

# A Model for Malaysian Work Value to Improve Level of Work Value among Malaysian Graduate

<sup>1</sup>Bahtiar Mohamad, <sup>2</sup>Jafri Zulkepli, <sup>3</sup>Ahmed Rageh Ismail, <sup>4</sup>Hassan Abu Bakar

**Abstract---**Work values are the beliefs and ideas that are related to one's occupation. These values are eventually used as guiding principles in career choice. Previous research examined work values and its impact or some relevant constructs such as affective commitment, organizational identification and self-efficacy. However, those relationships haven't been collectively integrated and empirically tested in a theoretical model, nor have they been empirically tested. Therefore, this study aims to assess the influence of Malaysian Work Value Model (MWVM) on cooperative communication, affective commitment, organizational identification and self-efficacy. Latent composite structural equation modeling was used to test the hypothesized model. Finally, recommendations will be provided for the public and private universities to help them in developing their course learning outcome in order to enhance student's work values and increase the employability rate.

**Keywords---**work value, cooperative communication, affective commitment, organizational identification, self-efficacy

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## I. INTRODUCTION

Work value is a major determinant in cooperative communication, affective commitment, organizational identification and self-efficacy (Gahan&Abesekera, 2009; Klenke, 2005; Roe & Ester, 1999; Sagie et al., 1996). Therefore, employers are always seeking more understanding of the work values of their current and potential employee in order to assure the congruence between those values emphasized by them and those of the employees (Judge & Bretz, 1992).

According to Rokeach (1973), "Values are determinants of virtually all kinds of behavior that could be called social behavior or social action, attitudes and ideology, evaluations, moral judgments and justifications of self and others, and attempts to influence others" (pp. 5). According to the survey of the Rokeach Value, values can be categorized into two: the first set stands for the ultimate end goal of existence or terminal value such as: security, family, equality, wisdom, inner harmony and peace as desirable end state of existence; the second sets stand for the behavioural means or instrumental value to achieve end-goal. Example is in the case of being forgiving, logical, courageous, responsible, honest, ambitious and open-minded as cited by Ismail et al. (2016). As important as the topic, work value is, no much attention has been given the area from literature on Malaysia higher institution. It is therefore essential to find the work values possessed by the undergraduate's students and the work characteristics that are beneficial to them.

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1 School of Multimedia Technology and Communication, Universiti Utara Malaysia, Malaysia, mbahtiar@uum.edu.my

2 School of Quantitative Science, Universiti Utara Malaysia, Malaysia, zhjafri@uum.edu.my

3 School of Management Science, October University of Modern Sciences and Arts (MSA), 6<sup>th</sup> October City, Egypt a.rageh@rocketmail.com

4 Othman Yeop Abdullah Graduate School of Business, Universiti Utara Malaysia, Malaysia, abhassan@uum.edu.my

Therefore, this research is attempting to empirically assess a Malaysian Work Value (MWVM) and its relationships with cooperative communication, affective commitment, organizational identification and self-efficacy.

## **II. PROBLEM STATEMENT**

Conventionally, literature on vocational psychology has studied work values as research area. However, the current trend of globalization is unavoidably spreading its influence to the managerial environment (Ghoshal, 2005). As a result, policy makers in higher education sector are interested in gaining insights on the operations of work values among university students and how it has affected the country such as Malaysia (Mohamad et al., 2019). Additionally, Super (1953) stated that: “life satisfaction and work satisfaction are all dependent on the level at which adequate outlets are found by individual for his values, interests, abilities and personal traits...”. This proposition as suggested by Super (1953) is self-evident particularly for the young ones who have their careers to be developed. The question now is: what are the work values possessed by the university students and how do they influence some work-related constructs such as cooperative communication, affective commitment, organizational identification and self-efficacy?

In this study, a model of causal relationship which indicates the connection between cooperative communication, perceived work values, affective commitment, organizational identification and self-efficacy in a Malaysian higher education context was developed. This area of study answers the call of Ghoshal (2005) to recognize the variables of the underpinning process connecting important results of workgroup and work values. It is therefore imperative to practically and theoretically explore the relationship employing the analysis of the causality-based structural equation modeling as the real picture of the predictive work values among Malaysian graduates is provided by such analysis (Mohamad et al., 2017).

## **III. BACKGROUND**

### **Work Value**

According to Elizur (1984), work value is regarded as importance given to a result by an individual in a context of work. Work value is classified into intrinsic and extrinsic (George & Jones, 1997; Nord, Brief, Atieh & Doherty, 1990; Wollack et al., 1971). Work value is said to be intrinsic when the content of the work is dependent on by the desired end-state. In other word, George and Jones (1997) described extrinsic value to be independent contents of the work. For instance, Johnson (2001) states that intellectual stimulation and creativity are considered to be intrinsic work values while economic returns and prestige is considered to be extrinsic work values. If the organizations have work settings congruent to the individual’s values consequently it leads towards the better working environment and job satisfaction of the employee. Individual’s values can intensify its link with the performance and characterized optimistic support for the work place (Pryce, 2014).

The perception of preference of the employees is shaped by work values in the work place (Twenge et al., 2010; Mohamad et al., 2016); it has a direct effect on the job decision (Judge & Bretz, 1992) and on problem-solving and perception (Ravlin & Meglino, 1987); and has direct impact on the behaviour and attitude of the employee (Dose,

1997). The current study, however, will focus on other constructs such as cooperative communication affective commitment, organizational identification and self-efficacy. This section is structured in the following way: first, literature review on the connection between work value and cooperative commitment and between work value and affective commitment. After discussing relationships between each construct of the framework, an hypothesis is presented.

### **Hypothesis Development**

According to Lee (1997, 2001), cooperative communication in a work group means the message exchange activities and behavior of the members created to improve the joint achievements of the goals of the workgroup. The cooperative communication behavior of individual member comprises exhibiting responsiveness to each other, expressing concerns and encouraging each other, manifesting mutual sensitivity and support, negotiating and compromising to achieve mutual agreement for group goals, exhibiting eagerness to share resources and ideas, exchanging information and showing interests in other member (Chen, Tjosvold & Liu, 2006; Tjosvold, Johnson & Johnson, 1984). Literature on communication such as Kramer (2004) and Sias and Jablin (1995) showed that cooperative communication climate influence the group dynamics within a workgroup. Lee (2005) added that group communication quality directly improves the perceptions of the members of group dynamics and Pilemer et al. (2003) added that group communication quality has positive organizational results while contributing to interpersonal relationship.

There are several factors like similarities of the individual's context and values which enable effective communication specifically in the organizational settings. Therefore, the relationship between workers with the same value may comparatively give higher commitment and satisfaction with the passage of time and enhance the supportive environment with the work place (Meglino & Ravlin, 1989). Based on the similar values of the individuals work values further patronizes the employees more comfortable in communicating with each other. Thus, it can provide a more productive workplace because of the congruence of individual values and consequently, lean to the cooperative communication. Therefore, it is crucial to consider the relationship of the work value and cooperative communication in a specific context as the current study aimed.

Recent studies (e.g. Harter & Adkins, 2015) describe a productive workplace as a place where there is safety of people: safe enough to challenge and experiment and share information by communicating contentedly in order to support each other. Every organization desires to have the productive workplace with cooperative communication among its employees and management as well. For this purpose, it is vital to have communication quality as it directly related with the task consistency. For instance, to understand the opportunity in two-way communication between the individuals, communication should be easy, regular, interactive, honest, timely and clear. This is only possible if the individual feel free in communicating with each other and amongst the many factors which can improve the communication quality work value is domains which remain detached. Thus, the association between cooperative communications remains unexplored as a few researches has been done in this domain. Therefore, in the current study this assumption is embedding to establish the empirical evidence based on the individual value and context at the same time.

This study provides strong justification that task cohesion and communication quality are strongly influenced by the work value therefore it supports assumption about the relationship of the work value and cooperative communication. Therefore, we expect that:

H1: There is significant and positive effect between work value and cooperative communication among Malaysian graduates.

According to Mowday, Porter and Steers (1982), one of the main factors to determine the relationship between an organization and individual and their respective workgroup is the concept of the commitment. It has been suggested from literature review that, there are several and distinct ways to explain commitment. According to Mowday, Porter and Steers (1979), commitment is defined as “a strong desire to maintain membership in an organization” (Mowday, Porter & Steers, 1979). Similarly, Buchanan (1974) defined it as identification of values and goals between an organization and individual while Meyer and Allen (1984) defined it as an exchange of behavior or action to receive benefits capable of being appreciated by others. The relationship that organization and individual have is focused on by these definitions.

Using meta-analysis, two main issues are discovered by Mathieu and Zajac (1990) on organizational commitment. First and foremost, Allen and Meyer (1990) proposed affective involvement in organizational commitment: that is the level at which a sense of identification and involvement is experienced by people is the most relevant as a behavioral indicator of an individual in an organization (Mathieu & Zajac, 1990). Second point is the meta-analysis proposed by Mathieu and Zajac (1990) which focuses on commitment measures being better predictor of behavior such as: workgroup commitment which is better than road measurements of organizational commitments. Randall, Fedor and Longenecker (1990) stated that outcomes from different studies tend to draw the same conclusion that specific behavior at work determines each form of commitment. Therefore, it is important to indicate the nature of these goals and values in order to predict the organizational behavior of each member in their respective workgroup (Ellemers, Gilder & Heuvel, 1998; Ellemers, Rijswijk, Bruins & Gilder, 1998).

Meyer et al. (2002) reported that numerous antecedents of affective commitment have been identified in the previous studies these include different facets of job satisfaction and work values. Work value is an effective idea which is broadly studied and approved to be efficient for organizational performance and it serves as the forerunner of several factors such as affective commitment. The affective commitment relies on the numerous factors including the work value, as it allows individual to know that their inputs are recognized and valued by other members of the team. In the same vein, it provides better environment for the communication between all members of the organization, which could manifest the sense of the participation among the members of the organization.

There are remarkable effects between work value and affective commitment where concomitant and intrinsic value remarkably show positive and significant impacts on affective commitment. There is several research has been done in the area of the action of the leaders based on a value system that can consistently subordinated to encourage loyalty but remain minimal to address the association of the work value with the affective commitment (Ngang & Raja Hussin, 2015). For instance, the factors such as work value affect the individual attitudinal domains to provide him/her identity and loyalty to the organization and the activeness to involve in activities of the organization (Robbins, 2001). The previous studies only offer recommendation about the work value as the

antecedent of the affective communication. However, the association lacks empirical evidence that's why the current study's assumption is based on the recent calls of research in this area to examine this association insight. As a result, we expect that:

H2: there is positive and significant effect between work value and affective commitment among Malaysian graduates.

Empirical studies over the years have documented that employee who strongly identifies with the organization always demonstrates a positive behaviour and attitude to the organization where they work (Bartel, 2001; Feather & Rauter, 2004). In other view, if an employee identifies strongly with an organization, they can go extra mile to showcase their commitment and allegiance. Thus, Mael and Ashforth (1992) defined organizational identification as "the perception of belongingness or unity with an organization where the he or she is defined in terms of organization which he or she belongs to". Organizational identification (OI) is called a specific form of group identification. Organizational identification is a method used in explaining how the relationship between an organization and the individual who belongs there. Organizational identification has been proven to be an important factor in organizational life. Hence, higher level of job satisfaction, less employee absenteeism, more extra-role behaviour and lower feelings of intent to leave are achieved through stronger identification. Studies have shown for instance that positive behaviour towards customers can be achieved by job satisfaction among employees which in turn leads to customer satisfaction (Bernhardt, Donthu & Kennett, 2000; Donovan & Hocutt, 2001; Schlesinger & Zornitsky, 1991; Tornow & Wiley, 1991). Therefore, if employee strongly identifies with his organization, this can finally lead to positive evaluation of the organization by external environment.

Identification in a context of an organization is related to similarity in concepts of members towards the values and meaning given by the organization. The more an employee will likely to make a decision consistent with the objectives of an organization when the employee identifies him or herself to the organization (Agrawal, 2013). The cognitive relationship with an organization leads to emotional attachment in the form of sense of commitment and belongingness that further leads to behaviour in the form of citizenship behaviour (Vijayakumar & Padma, 2014). Furthermore, a unique identity is given to an organization by a culture and gives context and meaning for all activities performed in an organization (Gagliardi, 1986; Schein, 1997). Jandeska and Kraimer (2005) and Sengupta and Sinha (2005) stated that, employees are supported to define their identities and their commitment to organization is influenced.

Conversely, Witting, (2006) advocates that, the longer an employee stays in an organization, the less he perceives central attributes to be available in his or her organization and the less he perceives the identity of the organization to remain the same over the time. Thus, this means that, there is no influence of period of service on organizational identification. However, among the remote employees, organizational identification is very strong. More important roles are played by the organizational leaders to shape organizational identification (Van Dick et al., 2007). The study focuses on the rate at which leader with high personal level of identification affect organizational identification among the workforce and a strong relationship is found among the two.

The work value can increase organizational identification as it gives organizational members an opportunity to creating and sharing subjective perception of the defining features of the organization i.e. the culture,

values and norms that may create a sense of shared meaning. Organizational values and culture are important in developing employee identification and organizational identity (Abu Bakar et al., 2018). Organizational members are assisted by communicated organizational culture message and organizational values in the process of identifying with an organization (Dawson, 2013). Through communication of the organizational values, the organizational identity can be established. Thus, the dimensions of organizational culture such as involvement, team work, meeting, supervision, morale and information lead to organizational identification. Therefore, we expect that:

H3: there is positive and significant effect between work value and organizational identification among Malaysian graduates.

In addition, Bandura (1977) stated that self-efficacy is a personal perception, judgements, beliefs or expectation that an employee can successfully perform a given behaviour that strongly affects the behaviour of people and behaviour change. Self-efficacy is “beliefs in one’s capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1995). Therefore, efficacy beliefs influence how people think, feel, motivate themselves, and act” (Bandura, 1995). This invariably may relate to work value. Self-efficacy according to Abele and Spurk (2008) has been translated into a belief about capability of an individual to meet a standard or perform some behaviour. Thus, the stronger, the perceived self-efficacy, the more active the efforts (Bandura, 1977). Hence, individuals with high self-efficacy belief, put in more effort, persist longer on a difficult tasks and set higher goal for themselves (Bandura, 1986; Bandura, 1997). This translate the fact that individuals’ personal beliefs and his ability to think determines his capacity to successfully perform a set of objectives (Fu, 2011).

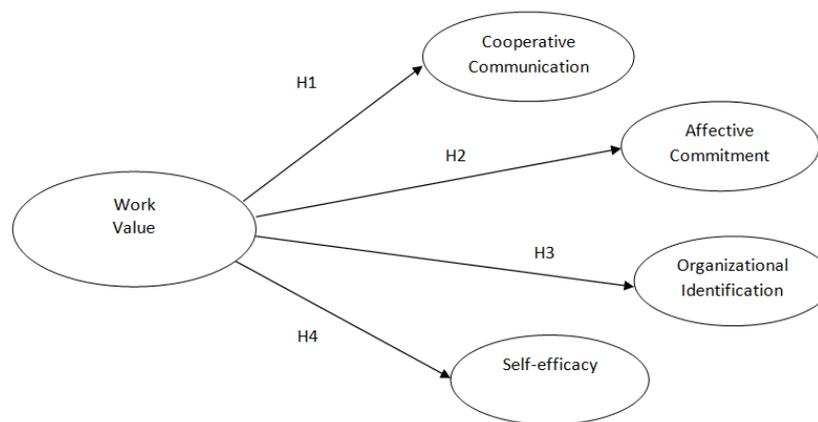
Beliefs on self-efficacy have important effects on behaviour and motivation as they can serve as mediators between action and knowledge. This means that affective, environmental and cognitive factors partially affect behaviour by influencing self-belief. Thus, these beliefs are considered as effective predictors of subsequent performance of individual. The tenet of self-efficacy is the specific area of social cognitive theory to be called and tested in various settings and discipline which has received support from growing body of results from different fields (Lent & Hackett, 1987; Maddux & Stanley, 1986; Multon, Brown & Lent, 1991; Schunk, 1991).

However, the relationship between self-efficacy and work value is supported partially; evidently, students with higher level of self-efficacy also scored higher on intentional work value. In other word, a student with higher level of self-efficacy scores higher on some instrumental work values, the same on some instrumental work values and lower on some instrumental work values (Liang, 2012). Also, this shows that both intrinsic and extrinsic work values have positive and significant effect on OCBs; this indicates that both are satisfied with the overall job experience and the performance of extra role behaviour will be promoted by the employees with actual advancement in job salary and level. Thus, it is important to further clarify and investigate the relationship between self-efficacy and achievement motivation which is one of the main constructs in the theory of SCCT and work values which is considered to be embedded in the expected results (Fu, 2011). This is because there are different career preparation actions and career goals for students with different levels of self-efficacy.

Generally, past studies have shown that self-efficacy beliefs are related to other self-beliefs with academic results and changes. In addition, self-efficacy is a strong predictor of relevant academic results. It will be accurate to say that self-efficacy is much related to the work value in academics and other related areas. Therefore, we expect that:

H4: There is significant and positive effect between work value and self-efficacy among Malaysian graduates.

According to existing literature review in the field of organizational communication, employee relationship, organizational culture and behavior, human-resource management and organizational performance, four sets of consequences pertaining to cooperative communication, affective commitment, organizational identification and self-efficacy are hypothesised to be related to Work Value. In furtherance, the framework comprises two more hypotheses. First, the significant different between of work values between gender, race and program of study is proposed. Second, it is proposed that the perceived cooperative communication mediates the work values and effective commitment. Therefore, in accordance with literature review, Figure 1 presents the proposed conceptual model.



**Figure 1:** A conceptual model of Malaysian Work Value Model

#### IV. METHODOLOGY

As opined by Churchill (1979), the instrument of this study is developed in four stages. Item creation is the first stage; creation of pool items from existing scales by identifying the item is done in this stage. The second stage is made up of focus group with undergraduate university's student in order to ensure that items are either adapted or adopted from the literature in accordance with the study context. This study adapted items from interview data gathered from the focus group using display functions and data reduction in Nvivo software (Miles & Huberman, 1994). In this stage, more items that need to be added to the existing scales appeared.

The process of face validity and scale of content is the third stage. This stage is described fully in the next section; basically, the procedure is to have panel of judges to confirm the item validity using the clarity and representatives of the items. Lastly, the integration of the applied scales after the processes of face and content validity were ready for the stage of instrument testing. The questionnaire developed from the instrument was given

to 204 university student to get the first indication of reliability of the scale (pilot study). However, due to the low quality of response and missing data in large quantity, 10 questionnaires were excluded.

After the result, items that have not contribution to the scale reliability are expunged and the main study (field test) of the instrument was carried out. From the reliability standard, 0.7 is used as the value point i.e. item to total coefficient  $> 0.5$  (Nunnally& Bernstein, 1994). In addition, in an early stage of research, coefficient of 0.60 or 0.50 is satisfactory (Nunnally& Bernstein, 1994). Hair et al. (1995) stated that for many purpose of research, a coefficient alpha of 0.70 or more is highly satisfactory. Thus, 0.70-0.80 is set as the minimum level of reliability in this study.

In the final stage, the main survey data was obtained from 627 respondents. The hypotheses of the study and the structural model were evaluated using SmartPLS 3.0 and SPSS 19.0 as software packages for Windows to facilitate the data analysis.

### **Measurements**

The self-administered questionnaire included five variables. Work Values (Manhardt, 1972) is measured by five items on a 5-point likert scale (i.e. 1 is strongly disagree, 5 is strongly agree). For example, "Permits a regular routine in time and place of work." Cooperative Communication (Lee, 1997; 2001) consisted of seven items (e.g. "I am willing to exchange information openly with others if I work in group.") measured by five-point likert scale (i.e. 1 is strongly disagree, 5 is strongly agree) which assess the feeling of student when communicating with their colleagues. Affective commitment (Gaertner&Nollen, 1989) included six items which are measured on five-point likert scale (i.e. 1 is strongly disagree, 5 is strongly agree) that indicate the perception of the respondent on their commitment "For my future job, I prepared to do additional tasks, when this benefits myself." Organizational Identification (Mael&Ashforth, 1992) included six items such as "When someone criticizes (name of school), it feels like a personal insult" measured on five-point likert scale (i.e. 1 is strongly disagree, 5 is strongly agree). Self-efficacy (Chen, Gullu& Eden, 2001) consists of 8 items such as "I will be able to achieve most of the goals that I have set for myself" is also measured by five-point likert scale (i.e. 1 is strongly disagree, 5 is strongly agree). Demographic information such as age, gender, level of education, job position, number of years work with the company and number of year in present position were collected.

### **Data analysis**

The structural model and measurement model with the use of correlation matrix and maximum likelihood were simultaneously evaluated through PLS-SEM. How the latent variables (work value, cooperative communication, affective commitment, organizational identification and self-efficacy) were measured for the observed indicators ( $X$  and  $Y$  variables) were assessed by the measurement model.

A total number of 627 questionnaires were received by the researcher from undergraduate university's student throughout Malaysia. The first method to be used to identify the quality and completeness of the questionnaire is the eye screening before entering the raw data into the SPSS programme. The data sets remained as usable 627 questionnaires after the eye screening.

## Respondent Profile

The profiles of the respondent show 33.2 per cent and 66.8 per cent for males and females respectively as women are more in number of the majority of population in Malaysian university. Thus, there is expectation for the even gender distribution. Base on the data 2016, about 60 percent of the public university student were females. On average 92.7 percent of the respondent are from public university and only 7.3 percent study at private university. As to the ethnicity distribution

The of study classification were not evenly distributed with 29 percent were management and business student, 20.4 percent from Information and Communication Technology, 18.8 percent were Social Sciences students, 16.6 percent were from Technology and Engineering, 5.9 percent Arts and Applied Arts, 4.6 percent Defense and Security, 4.5 percent Pure and Applied Science, and 0.2 percent student from Natural Sciences and National Heritage.

## V. ANALYSIS AND RESULT

### Measurement Models

The PLS path modeling in Smart PLS was used to assess the relationship in the path modeling. In accordance with Ringle, Wende and Will (2005) in testing for significance of the relationship, test of structural model, reflective measurement models and bootstrapping were performed. The convergence of PLS algorithm took place in four iterations. The study followed the procedure suggested by Fornell and Larcker (1981) in order to determine the convergent and discriminant validity of the outer measurement model. The items have the minimum recommended value of loading of 0.60 and higher except 13 items (Hair et al., 2014) as shown in Table 1.

**Table 1:** Items Dropped from Reflective Measurement Model

Variable	Item dropped	Reason
Work Value	B_CS1, B_SI1, B_SI7, B_SI3, B_CG5, B_CG1, B_CS4	Factor loading <.60
Cooperative Communication	C_CC3, C_CC9	Factor loading <.60
Affective Commitment	Nil	
Organizational Identification	E_OI1, E_OI5, E_OI7, E_OI8	Factor loading <.60
Self-Efficacy		

The Figure 2 and Table 2 presents the outcome of the final model that include all the items for each constructs, with their respective standard deviation, factor loading and means. The values of the Cronbach alpha and reliability for the constructs were all above the recommended value of 0.60 (Hair et al., 2010) demonstrating convergent validity and internal reliability of the item for each consequence of work value. According to the Table 2, the discriminant validity is confirmed by the values of the average variance extracted (AVE) being higher than the square of the inter construct correlation.

**Table 2:** Results of tests of convergent and discriminant validity

	CA	CR	R <sup>2</sup>	(1)	(2)	(3)	(4)	(5)
<b>Affective Commitment (1)</b>	0.884	0.910	0.501	<b>0.769</b>				
<b>Cooperation Communication (2)</b>	0.854	0.889	0.611	0.728	<b>0.733</b>			
<b>Organizational Identification (3)</b>	0.698	0.814	0.245	0.521	0.532	<b>0.724</b>		
<b>Self-Efficacy (4)</b>	0.916	0.929	0.449	0.671	0.666	0.520	<b>0.739</b>	
<b>Work Value (5)</b>	0.948	0.953	*	0.708	0.728	0.495	0.670	<b>0.710</b>

**Note:** CA: Cronbach's Alpha; CR: Construct Reliability;

The diagonal elements highlighted in bold represents the square root of AVE. the bi-variate correlations between the constructs are the off-diagonal elements.

**Table3:**Standard Deviations, Means, and Loadings of the WorkValue Model item

		Mean	SD	LD
<b>Work Value</b>		<b>5.88</b>	<b>0.748</b>	
B_CG2	Is stimulating intellectually	5.67	1.012	0.73
B_CG3	Requires cretiveness and originality	5.69	1.043	0.71
B_CG4	By the work done, makes social contributions	5.84	1.039	0.73
B_CG6	Motivates continuous development of skills and knowledge	5.88	1.016	0.78
B_CG7	Encorages developing your own way of doing work	5.76	1.026	0.74
B_CG8	Provides a feeling of accomplishment	5.96	1.034	0.77
B_CG9	Provides varieties and chnages in activities and duties	5.69	1.051	0.70
B_CG10	Work as groups	5.61	1.178	0.60
B_CG11	Forms friendship with other employees	6.01	1.054	0.71
B_CG12	Has a good connection with other employees	6.19	.978	0.76
B_CS2	Provides security of job	5.82	1.161	0.65
B_CS3	Has clear view of procedures and rules to follow	5.79	1.091	0.68
B_CS5	Gives comfortable working conditions	6.12	1.056	0.73
B_CS6	Has a leader to give fair deal	6.13	1.133	0.73
B_CS7	Has a resonable boss	6.17	1.129	0.70
B_CS8	Has a considerate supervisor	6.16	1.069	0.73
B_S11	Allows advancement to high administrative responsibilities	5.68	.993	0.72
B_S12	Gives the opportunity to earn high income	5.96	1.017	0.73
B_S15	Is respected by others	5.95	1.008	0.64
B_S16	Needs solving the problems of central importance to the organization	5.55	1.052	0.66
<b>Cooperative Communication</b>		<b>5.77</b>	<b>0.818</b>	
C_CC1	I am willing to exchange information openly with others if I work in	5.92	1.062	0.78

	group.			
C_CC2	In general, if I work in group I will find it easy to approach other group member	5.70	1.090	0.76
C_CC4	When work in group I prefer individuals in the group provide accurate about work information to other members.	5.54	1.241	0.59
C_CC5	If agreement arises when work in group, group members can usually solve it.	5.59	1.127	0.69
C_CC6	When work in group, group member must share openly their knowledge with other group member	6.04	1.023	0.82
C_CC7	When I work in group, it is likely that group members to communicate information to each other.	5.67	1.222	0.68
C_CC8	In my view, the success of work group depend on constructive feedback from other member.	5.91	1.111	0.79
<b>Affective Commitment</b>		<b>5.83</b>	<b>0.855</b>	
D_AC1	For my future job, I prepare to do more task that is of benefits to me.	5.79	1.104	0.72
D_AC2	For my future work, I want to feel at home when working with my future co-workers.	6.04	1.024	0.84
D_AC3	I will try to make attempt for good atmosphere for my future job.	6.06	.972	0.84
D_AC4	I will let my future colleagues guide my career goals.	5.58	1.301	0.70
D_AC5	I want all team member help to organize any social activity in my future team.	5.72	1.093	0.78
D_AC6	I want my future colleagues to become attached to my team.	5.90	1.112	0.80
D_AC7	My future co-workers personality is very important to support my career development.	5.70	1.217	0.69
<b>Organizational Identification</b>		<b>5.32</b>	<b>1.003</b>	
E_O12	I am interested in what other perceive on my future organisation where I will work.	5.31	1.306	0.70
E_O13	When I speak about my future organisation, I prefer to say, "we" rather than "they"	5.56	1.289	0.81
E_O14	My successes are the successes of my future organisations.	5.37	1.457	0.72
E_O16	If a media story criticises my future organisation, I would feel embarrassed.	5.04	1.493	0.65
<b>Self-Efficacy</b>		<b>5.67</b>	<b>0.791</b>	
F_SES1	Most of the goals that I have set will be able to be achieved by myself.	5.32	1.091	0.72
F_SES2	I am sure that I can accomplish any difficult task that I am facing.	5.47	.982	0.79
F_SES3	Generally, I think I can get the result that are important to me.	5.48	1.079	0.80
F_SES4	I believe I can be successful at most of my endeavours that I have in my	5.62	1.034	0.80

	mind.			
F_SES5	I can succeed in overcoming any challenge	5.56	1.086	0.78
F_SES6	On most tasks, I have confidence that I can effectively perform	5.63	1.051	0.83
F_SES7	I can do many tasks well compared to other people.	5.23	1.194	0.63
F_SES8	I can perform quite well eben when things are difficult.	5.47	1.071	0.77
F_SES9	I will share my success with my immediate family.	6.09	1.090	0.66
F_SES10	I believe success is when I get blessing from the God.	6.24	1.067	0.68
F_SES11	Balance in religiosity and career are important to me.	6.27	1.088	0.64

(LD: Loading; SD: Standard Deviation); Scale: 1 = strongly disagree to 7 = strongly agree

### Structural Model

Figure 2 presents the PLS model with the directional and influential relationship among the four consequences of work value. Likewise, Table 2 presents the bootstrapping with no sign of change option indicated four significant inner model path coefficient at the  $p > 0.01$  level. The squared multiple correlation ( $R^2$ ) is provided by the Smart PLS for each endogenous construct in the path coefficient and in the model. The percentage of the construct variance is indicated by the r-squared in the model while the strength of the relationship between the construct is indicated by the path coefficient (Chin, 1998). The squared correlationcoefficient ( $R^2$ ) of cooperative communication for the work vale is 0.611, the  $R^2$  of Affective Commitment was 0.501, the  $R^2$  of Self-Efficacy was 0.449 and the  $R^2$  of Organizational Identification of work value was 0.245 as presented in Table 2. The value of the r-squared is not calculated because work value is an exogenous variable. The Table 3 presents the hypothesis in line with each relationship.

In contrast, for the hypothesized path to be supported, the t-values must be significant. Parameters with absolute t-values, higher than 1.96, show a significant level of 0.05 ( $p < 0.05$ ); a significance level of 0.01 (i.e.  $p < 0.01$ ) for those with an absolute t-value over 2.58; and a significance level of 0.001 (i.e.  $p < 0.001$ ) for those with an absolute t-value over 3.26. The results of the PLS supporting all the hypotheses 1 to 4 are shown in Table 3.

The results in Table 3 and 4 in support of H1 show that the work value among the university student has a positive and significant effect on cooperative communication. In other word, the path coefficient from work value to cooperative communication is significant with large effect size ( $\beta=0.78, p<0.05, f^2=1.57$ ).

With regard to H2, it was hypothesized that work values will affect student's affective commitment. Expectedly, the result shows that students' work value at a university influence their affective commitment. The path coefficient work value to affective commitment is significant with large effect sizes ( $\beta=0.71, p<0.05, f^2=1.00$ ).

According to H3, the path coefficient from work value to organizational identification is significant and positive within the medium effect size ( $\beta=0.50, p<0.05, f^2=0.33$ ).

With respect to H4, the result in the Table shows that work value has significant relations with university's student self-efficacy. University's student work value shows a significant and positive relationship with self-efficacy with large effect size confirming H4 ( $\beta=0.67, p<0.05, f^2=0.81$ ). In conclusion, H4 is fully supported.

**Table 4:**Result Summary of the Hypothesis Testing

Hypothesis	Correlation	$\beta$	t	p	95%CI	Result
H1	Work value -> Cooperative Communication	0.78	48.517	0.000*	[0.75,0.813]	Supported
H2	Work value -> Affective Commitment	0.71	29.125	0.000*	[0.657,0.755]	Supported
H3	Work value -> Organizational Identification	0.50	14.363	0.000*	[0.425,0.561]	Supported
H4	Work value -> Self-Efficacy	0.67	26.696	0.000*	[0.623, 0.713]	Supported

**Note:** \*significant at the level of 0.05 ( $p > 0.05$ ).

Therefore, the summary of hypotheses results are shown in Table 4 below.

**Table 5:** Research Hypotheses

Hypotheses	Assessment
H1: there is significant and positive effect between work value and cooperative communication among Malaysian graduates.	Supported
H2: there is significant and positive effect between work value and affective commitment among Malaysian graduates.	Supported
H3: there is significant and positive effect between work value and organizational identification among Malaysian graduates.	Supported
H4: there is significant and positive effect between work value and self-efficacy among Malaysian graduates.	Supported

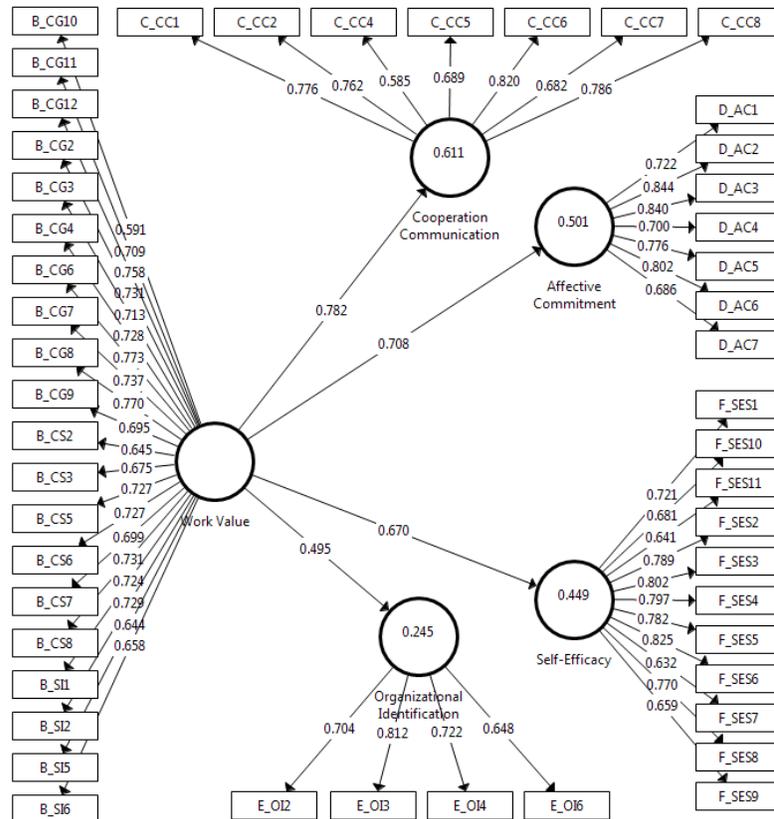


Figure 2: The PLS Path Model

## VI. DISCUSSION

In furtherance, this section discusses the results regarding the contributions and relevance of the work value research to universities, Ministry of Higher Education, employers etc. The section highlights the limitation and recommendation of this study and importantly outlines the implication for future studies.

To examine the work value model in higher education in Malaysia and its impact on cooperative communication, affective commitment, organizational identification and self-efficacy is the main objective of this study. The importance of this topic to higher education policy maker, employers to embed work value in the program structure to increase employability among the graduates (Ismail et al., 2016).

A mixed method is adopted for this research in order to examine the problem of the study (Creswell, 2003; Deshpande, 1983). The study also used on a focus group discussion. Four focus groups that include ten students for each group participated. A qualitative analysis software text, QSR Nvivo Version was used to analyze the text. At this point, the dimensionalities of the work value construct were confirmed through the qualitative findings and 6 new measurement items were revealed for the constructs of the proposed model in addition to the existing pool of items deduced from the review of literature.

By having the model assessed by the university students and by literature review, the refinement processes of the measurement items were conducted for the generated items. Thus, statistical data reduction technique and test

of reliability were used to test the developed scale i.e. item to total correlation in the pilot test. Self-administered questionnaires were distributed among university undergraduate students after the refinement process at the stage of the pilot study.

SmartPLS 3.0 is employed to analyze the data qualitatively and the findings revealed that in the conceptual model, a correlation between work values and cooperative communication has been hypothesized and proofed. Additionally, the literature review indicated that a relationship exists between work value and cooperative communications (Mohamad, Zulkepli, Ismail, & Bakar, 2016; Lam, 2015; Bakar & Sheer, 2013). Therefore, the current research findings are in consistent with the previous literature.

In addition, the second hypothesis is supported by the test results. The findings showed significant relationship between work values and affective commitment. The result shows that, the path coefficient from work value to affective commitment is significant with large effect size ( $\beta=0.71$ ,  $p<0.05$ ,  $f^2=1.00$ ). In fact, previous study has indicated that the work value has combined with other variables such as work experience on commitment (see Allen, French, Dumani, & Shockley, 2015; Meyer et al., 2002).

Thirdly, the structural model showed that H3 is supported; this shows that work value and organizational identification is fully supported from the tested relationship. The coefficient of path from work value and organizational identification is positive and significant with medium effect size ( $\beta=0.50$ ,  $p<0.05$ ,  $f^2=0.33$ ). This finding is consistent with previous studies. For comprehensive review see excellent meta-analysis research on works values and organizational identification by Kurtessis, et al., (2015). Finally, the association between self-efficacy and work value is supported also ( $\beta=0.67$ ,  $p<0.05$ ,  $f^2=0.81$ ). Past studies indicates that there is positive relationship between work value and self-efficacy. For example, in China, study conducted by Tang, Siu, and Cheung (2014) shows that Chinese work values positively related to self-efficacy. The current study reflects similar situation where Malaysian respondents also indicated that Malaysian work values positively related to self-efficacy.

The approach employed in this study is partially differed from the past researches on work values. The Malaysian Work Values Model (MWVM) will provide modern insights for student qualities and capabilities. These results will support the policy-makers of higher institution education to consider MWVM as an integrated part of student development activities and academic syllabus of the university. Therefore, this study seeks to clarify further the constituents of work value concept by analyzing different specific features from survey and investigate how the Malaysian undergraduate students perceived on work values. As noted by many scholars, the work values will affect their perception on the affective commitment which is mediated by cooperative communication. The produced MWVM will provides guidelines in preparing the syllabus, the lecturers having a glimpse what are student's expectation in class that inclined with the work values thus, producing a marketable student in the future.

### **Research Implication**

In many ways, this study contributes to the work value in literature. First, by cultivating and fostering work values among younger generations can enhance the cooperative communication, affective commitment, organizational identification and self-efficacy. Notably, this study complements a significant body of research by supporting the result of the relationship between work value and work-related findings among graduates of

Malaysia (Allen, French, Dumani & Shockley, 2015).

Secondly, theory building is enhanced by this study by emphasizing on the emergence of work values within the perceptions of Malaysian young generation. As expected from the work value model, work value is said to be related with various work results by status, growth, security and comfort and independence and competence (Super, 1953). For instance, this study shows that clear explanation of work goal is offered by work values of Malaysian graduates and paths are provided to meet these goals. The work regulation process of young generations is guided by such work values behaviour in promoting quality of interactions that is congruent with the Malaysian work values model. Subsequently, this nurtures organizational identification and a sense of belongings among graduates in Malaysia.

Thirdly, by promoting the roles of work value in anticipation of younger generation who are ready to explore Malaysian work force, the study found that work outcome is enhanced by perceived work value of Malaysian (Mohamad et al., 2019). According to the model of work value, the social appropriateness of communicative behaviour of work values is driven culturally. MWVM considers both organizational outcomes and work outcomes. The result contributes to the organization's work value and responds directly to the calls by researchers for more attention to the work value roles in the study of future workforce among Malaysians (Cheng et al., 2013).

Fourth, what people do in a particular cultural setting is assessed in this study. Culturally specific behavior to inform work value description for younger generation is allowed by behaviorally driven mode of investigation as supported by many prominent communication and organizational behavior researcher (Allen et al., 2015). The present study on perceived work value of behavior is directly and indirectly related to work outcomes. In regards to the cross-cultural applicability of this study, MWVM is recognized to require more and rigorous empirical test in other cultural avenues. That being said, the model explored herein is a capable tool to be used by scholars and practitioners of human resources management. In the same view, many work values study in the past has failed to recognize the importance of culturally specific dimensions of work values and assumed that work value patterns in the places of work are widely applicable across cultures.

Fifth, this study makes contribution to the literature on work values by giving support to the MWVM model in the workplace for future generations. Our findings suggest that work outcomes may enhance future employee's outcomes. Our results clearly suggest the MWVM contributes in the most to cooperative communication, affective commitment, self-efficacy and organizational identification. This study is in alignment with the social behavior or social action in work value. The social action level is determined by embedded intrinsic and extrinsic values in the society. The MWVM is critical in the concept of intrinsic and extrinsic values in Malaysian society.

In term of practical, the outcomes of this research show important implications for building and leading an effective work values for the Malaysian future workforce. First, if there is awareness on the crucial role of positive work values among the managers and its ability to affect a range of important result, there will be better positions for them to capitalize on and strengthen the future employee's outcomes subsequently such as affective commitment,

cooperative communication, organizational identification and self-efficacy. Regarding the future employees of Malaysia that is studied, intrinsic and extrinsic work values acts which conform and consider the norms of organizational culture can lead to strong obligation in the organizational environment. Secondly, with the quality of work values in future employees, if a manager faces problems, this manager should form bonds with them and share common work values. The managers can be assisted by these individuals by fostering the identification roles among the employees and work effectiveness can be enhanced.

Some of the present days prevailing communication and leadership training practices are challenged by the MWVM notion that focus narrowly on the skill development of younger generation; sometimes, the important roles of perceived work values are ignored. The managers can succeed better in achieving and nurturing the work values of his or her employees when the manager fully embraces the profound role that work value has on workgroup development and interaction and relational norms. It is not over statement to opine that a range of positive work outcome may emerge potentially.

The results of this study also reveal that MWVM has contributed to develop the effectiveness of group work value. Organizations should focus the initiative of their work outcomes on programs that lay emphasis on work value training. This type of training should be useful especially in helping manager to optimize future employees work values. Many managers in the world including Malaysia still consider their duties to primarily focus on obtaining short-term results. In other words, the short-term pressure will always be experienced by the managers. Thus, this study suggests that embracing the roles of work values and nurturing the growth of the employees may not be at odds with short-term goal. They may in fact be a complementary.

## **VII. CONCLUSION**

This study's results are aimed to primarily fill the gaps of the researches by unfolding the insights to establish new instrument of work values among the undergraduate students. Additionally, in order to test the applicability in other context other than the western nations which are common in the literature of this field, theories in a different setting (i.e. non-western) is tested in this study. Also, a mixed method approach is employed in this study which consists of a less dominant qualitative method (focus group) and dominant quantitative method (through survey). In the first stage, interview was conducted on the focus group, followed by a self-administered questionnaire. Then, structural equation modeling (SEM) is used as data analysis technique. Lastly, a summary of the theoretical contribution of the study is outlined.

In summary, work value is found to be a multidimensional construct. In addition, the theoretical model is proven important to the higher education sector and robustness is demonstrated by the conceptual model presented. It was also found that work values are factors that influence cooperative communication, affective commitment, organizational identification and self-efficacy directly.

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