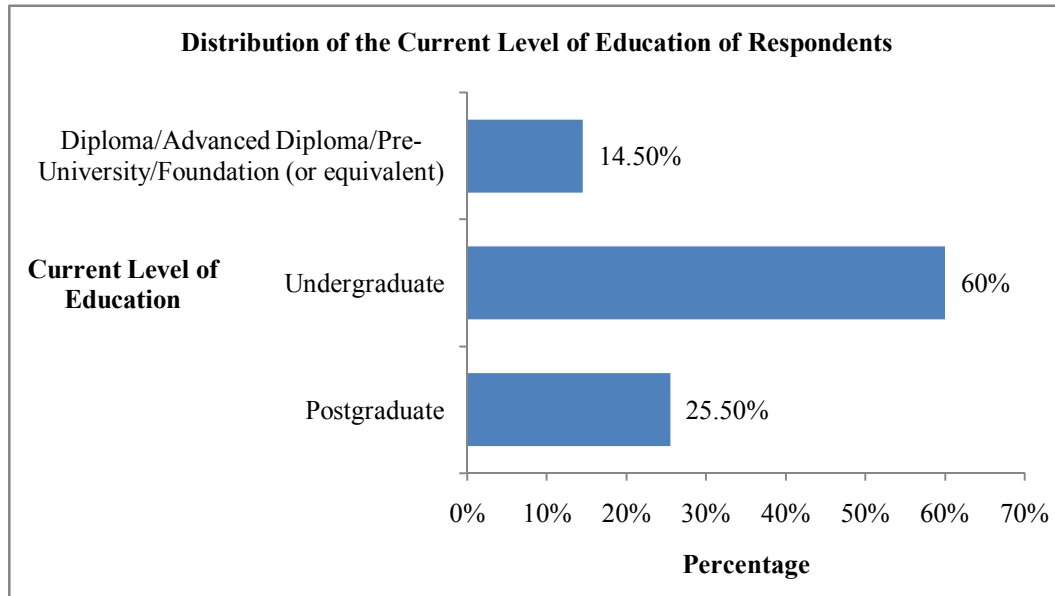
Figure 2: Frequency Distribution of the Age of Respondents



The Figure 2 shows the age distribution of the respondents who took part in this study. Respondents of the age group of 21-23 make the majority of the respondents in this study, with a percentage of 34.5%. This age group is the typical undergraduate age category which represents the common age of students of undergraduate degrees. The age group with the least respondents are those who are age 28 and above, with only 18% of the total respondents. This age group represents Generation Y students who enrol in postgraduate programmes with four years or more working experiences. Some of the respondents above the age of 28 also consist of undergraduate students who decided to pursue their first tertiary education after many years of working experience.

4.2.2 Frequency Distribution of the Current Level of Education of Respondents

Figure 3: Frequency Distribution of the Current Level of Education of Respondents

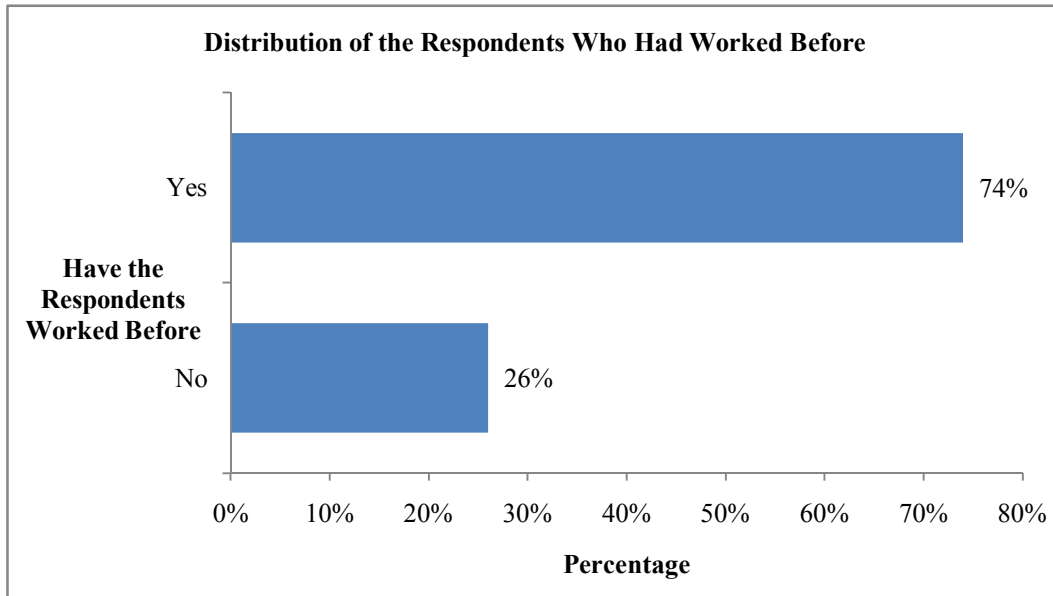


The Figure 3 shows the distribution of the current level of education of the respondents who took part in this study. The range covers the education level of diploma, advanced diploma, pre-university, foundation or equivalent to postgraduate degree. Since this study concerned with Generation Y students of higher educational institutions, the current level of education coverage for this study is appropriate.

Respondents of the undergraduate education level group make the majority of the respondents in this study, with a total of 60%. The respondents of the diploma/advanced diploma/pre-university/foundation (or equivalent) education level group were the least in numbers with only 14.5% of the total respondents of this study.

4.2.3 Frequency Distribution of the Respondents Who Had Worked Before

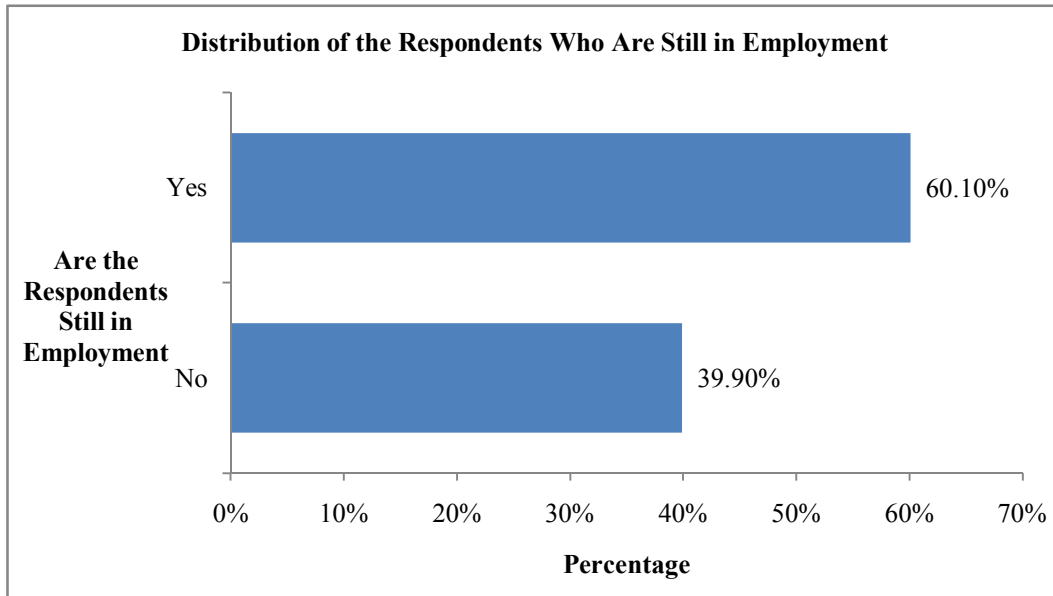
Figure 4: Frequency Distribution of the Respondents Who Had Worked Before



The Figure 4 shows the distribution of the respondents of this study who had worked before. From the frequency distribution analysis, it was found that 74% of the respondents of this study had worked before. Aside from the formal working experience, the respondents who have working experiences since their teenage years which covers part-time work during school holidays were also included for this study. This is because this part of the survey isn't concerned with the difference in the type of working experience. On the contrary, the percentage of the respondents who had not worked before is 26%. This group covers the respondents who had never worked before prior to this study.

4.2.4 Frequency Distribution of the Respondents Who Are Still in Employment

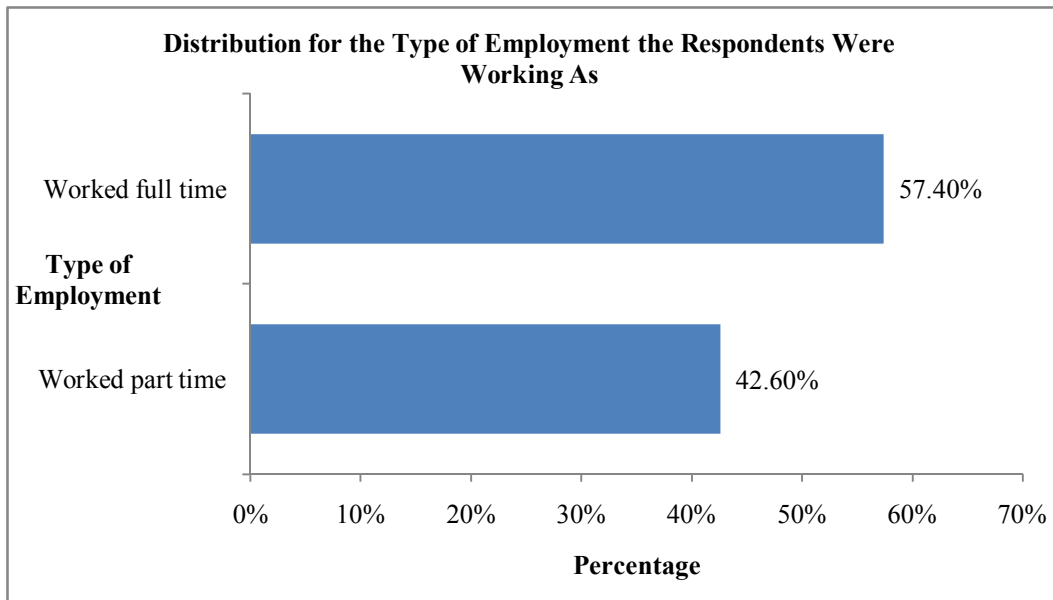
Figure 5: Frequency Distribution of the Respondents Who Are Still in Employment



The Figure 5 shows the distribution of the respondents who is either still currently working or not working; if they had answered that they have worked before in Section 4.2.3. Respondents who are still working make the majority with 60.1% of those that had worked before, or with 44.5% of the total 200 respondents. The respondents who are no longer currently working during this study's survey is 39.9%, or is 29.5% of the total 200 respondents.

4.2.5 Frequency Distribution for the Type of Employment the Respondents Were Working As

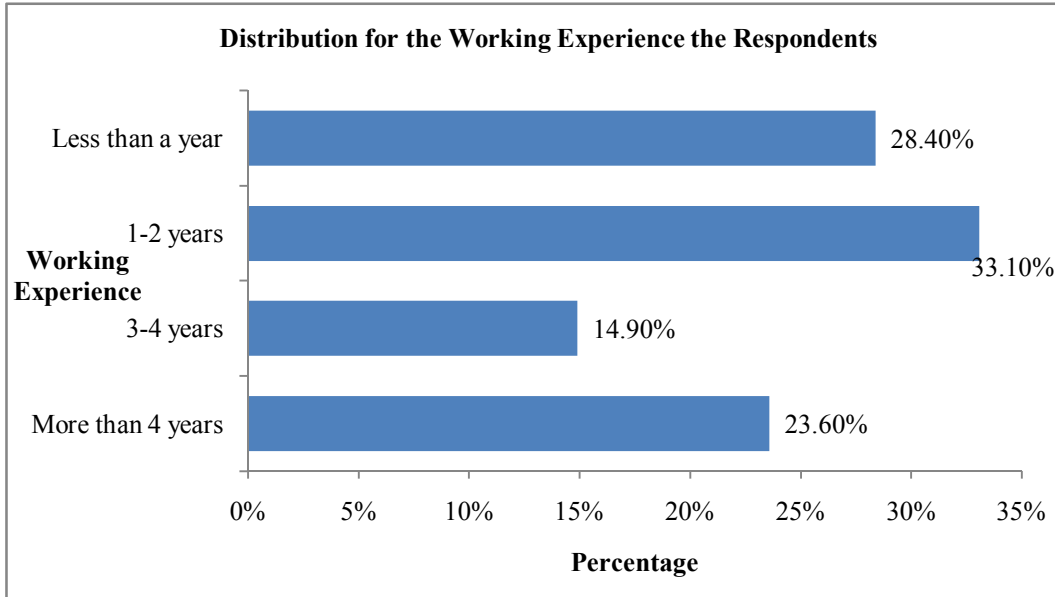
Figure 6: Frequency Distribution for the Type of Employment the Respondents Were Working As



The Figure 6 shows the distribution of the respondents who either work as full time or as part time; if they had answered that they have worked before in Section 4.2.3. Respondents who work full time make the majority with 57.4% of those who had worked before, or with 42.5% of the total 200 respondents. The respondents who work part time are 42.6% of the respondents who had worked before, or are 31.5% of the total 200 respondents.

4.2.6 Frequency Distribution for the Working Experience the Respondents

Figure 7: Frequency Distribution for the Working Experience the Respondents



The Figure 7 shows the distribution of the respondents' working experience; if they had answered that they have worked before in Section 4.2.3. This part covers both working experience as part-time or as full-time. Respondents who had experience of working for 1-2 years are the majority with 33.1% of those who had worked before, or with 24.5% of the total 200 respondents. The respondents with working experience of 3-4 years were the least in numbers with only 14.9% of those who had worked before, or with only 11% of the total 200 respondents.

4.3 Items Descriptive Statistics

4.3.1 Descriptive Analysis of Items of the Variable Personal Recognition

Table 3: Descriptive Analysis of Items of the Research Variable Personal Recognition

	Items	Mean	Std. Deviation
Personal Recognition	Praise from your supervisor/superior/manager for a job well done	4.400	0.6497
	Receiving non-monetary awards for a job well done	4.195	0.7278
	Acknowledgment for your work well done	4.320	0.7000
	Receiving "pats-on-the-back" for a job well done	4.060	0.7677

The mean scores for the items of the variable Personal Recognition were within the range of 4.060 to 4.400, as shown in Table 3. This means that the respondents generally has high desirability for all the statements of the variable Personal Recognition, as their values are more than 3 (neutral). This also means that the frequency distribution for the items of the variable Personal Recognition is negatively skewed.

From the results in Table 3, it can be observed that the item ‘Receiving "pats-on-the-back" for a job well done’ has the lowest mean among the four other items of Personal Recognition. This can be deduced that the respondents generally either do not much desire a praise of their achievements in the form of the physically “pat on the back” directly from their superior, or they do not think that it is important for their superior to praise them for their good job in the form of “pat on the back”. However, from the item of Personal Recognition with the highest mean scores which is ‘Praise

from your supervisor/superior/manager for a job well done', it can be deduced that the respondents indeed desire for a praising directly from their superior whenever they did a good job. Therefore, the respondents may prefer recognition for their performance in the form of verbally praising them, by giving them non-monetary awards such as 'best performance of the month', or simply acknowledging their talents rather than a physical type of praise such as "pat on the back".

4.3.2 Descriptive Analysis of Items of the Variable Task Meaningfulness

Table 4: Descriptive Analysis of Items of the Research Variable Task Meaningfulness

	Items	Mean	Std. Deviation
Task Meaningfulness	The opportunity to make important decisions in your organization	3.965	0.7527
	The opportunity to contribute your opinions to your organization	4.125	0.6492
	Performing meaningful and significant job tasks	4.215	0.6331
	Performing job tasks that are critical to the success of your organization	4.075	0.6720

The mean scores for the items of the variable Task Meaningfulness were within the range of 3.965 to 4.215, as shown in Table 4. This means that the respondents generally has high desirability for all the statements of the variable Task Meaningfulness, as their values are more than 3 (neutral). This also means that the frequency distribution for the items of the variable Task Meaningfulness is negatively skewed.

From the results in Table 4, it can be observed that the item ‘The opportunity to make important decisions in your organization’ has the lowest mean among the four other items of Task Meaningfulness. This can be deduced that the respondents generally do not much desire the opportunity to make important decisions for their organization. However, from the item of Task Meaningfulness that has the highest mean score which is ‘Performing meaningful and significant job tasks’, it can be deduced that the respondents indeed desire to be given tasks that are meaningful and significant. Therefore, the respondents may prefer to be given meaningful and significant tasks by their superior rather than contributing to the company they work for in the form of making decisions for the organization. This point can be observed in the Task

Meaningfulness item with the second highest mean score; ‘The opportunity to contribute your opinions to your organization’. From this observation, the respondents may feel that in terms of being given a meaningful and significant task, they prefer to contribute opinions rather than making decisions for the company they work in.

4.3.3 Descriptive Analysis of Items of the Variable Professional Growth Opportunity

Table 5: Descriptive Analysis of Items of the Research Variable Professional Growth Opportunity

	Items	Mean	Std. Deviation
Professional Growth Opportunity	The chance to gain relevant job training	4.300	0.6725
	Increasing your work-related skills and abilities	4.360	0.6344
	The opportunity to use all your knowledge, skills, and abilities on your job	4.250	0.7000
	Learning new things on your job	4.390	0.6481
	Attending work-related conferences and events	3.905	0.6619

The mean scores for the items of the variable Professional Growth Opportunity were within the range of 3.905 to 4.390, as shown in Table 5. This means that the respondents generally has high desirability for all the statements of the variable Professional Growth Opportunity, as their values are more than 3 (neutral). This also means that the frequency distribution for the items of the variable Professional Growth Opportunity is negatively skewed.

From the results in Table 5, it can be observed that the item ‘Attending work-related conferences and events’ has the lowest mean among the five other items of Professional Growth Opportunity. This can be deduced that the respondents generally do not much desire the opportunity to attend conferences and events even though they are related to their work. However, from the item of Professional Growth Opportunity that has the highest mean score which is ‘Learning new things on your job’, it can be

deduced that the respondents indeed desire opportunities for professional growth. Therefore, it can mean that the respondents may prefer to learn on the job, rather than going to various conferences and events to improve their professional skills. This point can be observed in the Professional Growth Opportunity item with the second highest mean score; 'Increasing your work-related skills and abilities'. From this observation, the respondents may feel that in terms of professional growth opportunity, they prefer to learn and improve their skills during work. Also, another observation shows that the respondents may prefer to grow professionally through learning new skills and abilities rather than to use whatever skills they currently have and be good at them only, as observed with the item 'Increasing your work-related skills and abilities' having higher mean score to the item 'The opportunity to use all your knowledge, skills, and abilities on your job'.

4.3.4 Descriptive Analysis of Items of the Variable Workplace Flexibility

Table 6: Descriptive Analysis of Items of the Research Variable Workplace Flexibility

	Items	Mean	Std. Deviation
Workplace Flexibility	Flexible working arrangements are essential for me in order to be able to deal with other interests and responsibilities outside work	4.070	0.8418
	Working more flexible hours is essential for me in order to attend to family responsibilities	4.055	0.8218
	Working more flexible hours will help me balance life commitments	4.115	0.8750
	Allowing freedom and flexibility in completing my tasks are essential for me in order to be able to manage variations in workload and responsibilities	4.140	0.7768
	Allowing freedom and flexibility in completing my tasks will enable me to focus more on the job when I am at the workplace	4.050	0.8840

The mean scores for the items of the variable Workplace Flexibility were within the range of 4.050 to 4.140, as shown in Table 6. This means that the respondents generally has high agreement for all the statements of the variable Workplace Flexibility, as their values are more than 3 (neutral). This also means that the frequency distribution for the items of the variable Workplace Flexibility is negatively skewed.

From the results in Table 6, it can be observed that the item ‘Allowing freedom and flexibility in completing my tasks will enable me to focus more on the job when I am at the workplace’ has the lowest mean among the five other items of Workplace Flexibility. This can be deduced that the respondents generally do not agree much that getting the freedom and flexibility when doing their job will enable them focus more in the workplace. On the contrary, from the item of Workplace Flexibility that has the highest mean score which is ‘Allowing freedom and flexibility in completing my tasks are essential for me in order to be able to manage variations in workload and responsibilities’, it can be deduced that the respondents indeed agree that allowing freedom and flexibility in will enable them to manage their workload and responsibilities. Therefore, it can mean that the respondents may think that by having the flexibility in their task, it will allow better work management but not necessarily help in terms of increasing their focus on their job when they are at the workplace. Another observation from the mean scores of the items ‘Working more flexible hours will help me balance life commitments’, ‘Flexible working arrangements are essential for me in order to be able to deal with other interests and responsibilities outside work’, and ‘Working more flexible hours is essential for me in order to attend to family responsibilities’ is that it may show that the respondents agree that with flexibility in the workplace since the mean is more than the mean of 3 (neutral), there will be more time for them to balance their life, either to devote time in their personal life interests or time for their family responsibilities.

4.3.5 Descriptive Analysis of Items of the Variable Job Application Intention

Table 7: Descriptive Analysis of Items of the Research Variable Job Application Intention

	Items	Mean	Std. Deviation
Job Application Intention	I intend to join the company	4.135	0.6775
	I am going to join the company	3.955	0.7110
	I am planning to join the company	4.100	0.6799

The mean scores for the items of the variable Job Application Intention were within the range of 3.955 to 4.135, as shown in Table 7. This means that the respondents generally has high agreement for all the statements of the variable Job Application Intention, as their values are more than 3 (neutral). This also means that the frequency distribution for the items of the variable Job Application Intention is negatively skewed.

From the results in Table 7, it can be observed that the item ‘I am going to join the company’ has the lowest mean among the three other items of Job Application Intention. This can be deduced that the respondents generally do not agree much that they are going to join the imaginary company of this study which has all the traits and opportunities that were mentioned in the items of the four independent variables ‘Personal Recognition’, ‘Task Meaningfulness’, ‘Professional Growth Opportunity’, and ‘Workplace Flexibility’ (will now onwards be abbreviated as ‘the company’ for the ease of discussion). However, from the item of Job Application Intention that has the highest mean score which is ‘I intend to join the company’, it can be deduced that the respondents indeed agree that they have the intention in joining the company. Therefore it can mean that the respondents may have the intention to join the company but do not want to be too hasty into making a decision by just basing on the characteristics that the company has. This can be supported by the item with the second highest mean score of the items of Job Application Intention; which is ‘I am

planning to join the company'. From here, it can be said that the respondents generally has the intention to join the company, but may be more in the stage of only planning to actually join it rather than actually going to join the company.

4.3.6 Ranking of the Overall Independent Variables of Job Application Intention

It would be interesting to find out the ranking direction of the respondents on the independent variables of this research. By observing the ranking results, it helps to understand which variable weighs the heaviest in the respondents' mindset when they have the intention to apply for a job from the company.

Table 8: Ranking of the Overall Independent Variables of Job Application Intention

Ranking	Factors (Independent Variables)	Mean	Std. Deviation
1	Personal Recognition	4.2438	0.51755
2	Professional Growth Opportunity	4.2410	0.49002
3	Task Meaningfulness	4.0950	0.51336
4	Workplace Flexibility	4.0860	0.68038

According to the Table 8, the variable 'Personal Recognition' carries the heaviest mean, with 4.2438. This can be deduced that the respondents desire personal recognition the most at the company they will work with as compared to rest of the independent variables. The variable 'Workplace Flexibility' has the lowest overall mean, with 4.0860. This can be deduced that 'Workplace Flexibility' is the least desirable factor to the respondents when they work for a company. Therefore, from the overall ranking it can be deduced that the respondents may prefer to be recognized for their skills and performance and to further improve their skills as compared to be given the opportunity to do meaningful tasks or given flexibility in their job.

4.4 Hypothesis Testing

There will be two analytical tests in this study; Pearson Correlation and Multiple Regression. Pearson Correlation test was performed to assess the relationship between variables as stated in the hypotheses H1 – H4. Multiple Regression test was performed to test the significance of hypothesis H5. The test result will be discussed in the subsequent sections.

4.4.1 Correlation between Personal Recognition and Job Application Intention.

H1_o: There is no relationship between Personal Recognition and Job Application Intention

H1_a: There is significant relationship between Personal Recognition and Job Application Intention

Table 9: Pearson Correlation between Personal Recognition and Job Application Intention

		Personal Recognition	Job Application Intention
Personal Recognition	Pearson Correlation	1	.317
	Sig. (2-tailed)		.000
	N	200	200
Job Application Intention	Pearson Correlation	.317**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

The value of Pearson correlation (r) is 0.317, which indicates moderately weak positive correlation between Personal Recognition and Job Application Intention. The p-value is less than the 0.05 significance level. Hence reject H1_o, there is significant

relationship between the two variables. When Personal Recognition increases, then the Job Application Intention will also increase.

4.4.2 Correlation between Task Meaningfulness and Job Application Intention.

H2_o: There is no relationship between Task Meaningfulness and Job Application Intention

H2_a: There is significant relationship between Task Meaningfulness and Job Application Intention

Table 10: Pearson Correlation between Task Meaningfulness and Job Application Intention

		Correlations	
		Task Meaningfulness	Job Application Intention
Task Meaningfulness	Pearson Correlation	1	.333
	Sig. (2-tailed)		.000
	N	200	200
Job Application Intention	Pearson Correlation	.333	1
	Sig. (2-tailed)	.000	
	N	200	200

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

The value of Pearson correlation (r) is 0.333, which indicates moderately weak positive correlation between Task Meaningfulness and Job Application Intention. The p -value is less than the 0.05 significance level. Hence reject H2_o, there is significant relationship between the two variables. When Task Meaningfulness increases, then the Job Application Intention will also increase.

4.4.3 Correlation between Professional Growth Opportunity and Job Application Intention.

H3_o: There is no relationship between Professional Growth Opportunity and Job Application Intention

H3_a: There is significant relationship between Professional Growth Opportunity and Job Application Intention

Table 11: Pearson Correlation between Professional Growth Opportunity and Job Application Intention

Correlations

		Professional Growth Opportunity	Job Application Intention
Professional Growth Opportunity	Pearson Correlation	1	.380**
	Sig. (2-tailed)		.000
	N	200	200
Job Application Intention	Pearson Correlation	.380	1
	Sig. (2-tailed)	.000	
	N	200	200

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

The value of Pearson correlation (r) is 0.380, which indicates moderately weak positive correlation between Professional Growth Opportunity and Job Application Intention. The p-value is less than the 0.05 significance level. Hence reject H3_o, there is significant relationship between the two variables. When Professional Growth Opportunity increases, then the Job Application Intention will also increase.

4.4.4 Correlation between Workplace Flexibility and Job Application Intention.

H₀: There is no relationship between Workplace Flexibility and Job Application Intention

H_a: There is significant relationship between Workplace Flexibility and Job Application Intention

Table 12: Pearson Correlation between Workplace Flexibility and Job Application Intention

Correlations

		Workplace Flexibility	Job Application Intention
Workplace Flexibility	Pearson Correlation	1	.162
	Sig. (2-tailed)		.022
	N	200	200
Job Application Intention	Pearson Correlation	.162	1
	Sig. (2-tailed)	.022	
	N	200	200

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

The value of Pearson correlation (r) is 0.162, which indicates a very weak positive correlation between Workplace Flexibility and Job Application Intention. The p-value is less than the 0.05 significance level. Hence reject H₀, there is significant relationship between the two variables. When Workplace Flexibility increases, then the Job Application Intention will also increase.

4.4.5 Regression Analysis

H5_o: $\beta_1 = \beta_2 = \beta_3 = \beta_4 = 0$, there is no relationship between all the variables and Job Application Intention

H5_a: $\beta_1 = \beta_2 = \beta_3 = \beta_4 \neq 0$, there is significant relationship between at least one of the variables and Job Application Intention

Table 13: Model Summary for Multiple Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.484 ^a	.235	.219	.48207

a. Predictors: (Constant), Workplace Flexibility, Task Meaningfulness, Personal Recognition, Professional Growth Opportunity

From the Table 13, the R-square (R^2) value indicates the measure of how much of the variability of the dependent variable; Job Application Intention is accounted for by the independent variables. The R^2 for this study value is 0.235, which means that the independent variables of Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility accounts for 23.5% of the variation in Job Application Intention.

The adjusted- R^2 gives the idea about how this model generalizes, and ideally it should be identical to or to be very close to the R^2 value. By using the calculation R^2 minus adjusted- R^2 , the value 0.016 is obtained ($0.235 - 0.219 = 0.016$). This difference in value means that if this research model is derived from the population rather than from a sample, it would account for an approximately 1.6% less variance of the Job Application Intention.

Table 14: ANOVA Table for Multiple Regression Analysis

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.882	4	3.470	14.934	.000 ^a
	Residual	45.316	195	.232		
	Total	59.198	199			

a. Predictors: (Constant), Workplace Flexibility, Task Meaningfulness, Personal Recognition, Professional Growth Opportunity

b. Dependent Variable: Job Application Intention

The value of F-statistic is 14.934. The p-value is less than the 0.05 significance level. Hence reject H₀, there is significant evidence that at least one of the independent variables is useful for predicting Job Application Intention. Therefore, the research model as a whole is significant.

Table 15: Coefficients Table for Multiple Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.886	.420		2.108	.036
	Personal Recognition	.259	.067	.246	3.852	.000
	Task Meaningfulness	.166	.080	.157	2.073	.039
	Professional Growth Opportunity	.267	.085	.240	3.139	.002
	Workplace Flexibility	.064	.051	.080	1.250	.213

a. Dependent Variable: Job Application Intention

From the Table 15, the Standardized Beta Coefficients provides a measure on the contribution of the independent variable to the model. A variable with a large value indicates that a unit change in the independent variable will have a large effect to the dependent variable. Therefore, the independent variable Personal Recognition with

standardized beta value of 0.246 will have the highest impact to the model. Not to mention, the t-values and the significant p-values also indicates the impact of each independent variable. As observed in the Table 15, it is also Personal Recognition which has the highest impact with the highest t-value of 3.852 and the p-value of less than the 0.05 significance level. However, it is also observed that the variable Workplace Flexibility is not significant on the impact to the model as its p-value is more than the 0.05 significance level.

4.5 Chapter 4 Conclusion

This chapter shows the results and analysis obtained from the primary data collection. Cronbach's Alpha reliability testing was done on the scales and had found all of them are reliable. Descriptive analysis was run to describe the frequency distribution of the respondents. Descriptive analysis of the items of the variables of this study was run to show the degree of desirability of each item to the respondents. Finally hypothesis testing was done to all the five hypotheses H1 to H5. All of the null hypotheses were rejected as the p-value of each of the hypothesis testing is less than the 0.05 significance level. The discussion on the results and analysis of this study will be in the next chapter, Chapter 5.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction of Chapter 5

This chapter will provide the discussions on the data analysis and hypotheses testing of this study. Literature studies will be used to support the findings of this study. Implications and recommendations for this study will be highlighted, while future studies and limitations of this study will be mentioned.

5.1 Discussion

The purpose of this study was to determine the factors which influence the Malaysian Generation Y undergraduate students' job application intention. This study analyzed the factors students used in choosing and intending to apply for a job and the values students considered as important for their decision making when applying for a job. Furthermore, this study determined if the research model was significant in determining the relationship between the dependent variable and independent variables. The following sub-sections will discuss on the findings and analysis related to each of the hypothesis respectively.

5.1.1 Discussion for Hypothesis Testing of H1

The null hypothesis $H1_0$ was rejected, as the Pearson correlation analysis results shows that there is significant relationship between independent variable Personal Recognition and dependent variable Job Application Intention. This finding is consistent with the findings by Broadbridge et al. (2007) and Morton (2002). In the study by Broadbridge et al. (2007), it is found that the respondents of their study wanted to be valued and respected to be happy in their career. Morton (2002) found that Generation Y expects a lot in return for what they have contributed, and also want their superiors to be open and positive, as well as honesty between them besides only with their colleagues. All in all, Generation Y expects fair compensation from their job.

There are also findings by Eisner (2005) which are similar to this study. In that study, it was found that Generation Y employees rated highly for their superiors to offer meaningful rewards when the employees achieve high performance in their job. This finding is similar to the high mean score of the item “Receiving non-monetary awards for a job well done”. From here, it can be deduced that Generation Y indeed expects personal recognition from their workplace for their performance.

5.1.2 Discussion for Hypothesis Testing of H2

From the Pearson correlation analysis, it was found that there is significant relationship between independent variable Task Meaningfulness and dependent variable Job Application Intention; hence the null hypothesis $H2_0$ was rejected. This finding is consistent with a study by Baruch (2004). In that study, it is shown that Generation Y perceives that assignments which are challenging and meaningful than lifelong employment. Even so, it is said that these employees prefer having challenging and meaningful tasks because they seek for self development.

Hurst and Good (2009) stated that it is essential for the candidate to feel that they are “fit” in the company they are working with. This is because it can promote long term employee-employer relationships which in due course will also increase employee retention. Peacock (2008) states that it was observed that one of the reasons Generation Y quit their jobs were because they were being left out from decision making or that their ideas being ignored by their bosses. Furthermore, Randolph (2008) mentioned that the Generation Y employees preferred working a meaningful job that would contribute to the company rather than receiving a fancy title and being placed in a nice and large office. Therefore, the Generation Y are always welcoming the opportunity where they give feedback or voice out their ideas. These employees who wish to tangibly contribute will very likely share their ideas if they feel they can make an impact (Reynolds, Bush, and Geist, 2008).

5.1.3 Discussion for Hypothesis Testing of H3

The null hypothesis H_{3_0} was rejected, as the Pearson correlation analysis results shows that there is significant relationship between the independent variable Professional Growth Opportunity and the dependent variable Job Application Intention. The significant relationship between the variables of Professional Growth Opportunity and Job Application Intention found in this study is consistent with the findings by Josiam et al. (2009). In the study by Josiam et al. (2009) on the work attitudes of Generation Y college students in USA, it was found that Generation Y generally has positive work attitudes. In their findings, it could relate to the results of this study such that Generation Y are found to be positive about job promotion, and thus should be looking forward to their professional growth when they do apply for a job. Similarities of Generation Y preference for professional growth can also be seen in the Defence forces. In a research study by Jorgensen (2003), it is found out that three out of the top five reasons why Generation Y leave the organization is that there is lack of opportunities in the defence force.

A study by Broadbridge et al. (2007), also found similarities to the findings of this study. It was stated that the initial employment expectations held by the Generation Y students is that they will work for employers who are willing to invest in their development. This is because the Generation Y students desires for their career progression through training provided by the company they work in. In the study by Eisner (2005), Generation Y employees are said to continuously seek for opportunities to learn and grow professionally.

5.1.4 Discussion for Hypothesis Testing of H4

From the Pearson correlation analysis, it was found that there is significant relationship between independent variable Workplace Flexibility and the dependent variable Job Application Intention; hence the null hypothesis H_{4_0} was rejected. The finding on the significant relationship between Workplace Flexibility and Job Application Intention is consistent with the findings by Broadbridge et al. (2007) and Morton (2002) in which both of the study found that Generation Y employees do now want their work to rule their lives. Broadbridge et al. (2007) had added that both male and female respondents in their study showed that work-life balance is an indicative of the values embraced by the Generation Y. The life these respondents want is not to be anything fancy, but rather they want a comfortable life. They also added that there is nothing more important than spending time with their family, and didn't even want to think about working long hour jobs. This finding also is similar to the findings of this study. From high mean score of the two items of Workplace Flexibility which are "Working more flexible hours is essential for me in order to attend to family responsibilities" and "Working more flexible hours will help me balance life commitments", it shows that Generation Y respondents generally want a job which would allow them to spend time with their family.

In a study by Allen (2004), it was found that living a full work-life balance is more important than making a lot of money to the Generation Y. In that study, it was found that male Generation Y employees are driven by work-life balance, and will spend their time off work with their children. Basically, the phrase “family comes first” becomes the priority of Generation Y employees.

Also, in the study by Martin (2005) shows that the Generation Y employees are generally “independent” in such a way that they dislike micro-management. The study mentioned that although the Generation Y employees do expect clear directions from their superior on their job as well as managerial support from their employer, however, they demand that they should be given the freedom and flexibility in completing their task. This is also similar to the finding of this study. The item which has the highest mean score for Workplace Flexibility, “Allowing freedom and flexibility in completing my tasks are essential for me in order to be able to manage variations in workload and responsibilities”, also showed that the respondents of this study prefers freedom and flexibility in completing their job task.

The finding on the positive relationship between Workplace Flexibility and Job Application Intention were also found to be significant in a similar study by Bourhis and Mekkaoui (2010). In their study on organization’s family-friendly reputation in attracting and retaining employees they found out that many aspects of organizational family-friendly practices including flexible work scheduling have significant main effects of the attractiveness of the organization. However, in the study by Bourhis and Mekkaoui (2010), the results they have showed a rather strong relationship between their variables. This is different with this study where the correlation between Workplace Flexibility and Job Application Intention were very weak.

5.1.5 Discussion for Hypothesis Testing of H5

This subchapter discusses on the results and findings of the hypothesis H5 as well as the overall research model. The null hypothesis H_{5_0} was rejected, as it was found that there is significant evidence that at least one of the independent variables of this study is useful for predicting Job Application Intention. This means that the research model is significant.

From the Table 13 from Chapter 4, the R-square (R^2) value for this study value is 0.235. This means that the variability of Job Application Intention is only accounted 23.5% by the independent variables. This low R^2 value may be interpreted that the variables are inadequately measured. However, this does not seem the case as the reliability of the items for each of the variables is proven to be highly reliable especially with the items of Workplace Flexibility. Another possibility is that there might be important variables which were excluded in this study or that there are misspecifications in the research model (Wittman, n.d.). However so, it cannot be said that the independent variables of this study does not have significant effect. Nonetheless, this result is able to answer the research question on how well this model is able to predict Generation Y job application intention.

From the Table 15 in Chapter 4, the Standardized Beta Coefficients showed that the largest contributor to the research model is Personal Recognition with standardized beta value of 0.246. Its t-value also shows that it has the largest impact with the value of 3.852 with the p-value of less than the 0.05 significance level. This finding is similar to the Pearson Correlation analysis which found that Personal Recognition had a significant relationship with Job Application Intention. Not to mention, the mean score of the independent variable Personal Recognition is also ranked the highest among all the four independent variables of this study. This shows that this variable is indeed the strongest predictor to Job Application Intention.

The second largest contributor to the model is Professional Growth Opportunity with the Standardized Beta Coefficients value of 0.240. The t-value also shows that it has the second largest impact with the value of 3.139 with the p-value of less than the 0.05 significance level. This finding is similar to the Pearson Correlation analysis which found that Professional Growth Opportunity had a significant relationship with Job Application Intention. Moreover, the mean score of this independent variable is also ranked the second highest among all the four independent variables of this study. This shows that this variable is indeed the second strongest predictor to Job Application Intention.

The third largest contributor to the research model is Task Meaningfulness with the Standardized Beta Coefficients value of 0.157. The t-value also shows that the independent variable of Task Meaningfulness has the third largest impact with the value of 2.073 with the p-value of less than the 0.05 significance level. This finding is similar to the Pearson Correlation analysis which found that Task Meaningfulness had a significant relationship with Job Application Intention. In addition to that, it is found that the mean score of this independent variable is also ranked the third highest among all the four independent variables of this study. This indeed shows that Task Meaningfulness is the third strongest predictor to Job Application Intention.

From the Table 15 in Chapter 4, the Standardized Beta Coefficients column showed that the independent variable Workplace Flexibility has the lowest standardized beta value with 0.080. The t-value of Workplace Flexibility also has the lowest value with 1.250 while the p-value of more than the 0.05 significance level. This means that the independent variable Workplace Flexibility is not significant in contributing to the research model, or generally not contributing to the dependent variable. Even so, the Pearson Correlation analysis shows significant correlation between this independent variable with the dependent variable Job Application Intention, albeit having very weak positive correlation. Moreover, the mean score of Workplace Flexibility is above 3 (neutral) which indicates that the respondents of this study generally have high agreement that this variable is important in their future employment. This may

mean that the independent variable Workplace Flexibility has relationship with Job Application Intention but is not a significant predictor in this model. This finding however is contradicting with the study by Broadbridge et al. (2007) and Morton (2002). As was discussed before in the discussion for the hypothesis testing of H4 as well as the literature research for Chapter 2, various authors such as Allen (2004), Bourhis and Mekkaoui (2010), and Martin (2005) have found that there are strong and positive relationship between workplace flexibility and the attraction and retention of Generation Y employees. Hence, it may be assumed that this contradiction in the study may be due to the differences in cultural and mindset of Malaysian Generation Y respondents with the variable of Workplace Flexibility in their job application intention. This may also explain the very weak yet positive correlation between this variable with the dependent variable of this study.

5.2 Implications and Recommendation

One of the objectives of this study is to explore the relationship of the independent variables with the job application intention of Generation Y. Previous studies had suggested that Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility are important components in ensuring Generation Y employee retention and positive effect on attracting this cohort into employment to a company (Baruch, 2004; Broadbridge et al., 2007; Josiam et al., 2009; Morton, 2002). Although the Pearson correlation relationship found in this study between the independent variables and the dependent variable are only moderately weak, this study does provide evidence that there is similarity in the findings between the researches conducted in other countries as compared to the Malaysian Generation Y. There are also supports from the mean scores of the items of each of the independent variables respectively, which all of them are above 3 (neutral), and thus show that Malaysian Generation Y agrees on the high desirability of the variables when they look for a job.

An important contribution of this study is that it builds a research model into finding the factors in influencing Generation Y's job application intention to a company. The literature review from previous studies by different researchers had found and supported that the factors (independent variables in this study) personal recognition, task meaningfulness, professional growth opportunity, and workplace flexibility have strong relationship and are good predictors to the retention and attraction of Generation Y employees. (Broadbridge et al., 2007; Rawlins et al., 2008; Szamosi, 2006; Yeaton, 2008). This study is however not an extension of the current literature or work of other authors, but rather is a study on the job application intention of the Generation Y cohort in a Malaysian context. As such, this study indeed succeeded in showing the relationship between the four independent variables to the job application intention. However, the Standardized Beta Coefficients of workplace flexibility which was found to be not significant whereas there is significant positive correlation between it and job application intention, may indicate that there are areas of this variable which may not be completely explored. This unexplored area of workplace flexibility may be indicative of cultural and mindset differences in which the items and instrument in this study for studying the relationship between Workplace Flexibility and Job Application Intention may not be suitable or sufficient to be used for Malaysian context. There may also be bias of opinions towards a particular direction due to this study which do not segregate differences in respondent categories such as race, gender, the course of study, and family income.

Give the findings that support the relationship between the four independent variables and job application intention, a few recommendations will be discussed for the practical point of view in which managers could apply in their company to attract or retain Generation Y employees. For starters, managers should hire the right workers instead of hiring the best. Therefore, it is essential for the company to screen the job applicants for the ability 'fit' in the company (Shaw and Fairhurst, 2008). For this, companies may profile their best employees and then hire new recruits with personality types which would complement or similar to the current profiled employees (Allen, 2005). Moreover, for companies with multigenerational workforce,

it is important to access the difference of their employees, especially the Generation Y cohort. This is because the “one size fits all” approach to management which worked to the Baby Boomers cohort and the generation before them will no longer work with Generation Y employees (Allen, 2004). There should also be a well structured training program be put in place in a company which desires to continually motivate their Generation Y employees (Josiam et al., 2009). This is because this cohort understands the importance of continuous improvement even when they enter the workforce. This cohort expects that they will be able to update their knowledge through constant training where they work.

As mentioned by Broadbridge et al. (2007), Generation Y employees seek enjoyment from their work. Therefore this cohort of employees should be constantly given meaningful tasks that would make differences to the world (Allen, 2004), while providing them challenging and interesting projects which is clear and beneficial in their professional growth (Streeter, 2004). Generation Y employees also expect a lot from their contribution to the company, and as such, they yearn recognition and rewards for what they have done or performed. This cohort of employees would expect positive recognition of what they deserved, and thus companies who want to retain this cohort of talents should cater to their desire for being recognized by having regular performance checks by the direct supervisors and another regular performance checks by the department heads (Strong, 2008).

Absence of workplace flexibility had been found to be the one of the main source to work-family conflict which caused turnover intentions among Generation Y employees (Blomme et al., 2010). Not to mention the fact that workplace flexibility is an important factor in Generation Y employee attraction and retention, while being a desirable trait of a workplace (Allen, 2004; Bourhis and Mekkaoui, 2010; Martin, 2005). Because Generation Y desire balance between work and family or personal life, flexible scheduling is recommended. Ways increasing flexibility in work scheduling include working from home, minimizing excess overtime, and extended travel (Yeaton, 2008).

Shaw and Fairhurst (2008) stresses that there will be serious implication to the organizations which are not able to cater to the needs of the Generation Y. This is because as the latest cohort to enter the workforce with their skills and talents, losing them would be a huge loss to organizations. Therefore managers should recognize and address this issue of attracting and retaining Generation Y employees which will be the new wave of assets to their organizations.

5.3 Future Studies

This study had shown that there are correlation relationship between the independent variables and dependent variables, while the research model had been proven to be able to predict job application intention in Generation Y. Even so, Workplace Flexibility has been shown to be insignificant in contributing to the dependent variable. Even so, this study provides some understanding of the factors that dives the younger generation into remaining or applying for a company to work for. This is important for organizations to be more successful in accommodating to this young generation of potential or current workers, and able to address human resource management issues.

For future studies, larger sample size which is picked from all over the country and broader demographics such as gender, race, state of residence, and income may be included. It would be interesting if comparisons are made with higher educational institution respondents from arts or sciences major, or the comparisons between genders, and comparisons between races. The study could also analyse on the difference of working Generation Y who are currently employed from different industries. There could also be longitudinal studies that compare students of higher educational institutions, and follow-up on the same sample a few years later when they already are working.

Since the Standardized Beta Coefficient of Workplace Flexibility is not significant, the future research model may use a modified version of the current research model of this study to investigate whether the modified model will be better in explaining the job application intention of Generation Y. Finally, the introduction of new variables into the research model may also be beneficial and could possibly lead to larger R^2 and beta coefficients as well as better model fit. The variable of teamwork may be interesting as it is found that working Generation Y are proficient in working in collaboration projects (Yeaton, 2008). Generation Y are also said to work better as a team even though they are proficient individually (Martin, 2005). This could also include the need to study the manager perceptions on the ability of Generation Y in performing collaborative work, in contrast to the employee's own perception on their own teamwork ability. The variable of preference to technological usage within the workplace may also be an interesting factor to study Generation Y's attitude towards their employer. Managerial perspectives on how Generation Y treats formal technological communication tools such as email and the perspectives of Generation Y on their usage of email as a communication tool may be used as comparison study. This is because there are some Generation Y employees who treat email communications with the same informality as instant messaging or text messaging (Yeaton, 2008). This means that there will be instances where the written mail is filled with many abbreviations and poor spelling. This may also induce the possibility to conduct a study on how Generation Y use the technological innovative communications such as Skype and Facebook in the workplace and how positively or negatively it will affect their work.

5.4 Limitations of the Study

One of the limitations of this study is geographic limitation. The respondents of this study are from higher educational institutions within Kuala Lumpur and Selangor. This means that the sampling was not done throughout the country, as it would be difficult to collect samples in all the states in Malaysia. Also, there is the limitation

with sample size (N = 200). This sample size is considerably small to the large population of Generation Y population in Malaysia. Another limitation is the reliance on convenience sampling gathered on five campuses of different higher educational institutions. In overall, the respondents are most likely be dominated by local respondents who are born and live in Kuala Lumpur or Selangor. As such it may impose limitations in ability to generalize from this study's sample. There is also the possibility of limitation due to the lack of variables covered in this study. Therefore, it may have caused the low correlation results in this study.

5.5 Conclusion

This study has answered the research question on how does the Generation Y view the importance of the factors, which are the independent variables of this study when they search and intend to apply for a job. This study also found out on the extent which the Generation Y respondents expect acknowledgment and recognition from their employers, the extent of wanting their jobs to be meaningful, the extent in which they place concern for professional growth opportunities in a company, and the extent of value they place on workplace flexibility, which it will lead to their job application intention. Also, the research objectives intends to study on the extent Generation Y weighs the importance of personal recognition from their employers, the importance of task meaningfulness from their work, the importance of professional growth opportunity, and the importance of workplace flexibility have been fulfilled. Not to mention, this study also studied on the strength of influence the factors of this study has towards Generation Y's job application intention as well as on how well the research model is able to predict Generation Y's job application intention.

For this study, detailed literature search had been conducted to find out the variables of interest. The independent variables have been identified as Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility. The dependent variable that was identified is Job Application Intention. This study

was conducted within Kuala Lumpur and Selangor, and five higher educational institutions within these two states were selected for conducting this study. The sample size for this study is 200, and the primary data was collected through the survey questionnaire method and convenience sampling method. A round of pilot test was done before the actual primary data collection.

Data analysis included the usage of the software Microsoft Excel and IBM SPSS Statistics (Statistical Package for the Social Sciences). Before the analysis, reliability test using Cronbach's Alpha was performed. All the scales for this study were found to be reliable. For the analysis methods, descriptive statistics, Pearson correlation, and multiple regression analysis was conducted. All the mean scores for the items of each variable are above 3, which is the neutral. This means that the respondents generally agree on all of the items of the research questionnaire. All the five null hypotheses of this study were rejected. It was found that all four independents of this study had significant positive correlation with the dependent variable. The fifth hypothesis is about the overall research model. The rejected null H5 means that there is significant evidence that at least one of the independent variables is useful for predicting the dependent variable Job Application Intention. However, the Standardized Beta Coefficients for Workplace Flexibility is not significant, which indicated a contradiction in the findings of Broadbridge et al. (2007) and Morton (2002). Even so, this contradiction may be due to the differences in the cultural and mindset of Malaysian Generation Y with the same cohort of other countries. Henceforth, in conclusion, this study had found that there are significant correlation relationship between the all the independent variables Personal Recognition, Task Meaningfulness, Professional Growth Opportunity, and Workplace Flexibility, and the dependent variable Job Application Intention. Therefore this model is sufficient in explaining the relationships between the independent variables and dependent variable. The research model is also found to be able to account for 23.5% of variance in Job Application Intention, which is rather weak, but nonetheless again proves that this model is suitable for this study.

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APPENDIX A

SURVEY QUESTIONNAIRE



Institute of Postgraduate Studies and Research
Universiti Tunku Abdul Rahman,
9 Jalan Bersatu13/4,
46200 Petaling Jaya ,
Selangor Darul Ehsan

Thank you for your time in answering this questionnaire. This survey is part of a research effort which aims to determine the factors influencing the choice that Generation Y undergraduates make to work for a company when they graduate. This questionnaire should take around 5 minutes to complete. Your contribution will provide a clearer understanding of the expectations Generation Y have from their employment and their intention of choosing a company for employment. Such understanding could be beneficial for both the employee and the employer. Your response will be kept anonymous and all the information you provided will be kept strictly confidential and only used for academic purposes.

Thank you.

Part A: General information

Please answer the following details by marking (✓):

i) Age (as of 1st January 2011):

- 18-20
- 21-23
- 24-27
- 28 and above

ii) Current level of education:

- Diploma/Advanced Diploma/Pre-University/Foundation (or equivalent)
- Undergraduate
- Postgraduate

iii) Have you worked before?*

- Yes No

*Answer the following questions iv – vi if you have answered “Yes” in question (iii).
If you have chosen “No” in question (iii) please skip these questions:

iv) Are you still in employment?

- Yes No

v) What kind of employment?

- Worked full time Worked part time

vi) Working experience:

- Less than a year
- 1-2 years
- 3-4 years
- more than 4 years

PART B: Personal Recognition, Task Meaningfulness, & Professional Growth Opportunity

Imagine that there is an employer that is ideal for you personally. What are the desirable characteristics and opportunities you would look for in an employer (company) when applying for a job after you graduate from your education? Please indicate the extent to which you would desire from your employment with the following statements from scales 1 to 5 where 1 = highly undesirable and 5 = highly desirable.

For items 1-13, please indicate to what extent you find them as an important factor in your future employment by marking (✓):

1) Praise from your supervisor/superior/manager for a job well done.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

2) Receiving non-monetary awards for a job well done.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

3) Acknowledgment for your work well done.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

4) Receiving "pats-on-the-back" for a job well done.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

5) The opportunity to make important decisions in your organization.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

6) The opportunity to contribute your opinions to your organization.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

7) Performing meaningful and significant job tasks.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

8) Performing job tasks that are critical to the success of your organization.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

9) The chance to gain relevant job training.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

10) Increasing your work-related skills and abilities.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

11) The opportunity to use all your knowledge, skills, and abilities on your job.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

12) Learning new things on your job.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

13) Attending work-related conferences and events.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

PART C: Workplace Flexibility

Workplace flexibility means there is flexibility in when, where, and how people work. Examples of workplace flexibility are flexible working hours, working from home, and job sharing. Please indicate to what extent you would desire for workplace flexibility in your employment with the following statements from scales 1 to 5 where 1 = strongly disagree and 5 = strongly agree.

For items 14-18, please indicate to what extent you agree workplace flexibility as an important factor in your future employment by marking (✓):

14) Flexible working arrangements are essential for me in order to be able to deal with other interests and responsibilities outside work.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

15) Working more flexible hours is essential for me in order to attend to family responsibilities.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

16) Working more flexible hours will help me balance life commitments.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

17) Allowing freedom and flexibility in completing my tasks are essential for me in order to be able to manage variations in workload and responsibilities.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

18) Allowing freedom and flexibility in completing my tasks will enable me to focus more on the job when I am at the workplace.

1- Highly Undesirable

2- Undesirable

3- Neutral

4- Desirable

5- Highly Desirable

PART D: Application Intentions

Assume that there is an ideal company with the characteristics and opportunities as mentioned in the previous sections. Please indicate to what extent would you consider joining this ideal company for your employment when you graduate with the following statements from scales 1 to 5 where 1 = strongly disagree and 5 = strongly agree by marking (✓):

19) I intend to join the company.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

20) I am going to join the company.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

21) I am planning to join the company.

- 1- Highly Undesirable
- 2- Undesirable
- 3- Neutral
- 4- Desirable
- 5- Highly Desirable

Thank you for your time and participation in this survey.