



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT,
WORK ENVIRONMENT, ORGANIZATIONAL LEARNING AND JOB
SATISFACTION ON ORGANIZATIONAL COMMITMENT**

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Masters

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**THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT, WORK
ENVIRONMENT, ORGANIZATIONAL LEARNING AND JOB SATISFACTION ON
ORGANIZATIONAL COMMITMENT**

NURFATINI BINTI MOHD KAMAL

This project is submitted in partial fulfillment of the requirements for a
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Table of Contents

Acknowledgement.....	V
List of tables.....	VIII
List of figures.....	IX
Abstract.....	1
Abstrak.....	2
CHAPTER 1: INTRODUCTION.....	3
1.1 Background of study.....	3
1.2 Problem statement.....	4
1.3 Objective.....	5
1.3.1 General objective.....	5
1.3.2 Specific objective.....	6
1.4 Hypothesis.....	6
1.5 Significance of study.....	7
1.5.1 Contribution to body of knowledge.....	7
1.5.2 Contribution to policy.....	7
1.5.3 Contribution to HR practitioner.....	7
1.6 Limitations of study.....	8
1.7 Conceptual framework.....	9
1.8 Definition of term.....	9
1.8.1 Organizational commitment.....	9
1.8.2 Employee engagement.....	10
1.8.3 Work environment.....	10
1.8.4 Organizational learning.....	11
1.8.5 Job satisfaction.....	11
1.9 Summary.....	11
CHAPTER 2: LITERATURE REVIEW.....	13
2.0 Introduction.....	13
2.1 Concept related to the study.....	13
2.1.1 Organizational commitment.....	13
2.1.2 Employee engagement.....	15
2.1.3 Work environment.....	16
2.1.4 Organizational learning.....	17
2.1.5 Job satisfaction.....	18
2.2 Empirical evidences.....	19
2.2.1 The relationship between employee engagement and organizational commitment.....	19
2.2.2 The relationship between work environment and organizational commitment.....	20
2.2.3 The relationship between organizational learning and organizational commitment.....	22
2.2.4 The relationship between job satisfaction and organizational commitment.....	23
2.3 The three component model of commitment.....	24
2.4 Summary.....	25
CHAPTER 3: RESEARCH METHODOLOGY.....	26
3.0 Introduction.....	26
3.1 Research design.....	26
3.2 Population, sample and sampling procedure.....	27
3.3 Research instrument.....	30
3.4 Validity and reliability.....	31
3.5 Pilot study.....	32
3.6 Ethics of study.....	33
3.7 Data collection procedure.....	33
3.8 Data analysis procedure.....	35
3.9 Summary.....	37
CHAPTER 4: FINDINGS AND DISCUSSION.....	38
4.0 Introduction.....	38
4.1 Respondent demographic information.....	38
4.1.1 Gender.....	40
4.1.2 Age.....	41

4.1.3 Education level.....	43
4.1.4 Working experience.....	44
4.1.5 Department.....	46
4.2 Normality test.....	48
4.2.1 Skewness and kurtosis.....	48
4.3 Result of hypothesis testing.....	50
4.3.1 Pearson correlation coefficient.....	50
4.3.2 Multiple regression analysis.....	60
4.4 Summary.....	62
CHAPTER 5: SUMMARY,IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION.....	63
5.0 Introduction.....	63
5.1 Summary of study.....	63
5.2 Implication of study.....	64
5.2.1 Implication to body of knowledge.....	64
5.2.2 Implication to organization.....	65
5.2.3 Implication to Human Resource practitioner.....	65
5.3 Recommendation.....	66
5.3.1 Recommendation to Human Resource practitioner.....	66
5.3.2 Recommendation to future researcher.....	67
5.4 Conclusion.....	68
5.5 Summary.....	68
REFERENCES.....	70
APPENDIX A: QUESTIONNAIRES.....	82
Part 1.....	83
Section A: Respondent Demographic.....	83
Part 2.....	84
Section A: Employee Engagement.....	84
Section B: Work Environment.....	84
Section C: Organizational Learning.....	85
Section D: Job Satisfaction.....	85
Section E: Organizational Commitment.....	86
APPENDIX B: LETTER OF PERMISSION.....	87

LIST OF TABLES

Table 1 Krejcie and morgan table.....	29
Table 2 Summary of questionnaire.....	31
Table 3 Cronbach's alpha value.....	32
Table 4 Result of pilot test.....	33
Table 5 Pearson correlation coefficient.....	37
Table 6 Data analysis method.....	37
Table 7 Respondents demographic information.....	40
Table 8 Gender of respondents.....	41
Table 9 Age of respondents.....	42
Table 10 Education level of respondents.....	44
Table 11 Working experience of respondents.....	45
Table 12 Department of respondents.....	47
Table 13 Skewness and kurtosis z-value.....	50
Table 14 Relationship between employee engagement and organizational commitment.....	51
Table 15 Relationship between work environment and organizational commitment.....	54
Table 16 Relationship between organizational learning and organizational Commitment.....	56
Table 17 Relationship between job satisfaction and organizational commitment.....	59
Table 18 Model summary of Multiple Regression analysis.....	61
Table 19 ANOVA of Multiple Regression analysis.....	61
Table 20 Coefficient of Multiple Regression analysis.....	62

LIST OF FIGURES

Figure 1: Conceptual framework.....	9
Figure 2: Data collection procedure.....	35
Figure 3: Gender of respondents.....	41
Figure 4: Age of respondents.....	42
Figure 5: Education level of respondents.....	44
Figure 6: Working experience of respondents.....	45
Figure 7: Department of respondents.....	47

Abstract

THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT, WORK ENVIRONMENT, ORGANIZATIONAL LEARNING AND JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT

Nurfatini binti Mohd Kamal

The aim of this research was to study the relationship between employee engagement, work environment, organizational learning and job satisfaction on organizational commitment. This study was carried out in one highway company. The population of employees in the selected organization was approximately 130 employees. 130 questionnaires were sent to the organization and 93 questionnaires were returned for analysis. For the data analysis, Pearson Correlation was used to determine the relationship between employee engagement, work environment, organizational learning and job satisfaction on organizational commitment and Multiple Regression was used to determine which independent variable predict organizational commitment the most. The findings found out that all independent variables were positively and significantly related to organizational commitment. As for dominant factor, the result showed that organizational learning predicted organizational commitment significantly. The findings of this study contributed to the aspect of organization, human resource practitioner and to the body of knowledge. From this study, organization should understand the importance of satisfaction in job and how it can affect employee's commitment.

KEYWORDS: *Organizational Commitment, Employee Engagement, Work Environment, Organizational Learning, Job Satisfaction.*

Abstrak

HUBUNGAN ANTARA PENGLIBATAN PEKERJA, PERSEKITARAN KERJA, PEMBELAJARAN ORGANISASI DAN KEPUASAN KERJA KEATAS KOMITMEN ORGANISASI

Nurfatini binti Mohd Kamal

Tujuan kajian ini dijalankan adalah untuk mengkaji hubungan antara penglibatan pekerja, persekitaran kerja, pembelajaran organisasi and kepuasan bekerja keatas organisasi komitmen. Kajian ini dijalankan di sebuah syarikat lebuhraya. Populasi pekerja yang terpilih di organisasi adalah kira-kira 130 pekerja. 130 soal selidik telah dihantar ke organisasi dan 93 soal selidik telah dikembalikan untuk proses analisis. Bagi menguji kolerasi diantara pemboleh ubah, ujian Korelasi Pearson digunakan untuk menentukan hubungan diantara penglibatan pekerja, persekitaran kerja, pembelajaran organisasi dan kepuasan kerja keatas komitmen organisasi dan ujian Regresi Berganda digunakan bagi menentukan faktor dominan yang lebih mempengaruhi komitmen organisasi. Hasil kajian ini mendapati bahawa semua pemboleh ubah bebas menunjukkan hubungan yang positif dan berkait dengan komitmen organisasi. Bagi faktor dominan pula, kajian ini menunjukkan bahasa pembelajaran organisasi sebagai faktor dominan yang mempengaruhi komitmen organisasi. Penemuan kajian ini seterusnya memberi sumbangan kepada organisasi, pengurusan sumber manusia dan pengetahuan. Daripada kajian ini, organisasi harus memahami betapa pentingnya kepuasan bekerja pekerja dan bagaimana ia boleh mempengaruhi komitmen pekerja di tempat kerja.

KATA KUNCI: Penglibatan Pekerja, Persekitaran Kerja, Pembelajaran Organisasi, Kepuasan Kerja, Komitmen Organisasi.

CHAPTER 1

INTRODUCTION

1.1 Background of study

Organizational commitment in the area of organizational behavior is a recognized researched topics among researchers. The past research indicates that researcher was drawn to understand the fundamental, spiritual, and implications of commitment with an organization. The development of organizational commitment would bring to many-sided of favorable organizational outcomes. Organizational commitment is important based on Chughtai and Zafar (2006) because worker who are really committed to the organizations intend to stay longer, perform well, and likely to be involved at workplace. Moreover, organizational commitment is an important issue to any organization especially for the group of management . The reason is because commitment and job satisfaction are both directly connected to organization's profit and competitiveness among employees (Abdullah & Ramay, 2012). Previous research stated, there are few factors which affects organizational commitment. However, this study will be conducted to identify the relationship between employee engagement, work environment, organizational learning and job satisfaction on organizational commitment among employees working in highway concessionaires industry in Malaysia. The growth of the business in that area will be remained relevance and their services will keep on going if they can ensure every each of the workers committed to the organization. Due to many competitive particularly in highway concessionaires industry, it is important to know what the factors that affects the business growth especially among the workers. This study will provide advantages and recommendation for the management or HR practitioner in the organization in fostering organizational commitment among their

employees by implementing competent skillful human asset that could conclusively lead the competitiveness in the organization and improved efficiency.

1.2 Problem statement

In maintaining success and performance of organization, commitment among employees played vital role because they are the major workforce in the business. Much have been written on the positive relationship between factor such as employee engagement, work environment, organizational learning and job satisfaction on organizational commitment. Past findings by Abdullah and Ramay (2012), Khuong and Le Vu (2014) and Vanaki and Vagharseyydin (2009) mentioned that work environment has a significant positive impact on organizational commitment. Additionally, findings by Hakanen, Bakker and Schaufeli (2006), Llorens, Bakker, Schaufeli and Salanova (2006) and Saks (2006) concluded that organizational commitment has significant positive impact on employee engagement. Other than that, past findings by Hsu (2009), Rose, Kumar and Pak (2011), Salarian, Baharmpour and Habibi (2015) and Usefi, Nazari and Zargar (2013) found that organizational learning is one of the antecedent that could affect commitment. Moreover, few past findings that indicated positive relationship between job satisfaction and organizational commitment was studied by (Azeem, 2010; Harter, Schmidt & Hayes, 2002; Rose, Kumar & Pak, 2011).

Most of the past research were conducted in South Asia and some from Middle East such as Pakistan and Iran. Although much has been written on employee engagement, work environment, organizational learning, and job satisfaction on organizational commitment, yet little study was found in local context like Malaysia. Therefore, it is obviously that the studies to investigate the organizational commitment in Malaysia is still not enough yet. That is why this study will provide additional information on organizational commitment in local context and give benefit to the employee and organization.

Improve competitiveness by constructing commitment among employees has been essential for many company in context of Malaysia. Besides, most of the previous study mentioned above were studied in the field of education sector and public sector such as universities and university teachers. There is limited study in the highway concessionaires industry. According to Hanaysha (2016) the past study on organizational commitment the has not included sample outside the educational sector. It shown that, this research is needed to learn more about organizational commitment in highway concessionaires industry. Thus, by analyzing the antecedent that effect organizational commitment among worker in highway industry, recommendation was given to the management in highway concessionaires industry by providing the result of findings to come out with strategies that could increase the organizational commitment among their employee. Therefore, better quality of work will be produced if everyone in the organization is engaged and committed to their work. Since the population of this study was covered by private sector, thus, this study is needed to discover the influence of employee engagement, work environment, organizational learning and job satisfaction on organizational commitment among worker in highway company in private sector.

1.3 Objective

1.3.1 General objective

The general objective of this research is to study the relationship between employee engagement, work environment, organizational learning and job satisfaction on the organizational commitment.

1.3.2 Specific objectives

- 1) To identify the relationship between employee engagement and organizational commitment.
- 2) To identify the relationship between work environment and organizational commitment.
- 3) To identify the relationship between organizational learning and organizational commitment.
- 4) To identify the relationship between job satisfaction and organizational commitment.
- 5) To identify the dominant factors among employee engagement, work environment, organizational learning and job satisfaction that influence organizational commitment.

1.4 Hypothesis

- 1) H_{a1}: There is a significant relationship between employee engagement and organizational commitment.
- 2) H_{a2}: There is a significant relationship between work environment and organizational commitment.
- 3) H_{a3}: There is a significant relationship between organizational learning and organizational commitment.
- 4) H_{a4}: There is a significant relationship between job satisfaction and organizational commitment.
- 5) H_{a5}: There is a dominant factor among employee engagement, work environment and job satisfaction that organizational learning that influence organizational commitment.

1.5 Significance of study

1.5.1 Contribution to body of knowledge

There were many researches been conducted regarding organizational commitment recently. However, past research regarding organizational commitment mainly focused on other sector. Hence, this study contributed to the body of knowledge in highway concessionaires industry as there is a limited research on organizational commitment in this industry. Next, this research make contribution to the knowledge of employee engagement, work environment, organizational learning and job satisfaction as all these is crucial in order to develop better performance in the particular organization.

1.5.2 Contribution to policy

Organizational involvement among employees is very critical, according to Chungtai and Zafar (2006) worker who are really committed to the organizations intend to stay longer, perform well, and likely to be involved at workplace. Therefore, it is important for the organization to have better strategy on employee engagement and effective employee engagement. Moreover, offer their employee with conducive working environment and fostering the organizational learning also able to develop favourable commitment towards their organizations. Apart from that, this study may lead the organization to come out or improve the current policy which may lead to employee's job satisfaction such as chances career growth, job security etc.

1.5.3 Contribution to HR practitioner

The research also significant to HR practitioner in assisting the organizations in managing human resource of entire organization. Since organizational commitment is related to a variety of behavioral outcomes such as retention of staff, involvement, success and job quality.

Therefore, it will reduce the number of problems or issues such as turnover intention, disciplinary action such as absenteeism occur among individual in the organizations. This study also significance to HR practitioner in strategic human resource planning. On the other hand, involvement of employees is essential in business development. HR practitioner may consider to identify employees need in order to increase commitment to the organization.

1.6 Limitations of study

There are few limitations in conducting this study. First and foremost, this research focused on only one industry. In this case, highway concessionaires industry was selected where only one company was explicitly selected. As it was conducted in only one company, the number of sample size is small and the results from the findings could not be generalized to other industries.

Next limitation is on the region of research. As this research covered specific geographic area such as Kuala Lumpur only. Thus, the findings of the research cannot represent other area in Malaysia.

This study limited to only few variables that contribute to organizational commitment which is employee engagement, work environment, organizational learning and job satisfaction. Further study on organizational commitment can be done with identify the correlation between organizational commitment with other factor such as work performance, turnover intention etc.

1.7 Conceptual framework

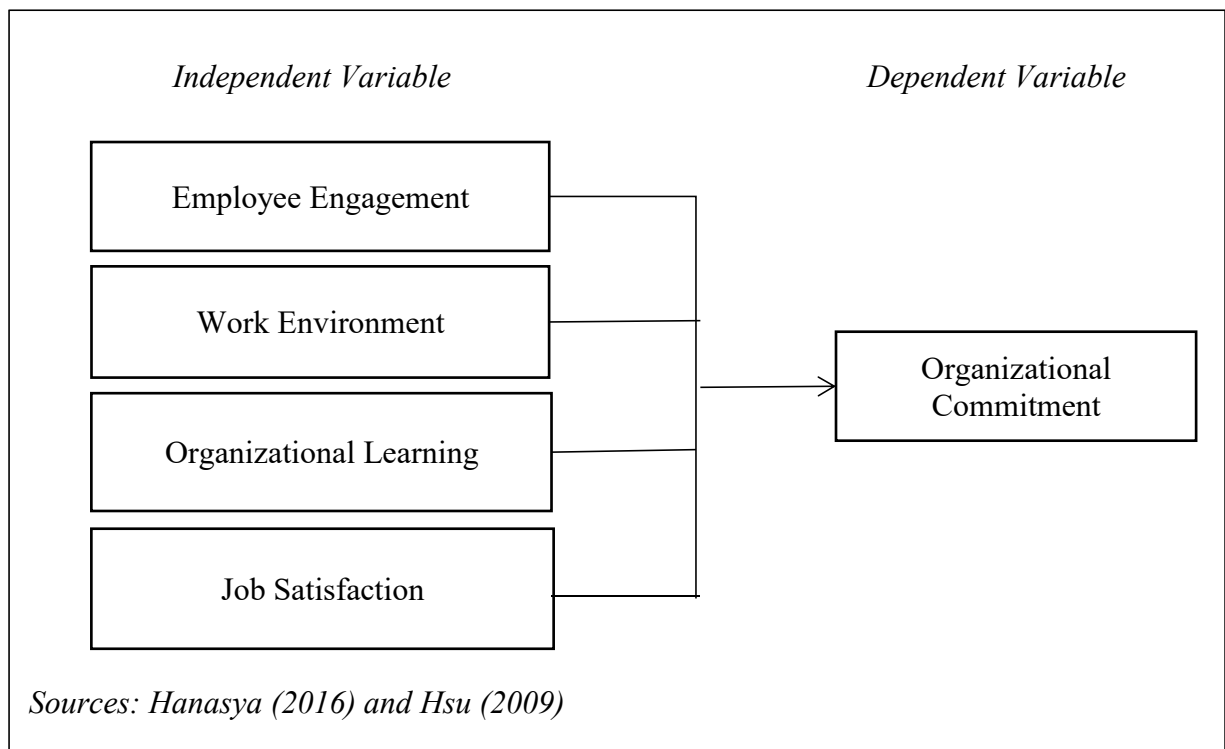


Figure 1: Conceptual framework

1.8 Definition of term

1.8.1 Organizational commitment

Organizational commitment is described as a psychological state which characterizes the relationship between the employee and the organization and give implications for the decision to stay or leave the organization (Meyer & Ellen, 1991). In addition, Mowday, Porter and Steer (1982) defined organizational commitment as the potential strength of an individual's engagement and involvement in a particular job and may be described by a high interest and recognition of the aims and values of the organization, a desire to expend significant responsibility on the part of the organization and a desire to remain a member of the organization.

In the context of this study, organizational commitment refers to a deep desire to remain with the organization, ability to expend a high level of effort, and embracing the organization's interest, conviction, and objectives to achieve the desired outcome.

1.8.2 Employee engagement

Employee engagement is an enhanced emotional and intellectual attachment that an employee has for his or her workplace, organization, manager or co-workers, which in effect encourages him or her to put extra effort into their work (Gibbons, 2006). Moreover, employee engagement can be defined as “the degree of involvement, interaction, familiarity, and influence that an employee has with a company over years...the participation of a person with a company, regardless of the medium” (Men, 2015) .

In this study, employee engagement can be explained as an employee’s passion and engagement in completing his or her duties or employment with a positive disposition without being pressured to perform action to advance the goals of the company and to achieve its objectives.

1.8.3 Work environment

Briner (2000) defined the work environment as a quite broader perspective, including the physical structure, the job characteristics themselves, broader organizational characteristic and even additional aspects such as organization structure. For instance, heat, equipment, workload, task, culture, history, labour market condition, industry etc. Additionally, Yusuf and Metiboba, (2012) defined work environment as the set of three sub-environment which are technical, human and organizational environment.

In this study, work environment may involve physical settings and environment at the workplace such as noise, the cleanliness of working area, space etc.

1.8.4 Organizational learning

Salarian, Baharmpour, and Habibi (2015) defined organizational learning as a collection of organizational practices such as information sharing, knowledge acquisition, information perception that has explicit or implicit impact on effective corporate culture. In addition, Bate and Khasawneh (2005) defined organizational learning as a process that supports learning process, learning distribution and sharing, reinforces and supports active learning and its implementation to organizational enhancement.

In this study, organizational learning is the process of enhancing actions through greater knowledge and understanding.

1.8.5 Job satisfaction

According to Locke (1976) job satisfaction is a satisfying or positive emotional state that come from evaluation of a person job experiences. In addition, job satisfaction can be defined as the degree which a worker is satisfied with the rewards given out from their job, especially in terms of encouragement (Statt, 2004).

Job satisfaction is described as the degree to which an employee feels self-motivated and happy with his or her job. Job satisfaction may occur when an employee feels that they have a stable job, career growth and a good personal relationship with other members of the organizations.

1.9 Summary

In summary, this chapter discussed on the main idea of this research which is on the relationship between employee engagement, work environment, organizational learning and job satisfaction on organizational commitment . This chapter has also discussed on the important information needed to conduct the research such as the objectives, research

hypotheses, significance and limitations of the research as well as the definition of important terms used in this study. The next chapter will be covered the literature review.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter discusses on the literature review related to the research mainly on the organizational commitment, employee engagement, work environment, organizational learning and job satisfaction. This chapter will be started off with the discussion of the concept related to organizational commitment, employee engagement, work environment and organizational learning and job satisfaction. Then, the theory or model that can be used to represent the idea of the research will be presented and explained. Apart from that, there will be some discussions on the empirical evidences done by scholars.

2.1 Concept related to the study

2.1.1 Organizational commitment

Developing organizational commitment is critical for any company because the major factor of continued success and efficiency are individuals in the organization. Allen and Meyer (1990) described organizational commitment as a mental behavior that binds a worker in the company in a way that lessen the purpose of his or her turnover. Organizational commitment can also be identified as the dependent power of a person's affiliation with participation in organization and can be determined by a powerful faith in and acknowledgement of the objectives and worth of the company, a preparedness to construct real efforts on representing the company and a strong wish to endure as a staff of the firm (Mowday, Porter, & Steer, 1982). Commitment is discovered, through the willingness of an individual to labour

constructively in the firm and his or her purposes to remain in the organization without moving to another corporation (Mowday et al., 1982).

The significance of commitment has been reported in numbers of past research. For example, Kwon and Banks (2004) stated that an organization attracted in to have a well committed employees, because it is obviously proved that organizational commitment may conduct to numerous organizational commitment result such as lesser degree of turnover, enhanced organizational behaviour and continuing organizational guide. Additionally, employee commitment is a sign of greater attachment and boost up productivity (Porter, Steers, Mowday & Boulian, 1974). In a way to achieve organizational missions and to accept the positive values of organizational commitment the company need a committed and work hard employees (Bunchanan, 1974). It can be seen that few behavioral results can be connected with employee commitment such as low rate of employee turnover, engagement, productiveness, quality of work and readiness to sacrifice for the aim of improving organizational impression and performance (London, 1983).

Upon findings indicated that organizational commitment seem to carry an importance area in literature and is regarded by the analyst and investigator as it contain constructive conclusion on organizational achievement. Apart from that, Azeem (2010) mentioned that one of the factor in describing organizational competitiveness is organizational commitment which lead to enhance the encouragement and engagement of employees. Organizational commitment also holds a strong relation towards behaviour and performance. Workers that are committed to their organization will have lower level of absenteeism (Igarria & Greenhaus, 1992). Therefore, it is very crucial to go through employee commitment frequently in order to reduce any problem that may accelerate at any time and

assure that development of employees on duty attitude is positive as it is important for entire organizational achievement.

2.1.2 Employee engagement

Employee engagement is a significant theme in organizational behaviour and it has attracted the many academic research to study in depth in this field. Employee engagement is when an employee is fascinated and immersed of their own roles (Saks, 2006). In addition, employee engagement is a type of positive and satisfying work related attitude that is represented by three dimensions, namely “vigor, absorption and dedication” (Schaufeli & Bakker, 2004). According to Khan (1990) employees who engaged tend to experienced these emotionally, physically and cognitively characteristic. In addition, Catlette and Hadden (2001) considered engagement as the constructive,emotional mental work-related activity that affects worker to convey themselves effectively and make ready themself mentally, cognitively and physically to complete their job.

Employee engagement is essential in order to carry out useful company performance results for organizations (Harter, Schmidt & Hayes, 2002). According to Harter et al.(2002) it is compulsory for a company to ensure the engagement of their employees, as shown that company that owned the employee with higher degree of workforce engagement result in higher level of client satisfaction and attachment, more productive, more cost-effective than those company who owned employee with low degree of engagement workforce. In addition, Ortiz, Lau and Qin (2003) promoted that disengagement reduces the excitement and commitment of workers toward their organizations. Definitely, low degree of engagement gave a negative consequences on employee commitment and turnover intention among employees in organizations. Siddhanta and Roy (2010) reported that an organization with a well performance was built from its own ability to set out bright-eyed,committed and motivated workforce through employee engagement.

2.1.3 Work environment

The influence that will work on employee's commitment in every organization is work environment. In this study, work environment refer to the area where staff member carry out their works. Work environment can be associated to the conditions of a particular organization where the employees accomplish their tasks (Danish, Ramzan, & Ahmad, 2013). Apart from that, Cohen, Stuenkel, and Nguyen (2009) defined work environment as comprising the three core dimensions which are work load, personal environment and conflict. For the current study, work environment pertained to the settings where employee from the highway industry worked.

Assuredly, facilities and secure working environment can gain interest of employees as their needs are inclined to be fulfilled. An organization should come out with kind of work environment that can enhance the degree of employee's motivation and commitment in order to succeed. As, all these will ahead to positive outcomes. A great working environment includes all the factors on labor such as the facilities provided to accomplish the job given, convenient workplace, security and no presence of noise. Employees who experienced convenient and conducive about their working atmosphere tend to work more excellently and appreciate the process of completing the job in comparison to those who feel inconvenient (Khuong & Le Vu, 2014). Thus, the employers should look up on elements of work environment to assure the well-being of the employees.

Past studies mentioned that working environment can be assessed in forms of few elements. According to Moos (1994), the work environment included factors such as engagement, team cohesion, encouragement from the boss, job orientation, work pressure, flexibility, clarification, creativity. physical comfort and managerial control. Similar to Aneela (2012), mentioned that a meta-analysis study was conducted and discovered that various aspects to characterize the work environment were noted in the literature. For instance,

mental surroundings, on the job situation, structure society and structure weather were included in the elements (Aneela, 2012). Next, James and James (1989) found that there are different measures to assess the work environment and include job difficulties, task flexibility, leadership and support, group facilitation, co-operation, the spirit of the working group, uncertainty of the position, fairness and fairness of the system of compensation. Hence, it can be shown that working environment can be calculated by any factor mentioned above.

2.1.4 Organizational learning

While organizational learning studies have been going on for more than 3 decades, a number of view points have been used to describe organizational learning (Lopez, Peon & Ordas, 2005). Rebelo and Gomes (2008) stated that learning is a multi-level concept and that learning at different levels could be studied, making organizational learning a broad concept. Every organizations have dissimilar types of learning, for instance one-loop or two-loop learning. In organizations, these stages of learning are important referring on the particular situations that involve organizational learning (Argyris & Schon, 1996).

Learning organization can be characterized as a process of knowledge formation, attainment and segregation purposed at resource and capability growth that contributes for better performance (Lopez et al., 2005; Salarian, Baharmpour, & Habibi, 2015; Bate & Khasawneh, 2005). Thus, the best way to enhance organizational performance is organizational learning.

The most importance competitive benefit that any organization could have is organizational learning (Mehrabi, Jadidi, Alemzadeh & Haery, 2013). Loon Hoe and McShana (2010) identified that organizational learning strengthen the capability of one organization to go further and relate the important information to blend with any outside environment situation. Apart from that, Usefi, Nazari and Zargar (2013) stated that shortage of acknowledgement on organizational learning may reduce the organizational

accomplishment and the tendency for an organization to lose their efficiency and effectiveness is highly concerned. The ability of an employee who come out with initiatives to gain knowledge in any degree and apply the knowledge to add value to the organization is the main characteristic of a leaning organization (Nonaka & Takeuchi, 1995). Become an organization that learning and increase training initiatives are one of the essential parts that are importance to expand learning, increase knowledge in management, produce a better human resource and organizational performance and be a source of strength of competitive advantage (Ahmad & Marinah, 2013).

2.1.5 Job satisfaction

Job satisfaction is known as an essential element in organizational conduct due to its combination of the physical and emotional conditions of human resource (Oshagbemi, 1999). Apart from that, job satisfaction can be defined as the merger of physiological, psychological, and environmental situations that will cause workers the feel of satisfaction toward their job. Moreover, job satisfaction can be described as the pleasant emotional state resulted from the valuation of a person job as the attainment or facilitation of a person job values (Locke, 1969). Spector (1997), job satisfaction is one's sense of work and various elements of one's career. Thus, job satisfaction is incidental to the satisfaction of an employee from two physical and psychological perspectives.

Besides, employment satisfaction can be seen as a complex structure comprising intrinsic and extrinsic factors (Herzberg, Mausner, & Snyderman, 1959). Moreover, intrinsic factors also known as internal job related. For instance, remembrance, success, self-employment, development and accountability. While extrinsic factors is an external states such as salaries, business policies and practices, supervisory technical aspects, interpersonal aspects relationship between employer employee and working situations. Generally, job satisfaction can be viewed from many point of view (Schmidt, 2007).

Previous study found that job stressors, career orientation, personal learning, workplace training and organizational culture can be clarified as the antecedents of job satisfaction (Igbaria & Guimaraes, 1993; Chen, Change, & Yeh, 2004;Lowry, Simon, & Kimberley, 2002; Schmidt, 2007; Johnson & McIntye, 1998; McKinnon, Harrison, Chow, & Wu, 2003; Ostroff, 1993). Due to all these, job satisfaction is one of the vital predictor of employee turnover, commitment and absenteeism among employees (Baroudi, 1985; Igbaria & Greenhaus, 1992; Moynihan & Pandey, 2007; Spector, 1997).

2.2 Empirical evidences

2.2.1 The relationship between employee engagement and organizational commitment

First theory of employee engagement was invented by Kahn (1990) which he described, employee engagement as employees that are emotionally, physically and cognitively connected to their work. This was supported by Bakker (2011), employee engagement refers to energy that lead to the organizational goals. Despite of the employees turnover is considered as normal in an organization, the engaged organization is likely to have low chances of loss experienced, motivated and skilled quality of workforce (Khan, 1990; Rich, LePine, & Crawford, 2010; Christian, Garza, & Slaughter, 2011). Individual with high level of engagement found that work as an antecedent of motivation for them (Shoko & Zinyemba, 2014). Those individuals are more productive and hard working and more likely to deliver what their customer and organization needs (Shoko & Zinyemba, 2014).

Past studies indicated that employee engagement has a significance relationship with organizational commitment (Shoko & Zinyemba, 2014; Hanasya, 2016). Both of the studies were carry out to study the relationship between employee engagement and organizational

commitment in education sector. Shoko and Zinyemba (2014) stated in their findings employees with high degree of engagement tend to have high degree of organizational commitment as well. Workers who are seriously involved in their company tend to feel responsible for acting in different ways and giving back to the organization. One of the possible way that an employee could do to repay the organization is with the increasing of commitment toward the organization (Agymang & Ofei, 2013). Thus, employee with high degree of commitment is inclined to be engaged in the organization that provides he or she with essential resources to complete tasks.

Lockwood (2007) reported that employee who are actively engaged is likely to put outstanding efforts to go beyond their expected and required work tasks and work hard. Schaufeli and Salanova (2007) in their findings studied on employee engagement found that the increase of engagement level will multiply the degree of organizational commitment as well. In addition, Saks (2006) who conducted the study on employee engagement on 100 employees working in difference kind of labors and organizations shown that employee engagement act as a intermediary role in the relationship between antecedent and consequences of employee engagement which is organizational commitment. Moreover, the academic research figured it out that employee engagement is mediating the six area of work-life aspects and several work results such as satisfaction, performance commitment, and job tenure (Maslach, Schaufelli, & Leiter, 2001; Gonzalez-Roma, Schaufeli, Bakker & Lloret, 2006).

2.2.2 The relationship between work environment and organizational commitment

Many research on work environment indicated that working environment had a positive relationship with organizational commitment (Abdullah & Ramay, 2012; Khuong & Le Vu, 2014; Vanaki & Vagharseyyedin, 2009). Khuong & Le Vu (2014) conducted the study on numbers of driver in Ho Chi Minh City indicated that the high the level of fringe benefit,

job satisfaction, working environment, advancement in technology, relationship with coworkers and relationship with supervisor, the higher the degree of organizational commitment among the drivers in Ho Chi Minh City. In addition, Vanaki and Vagharseyyedin (2009) studies the relationship between organizational commitment, life satisfaction and working environment among Iran nurses and stated that the importance of work environment conditions must be taken seriously to reduce the turnover intention among Nurses in Iran.

Apart from that, past research by Pitaloka and Paramita (2014) studied the affect of work environment and organizational commitment of internal auditors stated that a convenient work environment had a significant relationship on organizational organizational. In addition, organizational commitment become a reason to encourage the employee to work harder to fulfill the organizations needs. According to Abdullah and Ramay (2012) employee commitment can be increased through a friendly and healthy working surroundings. Thus, it is proven that work environment had a significant positive relationship with organizational commitment.

More evidences on how work environment affect organizational commitment can be proved by Haggins (2011) in his study that positive work environment played a crucial role to influence and improve the employee retention and commitment among the nurses in South California. In addition, Hanaysha (2016) reported that work environment are very crucial in sustaining the commitment among worker at higher education sector. Therefore, the management in higher education sector need to aware on the significance of creating a conducive working environment in order to develop commitment among the workers in higher education sector. This can be supported by Giffords (2009) where he mentioned in his study that key contributors of organizational commitment is work

environment. Last but not least, Hanaysha (2016) mentioned the importance of workplace layout and organizational culture and how does it affect organizational commitment.

2.2.3 The relationship between organizational learning and organizational commitment

Most of past studies reported that there is a significant relationship between organizational learning and organizational commitment (Rose, Kumar, & Pak, 2011; Salarian, Baharmpour, & Habibi, 2015; Usefi et al., 2013). Ahmad & Marinah (2013) also indicated that organizational learning and organizational commitment were related to each other. Moreover, Wang (2007) mentioned that the fundamental mechanism to develop organizational commitment among employee was by establishing and encouraging organizational learning culture in organizations. Besides, Wang (2007) also indicated that fostering organizational learning culture may lead to a healthy and balance workforce for the long term. Thus, the findings means that the levels of organizational commitment may be enhanced through the developing of organizational learning culture and it may lead to favorable labor outcomes.

According to Hanaysha (2016) key factors that can predict employee commitment among worker at higher institution toward the organizations is organizational learning culture. Therefore, it is crucial for the management to come out with continuous learning culture such as training and knowledge sharing to enhance organizational commitment (Hanaysha, 2016). Hsu (2009) in his study on R and D professional reported that when organizational learning culture is perceived to be fulfilling, the degree of commitment will increase. This was supported by other researchers that indicated the organizational learning had a significant relationship on organizational commitment (Maurer & Lippstreu, 2008; Pool & Pool, 2007; Terziovski, Howell, Sohal, & Morrison, 2000). Moreover, Hsu (2009) mentioned that managerial team with high degree of organizational commitment and work motivation might

have high degree of organizational learning as well. Last but not least, learning and development climate enhanced the contribution to employee learning and organizational engagement (Maurer & Lippstrue, 2008). Obviously, past findings on organizational learning had a positive relationship on the dedication of the company.

Additionally, Lok and Crawford (2001) stated that organization with high commitment have a positive relationship with supportive and innovative learning culture. Robertson & O'Malley-Hammersley (2000) also stated that the degree of organizational commitment can be related with knowledge sharing. Besides, according to Bhatnagar (2007) affective and normative commitment is highly related to organizational learning. Moreover, a number of studies on organizational learning and organizational commitment that had a positively relationship were found by Lim (2003) and Xie (2005).

2.2.4 The relationship between job satisfaction and organizational commitment

Hsu (2009) in his study on R and D professional reported that job satisfaction and organizational commitment had a positive relationship. This is supported by other researchers (Bartlett, 2001; Goswami, Mathew & Chadha, 2007; Griffeth, Hom & Gaertner, 2000; Lok & Crawford, 2001). Bartlett (2001) mentioned that when an employee joined the training, job satisfaction is pointed out as the antecedent for organizational commitment. Additionally, Griffeth et al. (2000) reported that organizational commitment gave a positive affect to education through job satisfaction.

However, there are still few studies outside there that reported the relationship between job satisfaction and organizational commitment. Bateman and Strasser (1984) in their study found that organizational commitment as a precursor to job satisfaction. However, Marsh and Mannari (1977) and Williams and Hazer (1986) found that job satisfaction as a precursor to organizational commitment. Porter et al. (1974) found that these two contradictory findings as

something related. Thus, all the findings mentioned above supported that job satisfaction had a positive relationship on organizational commitment.

2.3 The three component model of commitment

The three component model of commitment was developed by Meyer and Allen (1991). The three-component engagement model by Meyer and Allen continues to emerge as the prevalent conceptualization among current researchers of organizational commitment. In addition, although there are more than three-component for evaluating organizational commitment (Jaros, Jermier, Koehler & Sincich, 1993; O'Reilly & Chatman, 1986), Meyer and Allen (1991) are the only that come out with a model incorporating the context and implications of a three-component engagement measure.

The model constructed by Meyer and Allen (1991) includes elements of desire, need and obligation embodied in the three components of social, affective, continuance and normative organizational engagement. Affective engagement as an attitudinal mechanism by which people think in terms of value and purpose congruence about their relationship with the organization. The degree to which the interests and values of an individual align with those of the organization are believed to directly influence the willingness of the person to stay in the organization. Generally, members in organizations with higher level of affective commitment tend to stay in the organization because they are willing to do so.

Moreover, Meyer and Allen (1991) described continuance commitment as a need to stay in the organization based on the issue of cost leaving the organization. The costs mentioned are separated into two different ways. Firstly, when employees gain position in an organization, they accumulate savings in the form of retirement plans, superiority, advanced and non-transferable abilities, social affiliations, family ties and so on that can be lost or destroyed by shifting jobs. Secondly, employees notice like they need to stay in their present jobs because they have no selection of job. Meyer and Allen (1991) therefore say that, due to

side bets and a lack of job options out there, workers with a potent continuance commitment stick with the company because they believe they had to do so.

Normative commitment mentions the willingness of an employee to stick with the organization based on a sense of responsibility, allegiance or moral duty (Meyer & Allen, 1991). That form of dedication can be derived from the culture or work ethic of a person, making them feel compelled to remain with the organization. Normative engagement is identifiable from affective and continuance commitment which it does not represent a need to align with the aims or purposes of the organization and that the partnership also does not require clear extrinsic exchange. Therefore, the sense of loyalty and obligation that underlies the normative commitment of an employee affects the person to stay with the organization as they believe they should.

2.4 Summary

Thus, this chapter discussed the main issues that have to be highlighted as the important issues for this research. Then, the past similar findings were discussed based on the previous researches that were reviewed. Finally, some of the theories and models were discussed in regard to the current research interest. The next chapter delves with the methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses on the methodology used to conduct this research. The methodological approach help guide the research onto the right path in terms of research design, population, sample and sampling technique, research instrument, pilot study, validity and reliability, ethics of the study, data collection procedure and data analysis procedure.

3.1 Research design

This current research was conducted quantitatively and was adopted correlational study. The correlation type of study helped this study to further understand the how the independent variables influence dependent variables as the focus of a correlational study is to determine the relationships between independent and dependent variables.

Questionnaire is chosen to be used as data collection instrument from respondents because it is inexpensive and simpler technique to accumulate and summarize facts from massive number of respondents in a quick time and minimize the time taken for respective respondents to complete the questionnaires. The data was analyzed using two statistical analytic which are descriptive statistics and inferential statistics. Descriptive statistics is used to examine the demographic background of the population. While, the relation of independent variable and dependent variable was examined by using inferential statistics. More explanation on descriptive and inferential statistics were discussed on the data analysis procedure section.

3.2 Population, sample and sampling procedure

The target population for this study were the employees from the highway operator company located in Kuala Lumpur, Malaysia. The respondents of this study consist of employees from 4 department of the organization. The minimum number of sample size was calculated by using Krejcie and Morgan (1970) table.

The approximate number of employees or number of populations from 4 departments is 130. Therefore, based on Krejcie and Morgan (1970) table the minimum number of sample size or number of respondents was involved is 97.

In this research, non-probability sampling was utilized as the sampling technique. To acquire information from the respondent, convenient sampling was used. Convenient sampling can be defined as haphazard or accidental sampling as well (Etikan, Musa, & Alkassim, 2016). Convenient sampling can be described as a non-probability sampling where the sample populations meet certain realistic requirements, geographical proximity, available at any time and willing to be part of the study (Dornyei, 2007). The significance of choosing this sampling technique is because, the subject of population is easy to access, affordable (Etikan, Musa & Alkassim, 2016).

Table 1

Krejcie and Morgan Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381

200	132	1000	278	75000	382
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210	10	1100	285	100000	384
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3.3 Research instrument

Instrument used in this research was a of questionnaires. Questionnaire was filled up by the employee in the organization to provide data for this research. The questionnaire consists of six section which adopted from previous research as per Table below.

Table 2

Summary of questionnaire

Section	Measure	Item	Source
A	Demographic information	3	NIL
B	Employee engagement	9	Adapted from Schaufeli and Bakker (2003).
C	Work environment	5	Adapted from Sprigg, Smith and Jackson (2003).
D	Organizational learning	5	Adapted from Joo and Park (2010).
E	Job satisfaction	9	Adapted from Spector (1985).
F	Organizational commitment	5	Adapted from Mowday, Steers and Porter (1979).

3.4 Validity and reliability

Reliability refer to the accuracy of the obtained data. This focuses on the degree to which the question will represent same type of information when it is used in the same conditions. The reliability test from the Statistical Packages for Social Sciences (SPSS) was used and determined using Cronbach alpha value. This certified the questionnaire's internal consistency and accuracy. The higher the value of α , the better the internal consistency. Hence, Cronbach's alpha value need to be at least 0.7.

Validity means to measure the instrument whether it is valid or not. This study used face validity which refers to where the researcher needs an expert on the related topic to read through the questionnaires. Moreover, the researcher also needs the supervisor to check on the questionnaires for common errors like confusing or leading question, double barreled etc.

Table 3

Cronbach's Alpha Value

Cronbach's Alpha	Internal Consistency
$\alpha \leq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

3.5 Pilot study

It is necessary to run a pilot study or pre-test to determine the feasibility and to estimate the sample size numbers for this research. This is also a way of pre-testing the actual research instrument, which in this case is a close-ended questionnaire. This allows the proposed statistical and analytical procedures to be thoroughly checked, giving you the opportunity to test their data effectiveness (Woken, n.d.). This is also necessary to help reduce the unexpected issues, as there is a chance to modify the questionnaires. It can be done to resolve the issues or inaccuracies found from the pilot test.

Thus, the number of questionnaires distributed were 30 respondents. The respondents who were randomly chosen in pilot tes were not identified as the real data collection respondents. This is to avoid pilot test sample and the actual sample having the same respondents.

From the result of the pilot study, it showed that the values for every item in the instrument was higher than 0.7. Therefore, the instrument had a high reliability. The table 4 below was the summary result of the pilot test conducted by researcher.

Table 4

Result of pilot test

Measures	Number of items	Alpha coefficient value
Employee engagement	5	0.886
Work environment	5	0.810
Organizational learning	5	0.856
Job satisfaction	9	0.771
Organizational commitment	5	0.741

3.6 Ethics of study

In this study, researcher ensured to follow right procedure in conducting the study. Firstly, a consent letter from the faculty was sent to the organization to obtain approval for data collection. This was to ensure and maintain the formality between researcher and organization. In addition, all the information provided by the respondents were preserved protected and used exclusively for research purposes as the respondents' identity would not be released. However, the respondent was given every right to walk away from taking part in the study. Last but not least, all the respondents were provided with reasonable period to complete the survey as the questionnaires were collected a week after the questionnaires have been distributed.

3.7 Data collection procedure

The data collection procedures began with letter of permission for research from the faculty. University consent letter was sent to the selected organization to request permission for data collection and distribution of questionnaires. An appointment with the HR department was made in order to recruit respondents from the selected organization. Then, questionnaires were distributed to the respondent using convenience sampling method. The respondents were provided with sufficient time to the survey in full. After a week, the questionnaires were collected back by the researcher for statistical analysis.

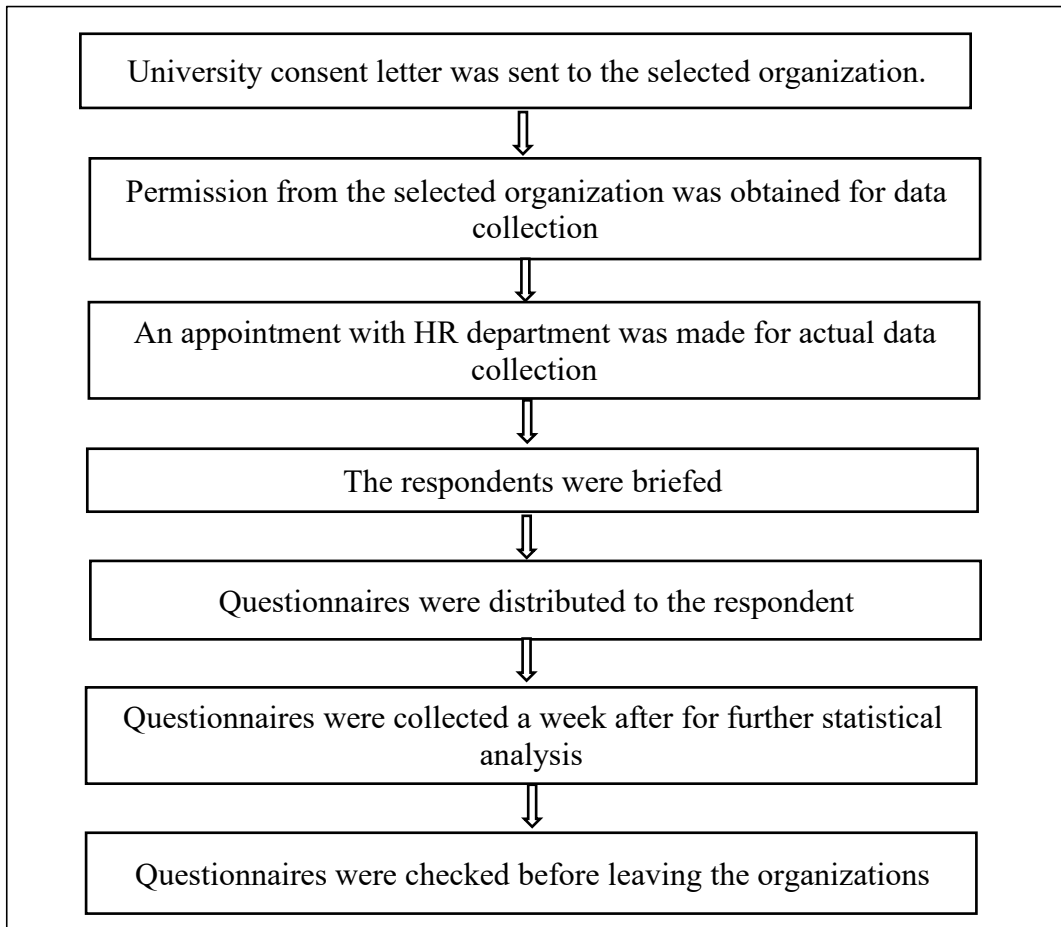


Figure 2: Data collection procedure

3.8 Data analysis procedure

Data obtained using Statistical Package for Social Science (SPSS) were analyzed in the current analysis. Using descriptive and inferential statistics, all the data obtained were analyzed.

Descriptive statistics have often been portrayed with graphs and charts in order to have better understanding of data distribution. Data analysis procedure is a process to organize and summarize the information from data collection. The data gathered in this research were then analyzed and shown through charts and graphs. The descriptive statistics were used in this analysis to identify the demographic details of the selected samples, which are gender, age, higher education, department and years of service. The data were loaded into SPSS software and described based on the percentage and frequency.

Inferential statistics are methods used to derive and calculate population outcome reliability based on information obtained from a survey sample (Weiss, 1999). This statement showed, this research technique is shown to have been used to check the hypotheses on the relationships between independent variables and dependent variables. For this analysis, inferential statistics were used to classify the relationships on the organizational commitment between employee engagement, work environment, organizational learning and job satisfaction. Therefore, the statistical measures that were used to check the hypotheses in Statistical Package for the Social Sciences (SPSS) was Pearson Correlation. The value of the Pearson Correlation Coefficient for identifying the degree of correlation between independent variable and dependent variable was shown in Table 5 below. Besides, Multiple Regression was used to identify the dominant factor among independent variables affecting dependent variables.

Table 5

Pearson Correlation Coefficient

r value	Strength of Correlation
0.00 - 0.19	Very Weak
0.20 - 0.39	Weak
0.40 - 0.59	Moderate
0.60 - 0.79	Strong
0.80 - 1.00	Very Strong

Table 6

Data Analysis Method

Hypothesis	Test
<i>H_{a1}</i> : There is a significant relationship between employee engagement and organizational commitment.	Pearson Correlation
<i>H_{a2}</i> : There is a significant relationship between work environment and organizational commitment.	Pearson Correlation
<i>H_{a3}</i> : There is a significant relationship between organizational learning and organizational commitment.	Pearson Correlation
<i>H_{a4}</i> : There is a significant relationship between job satisfaction and organizational commitment.	Pearson Correlation
<i>H_{a5}</i> : There is a dominant factor among employee engagement, work environment, organizational learning and job satisfaction that influence organizational commitment.	Multiple Regression

3.9 Summary

Thus, this chapter has discussed the different methods that have been used from choosing the suitable research design to analyse the data collected in this research. It was made sure that suitable methods were chosen to complete this research perfectly. The next chapter delves with the findings.

CHAPTER 4

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter discussed the findings obtained from the study. The discussion begins with the description of respondents' demographic which includes age, gender, education level, working experience and department. Then, the discussion followed by the hypothesis testing and ends with summary.

4.1 Respondent demographic information

The study was conducted in private organization and 93 employees involved as the respondents. The duration of the data collection was two weeks. 110 questionnaires were distributed but only 93 were returned which indicated that the rate of respondents was 84.5%. A total of 5 demographic findings were obtained from the data collection which are respondents' age, gender, education level, working experience and department.

Table 7

Respondents demographic information

Demographic	Sub-profile	Frequency	Percentage (%)
Gender	Male	33	35.5
	Female	60	64.5
Age	25 - 31 years old	40	43
	32 - 38 years old	32	34.4
	39 - 45 years old	16	17.2
	46 - 53 years old	5	5.4
Education level	SPM	14	15.1
	Diploma	17	18.3
	Degree	53	57
	Master	9	9.7
Working experience	Less than 1 year	8	8.6
	Between 1 and 2 years	13	14
	Between 2 and 5 years	33	35.5
	More than 5 years	39	41.9
	Department	Human Capital	28
	Corporate Services	22	23.7
	Finance	31	33.3
	Corporate Communications	12	12.9

4.1.1 Gender

Table 8

Gender of respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	35.5	35.5	35.5
	Female	60	64.5	64.5	100.0
Total		93	100.0	100.0	

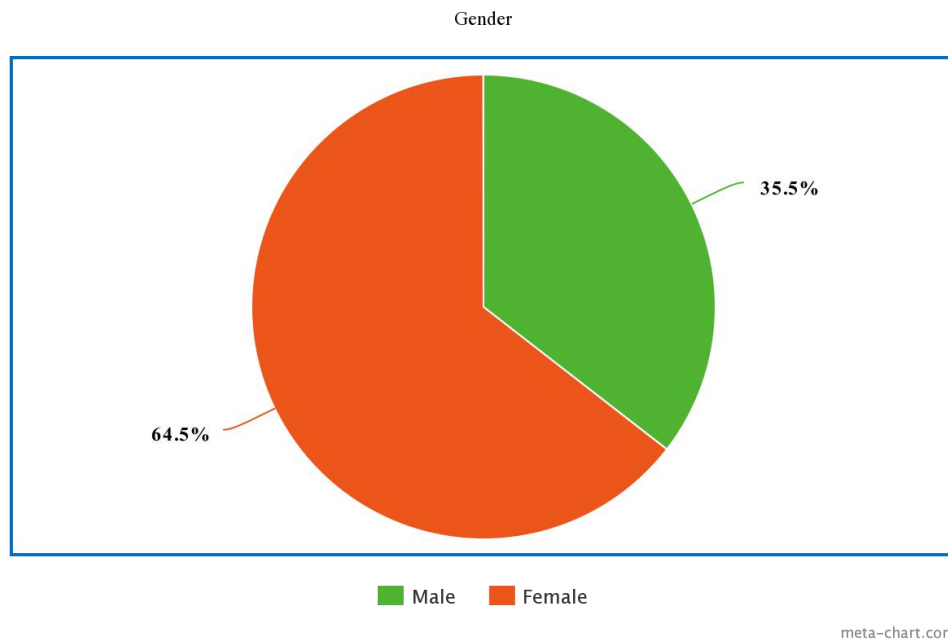


Figure 3: Gender of respondents

Based on Table 8 and Figure 3 out of 93 respondents, 33 respondents were male which represented 35.5% of the total respondents and 60 were female (64.5%). This shown that the majority respondents in this study were female

4.1.2 Age

Table 9

Age of respondents

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-31 years old	40	43	43	43
	32-38 years old	32	34.4	34.4	77.4
	39-45 years old	16	17.2	17.2	94.6
	46-53 years old	5	5.4	5.4	100.0
Total		93	100.0	100.0	

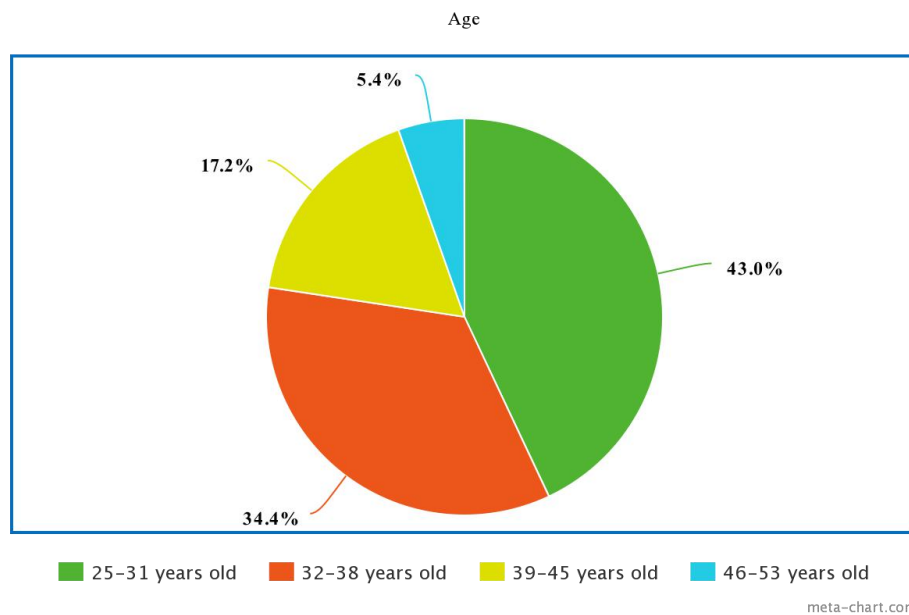


Figure 4: Age of respondents

For the age frequency, the majority respondents were in the range 25 - 31 years old with frequency 40 and represented 43% of total respondents. This indicates that most of the respondents were fresh graduates. The second highest range age were in 32 - 38 years old with the frequency and the percentage of 32 and 34.4%. In the range age of 39 - 45 years old,

the respondents frequency was 16 with the percentage of 17.2%. Lastly, in the range age of 46 - 53 years old, the frequency was 5 with the percentage of 5.4%.

4.1.3 Education level

Table 10

Education level of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	14	15.1	15.1	15.1
	Diploma	17	18.3	18.3	33.4
	Degree	53	57	57	90.5
	Master	9	9.7	9.7	100.0
Total		93	100.0	100.0	

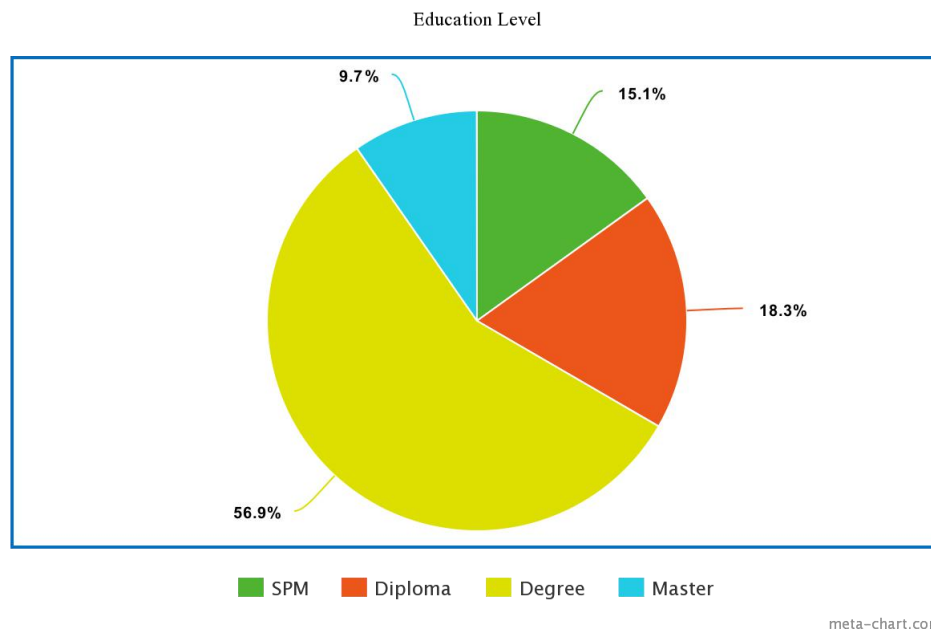


Figure 5: Education level of respondents

For the education level, most of the respondents were Degree holder with the highest frequency 53 which represented 57% of total respondents. Diploma holder were the second highest with the frequency and the percentage of 17 and 18.3%. For SPM leavers the frequency and the percentage were 14 and 15.1%. Lastly, the least were Master holder with the frequency 9 and the percentage 9.7

4.1.4 Working experience

Table 11

Working experience of respondents

		Working Experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	8	8.6	8.6	8.6
	Between 1 and 2 years	13	14	14	22.6
	Between 2 and 5 years	33	35.5	35.5	58.1
	More than 5 years	39	41.9	41.9	100.0
Total		93	100.0	100.0	

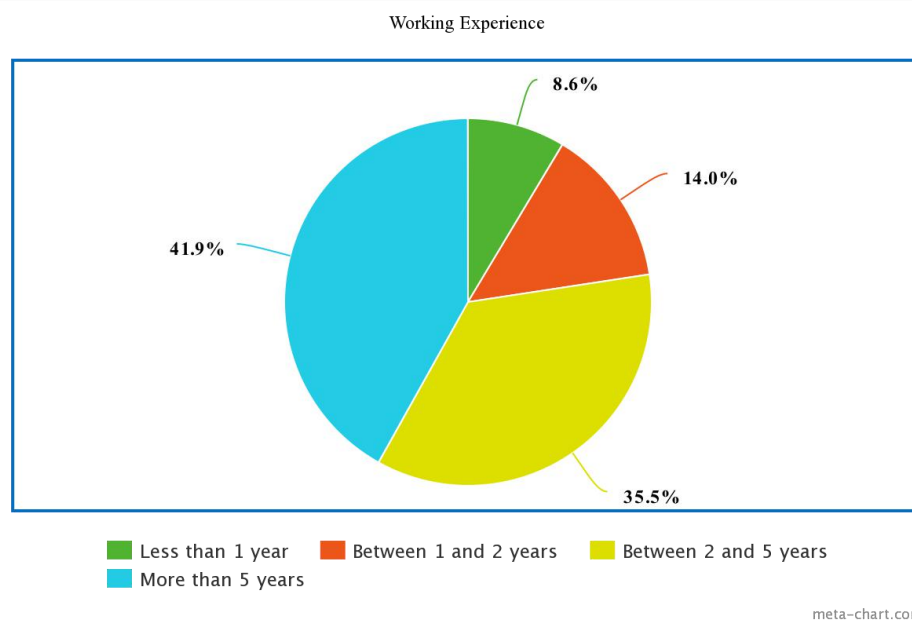


Figure 6: Working experience of respondents

For working experience, majority of the respondents were working in the organizations for more than 5 years with frequency 39 and percentage of 41.9%. In the range of 2 and 5

years working experience in the organizations, the frequency and the percentage were 33 and 41.9%. For 1 and 2 years working experience, the frequency was 13 which represented 14% of total respondents. Lastly, the frequency and the percentage for those who were working less than 1 year is 8 and 8.6%.

4.1.5 Department

Table 12

Department of respondents

		Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Human Capital	28	30.1	30.1	30.1
	Corporate Services	22	23.7	23.7	53.8
	Finance	31	33.3	33.3	87.1
	Corporate	12	12.9	12.9	100.0
	Communications				
	Total	93	100.0	100.0	

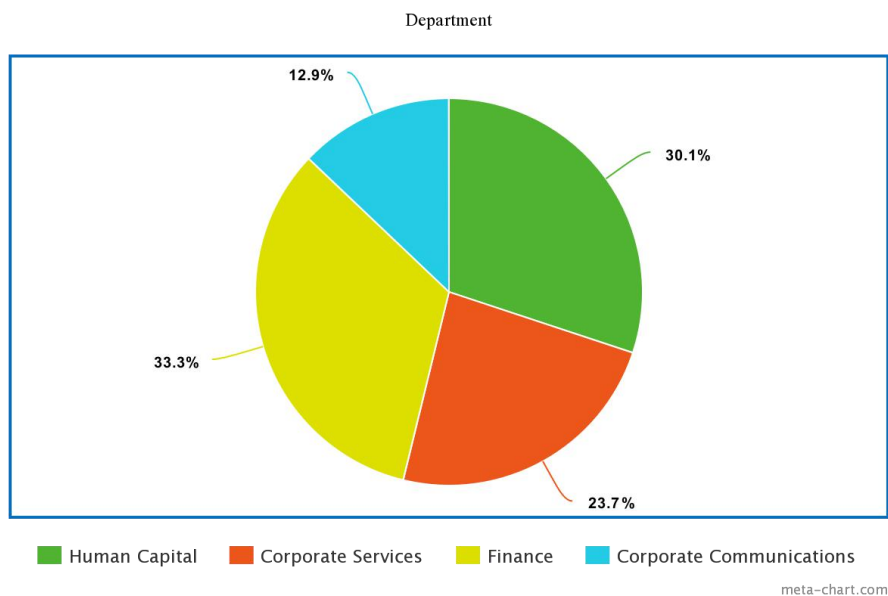


Figure 7: Department of respondents

As for the last demographic category, it was department of the respondents. Most of the respondents who participated were from Finance department with frequency of 31 (33.3%).

The second highest respondents were from Human Capital department with frequency of 28 which indicated 30.1% of total respondents. As for Corporate Services department, the frequency and the percentage were 22 and 23.7%. Lastly is Corporate Communications department which resulted the frequency of 12 with the percentage of 12.9%.

4.2 Normality test

The purpose of conducting normality test is to determine the distribution of data whether it is normally distributed or not normally distributed. Normality test also used to determine which test was used in testing alternate hypotheses whether it is parametric or non-parametric test such Pearson Correlation or Spearman Correlation.

4.2.1 Skewness and kurtosis

Z-test was used for normality test using skewness and kurtosis. A z-score can be obtained by dividing the skewness or kurtosis statistic value by its standard errors. To assume the data is normally distributed, z-value must be within range -1.96 to 1.96. On the other hand, the data with z-value which is not in the range -1.96 to 1.96 can be assumed not normally distributed. Skewness is a measure of symmetry. The data is consider symmetric if both side right and left of the curve looks equal from the center point. Kurtosis is a statistical measure of how the tails of a distribution are shaped differently from those of the normal distribution. Overall, skewness focuses on the whole shape of curve while kurtosis focuses on the tail shape.

Table 13 below showed the z-value for both skewness and kurtosis. From the table, skewness z-value and kurtosis z-value for employee engagement are -1.060 and 0.860. As for work environment, skewness z-value and kurtosis z-value are 0.444 and -1.042, while for organizational learning skewness z-value and kurtosis z-value are -1.204 and 0.323. For fourth variables which is job satisfaction the skewness z-value and kurtosis z-value are 0.208 and 0.491. Lastly for organizational commitment, the skewness z-value and kurtosis z-value are -0.872 and 0.198. This indicated that the data are normally distributed since the skewness z-value and kurtosis z-value for all variables fall within range -1.96 to 1.96. Thus, the researcher proceed with the parametric Pearson correlation analysis.

Table 13

Skewness and kurtosis z-value

	Skewness		Kurtosis		Z_{skewness}	Z_{kurtosis}
	Statistic	Std. Error	Statistic	Std. Error	<u>Statistic</u>	<u>Statistic</u>
					Std.Error	Std Error
Employee	-0.265	0.250	0.426	0.495	-1.060	0.860
Engagement						
Work	0.111	0.250	-0.616	0.495	0.444	-1.042
Environment						
Organizational	-0.256	0.250	0.160	0.495	-1.204	0.323
Learning						
Job	0.052	0.250	0.243	0.495	0.208	0.491
Satisfaction						
Organizational	-0.218	0.250	0.098	0.495	-0.872	0.198
Commitment						

4.3 Result of hypothesis testing

4.3.1 Pearson correlation coefficient

Ha₁: There is a significant relationship between employee engagement and organizational commitment.

Table 14

Relationship between employee engagement and organizational commitment

Correlations				
			Employee_	Organizational_
			engagement	commitment
Pearson	Employee_	Correlation Coefficient	1.000	0.565
	engagement	Sig. (2-tailed)	.	0.000
		N	97	97
	Organizational_	Correlation Coefficient	0.565	1.000
	_commitment	Sig. (2-tailed)	0.000	.
		N	97	97

Pearson Correlation was used to determine the relationship between employee engagement and organizational commitment. Table 14 showed that p-value=.000 with r-value=.565. This indicated that the p-value is smaller than 0.05 level of significance ($p < 0.05$). Hence, the alternate hypothesis (H_{a1}) which stated that there is a relationship between employee engagement and organizational commitment was failed to be rejected. As a result, there is a significant relationship between employee engagement and organizational

commitment. The r-value that falls within 0.40-0.59 indicated that there is a moderate positive relationship between employee engagement and organizational commitment.

This finding showed that employee engagement has a positive relationship with organizational commitment. It can be supported by previous study of many researcher that explore how employee engagement linked to organizational commitment (Saks, 2006; Ortiz, Lau & Qin, 2003; Shoko & Zinyemba, 2014; Agyemang & Ofei, 2013). Employee engagement can be referred to many area in human resource aspect such as leadership, compensation and benefits, training and development, learning and development etc. Employees that are fully engaged likely want their voice to be heard for any decision making. Employees involvement in decision making make them feel valued because they can contribute to organization's benefits. Giving an opportunity for employees to participate is not just a matter of creating formal processes, though they may be significant. This also about creating a work atmosphere that gives employees a voice by allowing them to highlight what they have to say and also as a part of organization's core value that management level must prepare, listen and respond to their contribution.

In the context of highway industry, the opportunity of given employee a voice and involve in decision making will strengthen the engagement especially in operation and management level. Operation level mainly focused on services, communication with highway user, highly engaged employee will show a positive attitude that could impress highway user satisfaction. As for management level, employee voice is very important to be heard to avoid demotivation among employee in operation level or even in administration, financing etc. This can be supported by Armstrong (2012), in one research stated that basic principle of employee engagement is employee voice. Fully engaged employees in organizations will perform their job beyond their requirement and expectation given. Therefore, this competent employees in organization will positively affect organization performance outcomes. In

addition, according to Lockwood (2007) fully engaged employees put greater efforts of work hard in performing their task.

Ha₂: There is a significant relationship between work environment and organizational commitment

Table 15

Relationship between work environment and organizational commitment

Correlations				
			Work_ environment	Organizational_ commitment
Pearson	Work_ environment	Correlation Coefficient	1.000	0.440
		Sig. (2-tailed)	.	0.000
		N	97	97
	Organizational_ _commitment	Correlation Coefficient	0.440	1.000
		Sig. (2-tailed)	0.000	.
		N	97	97

Pearson Correlation was used to determine the relationship between work environment and organizational commitment. Table 15 showed that p-value=.000 with r-value=.440. This indicated that the p-value is smaller than 0.05 level of significance ($p < 0.05$). Hence, the alternate hypothesis (H_{a1}) which stated that there is a relationship between work environment and organizational commitment was failed to be rejected. As a result, there is a significant relationship between work environment and organizational commitment. The r-value that falls within 0.40-0.59 indicated that there is a moderate positive relationship between work environment and organizational commitment.

The finding of this variable showed that work environment influences organizational commitment. This finding can be supported by Pitaloka and Paramita (2014) stated that conducive work environment had a positive effect on job satisfaction and organization commitment. In this context of study, work environment refer to physical environment in workplace such as space allocated, the cleanliness of work area, adequate space between colleague and pleasant visual of work environment. This finding indicated that work environment is crucial to gain satisfaction and commitment among employees at the workplace. Therefore, organization should provide their employees with a friendly working environment in developing commitment among the employees. For example, implementing green and clean environment policy in workplace may be one of the factors in increasing commitment among employees. Apart from that, a pleasant visual of workplace such as new layout arrangement also can enhance commitment in the organization.

Many of past research that studied on the relationship of work environment on organizational commitment showed there is a positive relationship between those two variables (Abdullah & Ramay, 2012; Khuong & Le Vu, 2014; Vanaki & Vagharseyydin, 2009). The higher the degree of satisfaction in workplace, the higher the degree of commitment in performing job in the workplace. The satisfaction of work environment will lead to the satisfaction of the job itself and that is what affective commitment means the emotional attachment of an employee to organizational values and how much the employee likes the organization and the job. This in line with the affective commitment of Three Model Component of Commitment by Meyer and Allen (1991), in which stated that effective commitment is the employees' emotional and physiological attachment to the organization. Thus, organizational commitment can be enhanced by improving work environment in the workplace.

Ha₃: There is a significant relationship between organizational learning and organizational commitment

Table 16

Relationship between organizational learning and organizational commitment

Correlations				
			Organizational_ learning	Organizational_ commitment
Pearson	Organizational _learning	Correlation Coefficient	1.000	0.696
		Sig. (2-tailed)	.	0.00
		N	97	97
	Organizational _commitment	Correlation Coefficient	0.696	1.000
		Sig. (2-tailed)	0.00	.
		N	97	97

Pearson Correlation was used to determine the relationship between organizational learning and organizational commitment. Table 16 showed that p-value=.000 with r-value=.696. This indicated that the p-value is smaller than 0.05 level of significance ($p < 0.05$). Hence, the alternate hypothesis (H_{a1}) which stated that there is a relationship between organizational learning and organizational commitment was failed to be rejected. As a result, there is a significant relationship between organizational learning and organizational commitment. The r-value that falls within 0.60-0.79 indicated that there is a strong positive relationship between organizational learning and organizational commitment.

The finding showed that encouragement of organizational learning in workplace increase the employees' commitment. In the context of this study, practices of learning culture in organizations include develop ongoing learning opportunities, encourage exploration and discussion, encourage teamwork, create systems for learning capture and sharing and connects the employees to the environment through various programs. This associated with the findings from Mehrabi, Jadidi, Haery and Alemzadeh (2013) that level of organizational learning in workplace include all such as individual, teams and environmental learning.

Organization that creates continuous learning opportunities among their employees gained highly committed representative of the organizations. In addition, employees that are highly committed in the organizations will increase competitiveness and have better work performance. This in line with Hanaysha (2016) where continuous learning activities such as training programs, knowledge sharing and team building help the organization to deal with difficulties of commitment among workforce in organization. Moreover, organizational learning also may enhance sustainability of workforce in organization due to many competition in today's workforce. Organizational learning also may enhance commitment among employees in the organizations in term of communication where they have a systems that capture and share learning. In the context of highway industry everyone in the organizations may exchange ideas and thoughts on stuffs related to work or current issues outside workplace. As example, they can learn from other highway operation how to provide the best service to highway users that frequently used the highway under their management in term of landscape, rest and services area or known best as R&R. At the same point, employees may increase their individual knowledge capacity regarding current issue surrounding them and the customer also feel satisfied with the service provided.

This findings can be related to one of the Meyer and Ellen (1991) Three Model of Commitment which is affective commitment. Affective commitment is a psychological or

emotional attachment to organizations. This commitment is the extent in which the employee stay in organizations because they want to do so. Individual in the organizations that well equipped with the learning aspects such as knowledge, skills and abilities tend to feel satisfied with their job. As for highway company ensure safety on their operation highway, increase highway users satisfaction are their main business functions. Therefore, their highway users' satisfaction will be the reason for them to remain committed to the organization and that is what affective commitment called. Thus, affective commitment is not only indicates an affective bond between organization and individual but also willingness to stay in the organization because of level of satisfaction (Joo & Lim, 2009).

Ha₄: There is a significant relationship between job satisfaction and organizational commitment

Table 17

Relationship between job satisfaction and organizational commitment

Correlations				
			Job_satisfaction	Organizational_ commitment
Pearson	Job_ satisfaction	Correlation Coefficient	1.000	0.699
		Sig. (2-tailed)	.	0.00
		N	97	97
	Organizational_ _commitment	Correlation Coefficient	0.699	1.000
		Sig. (2-tailed)	0.00	.
		N	97	97

Pearson Correlation was used to determine the relationship between job satisfaction and organizational commitment. Table 17 showed that p-value=.000 with r-value=.699. This indicated that the p-value is smaller than 0.05 level of significance ($p < 0.05$). Hence, the alternate hypothesis (H_{a1}) which stated that there is a relationship between job satisfaction and organizational commitment was failed to be rejected. As a result, there is a significant relationship between job satisfaction and organizational commitment. The r-value that falls within 0.60-0.79 indicated that there is a strong positive relationship between job satisfaction and organizational commitment.

The finding showed that high level of satisfaction of employees in the organizations attracted employees to deliver full commitment in performing their job. In this context of study, job satisfaction related to which the employees feel satisfied with the salary, chance of being promoted, benefits, the recognition they received and even the rules and procedure that the organizations implemented. Superior's level of competent also influence employees' satisfaction at workplace. The ability of the organizations to provide all those related aspects or called extrinsic satisfaction mentioned above may enhance employee commitment to support organizational goals and strategies. This in line with Ismail and Razak (2016) who found out that majority of the employees view that intrinsic and extrinsic satisfaction as the predictor for them to contribute to organizational goals.

Additionally, this finding linked with the Three Component Model of Commitment by Meyer and Ellen (1991) where affective commitment primarily focused on employee satisfaction on organizational commitment and their desire to quit from the organization. Once a person satisfied with their job they will tend to have a affective commitment. Therefore, (Hsu, 2009; Griffeth, Hom & Gaertner , 2000) findings are supported, where the scholar pointed out the job satisfaction as an antecedent for organizational commitment.

4.3.2 Multiple regression analysis

Ha₅: There is a dominant factor among employee engagement, work environment, organizational learning and job satisfaction that influence organizational commitment.

Table 18

Model summary of Multiple Regression analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.605	.587	.36938

a Predictors: (Constant), Organizational_Learning

b Dependent Variable: Organizational_Commitment

Table 19

ANOVA of Multiple Regression analysis

Anova					
Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	18.381	4	4.595	33.680	.0006
Residual	12.007	88	.136		
Total	30.388	92			

a Dependent Variable: Organizational_Commitment

b Predictors: (Constant), Organizational_Learning

Table 20

Coefficient table of Multiple Regressions analysis

Model	Coefficient					
	Unstandardized		Standardized	t	Sig	
	Coefficient		Coefficient			
B	Std. Error	Beta				
1	Constant	.539	.329		1.634	.106
	Employee_Engagement	-.191	.086	.203	2.212	.030
	Work_Environment	-.105	.104	-.090	-1.010	.315
	Organizational_Learning	.410	.094	.411	4.349	.000
	Job_Satisfaction	.405	.117	.349	3.461	.001

a Dependent Variable: Organizational_Commitment

b Predictors in the Model: (Constant), Organizational_Learning

A Multiple Regression Analysis was used to determine the predictors among independent variables that influence dependent variables. In this research five variables namely employee engagement, work environment, organizational learning and job satisfaction are possibly associated with the organizational commitment.

In this study, 60.5% of the variance in the organizational commitment is attributable to the four factors studied ($R^2=60.5\%$. $F(4,88) = 33.68$, $p<0.05$). It was found that organizational learning (OL) is significant compared to the rest of the variables studied ($R^2=0.605$, $p<0.000$, $\alpha=0.05$). Adjusted $R^2=0.587$ in table 17 means 58.7% of organizational commitment (OC) can be explained by organizational learning (OL). Thus, organizational learning is the most dominant factor in affecting organizational commitment ($p<0.05$, $\beta=0.411$). This findings is similar with Joo and Lim (2009), where overall findings indicated that, organizational learning culture accounted for 44% of the variances in organizational commitment. In addition, Lim (2003) mentioned when individuals perceive that an organization presented

ongoing learning, discussion and consultation, team work, an organized structure, engagement, sense of belonging and management planning, they intend to become more mentally and emotionally tied to their organization. Thus, organizational commitment can be fully achieved with maximizing learning culture in the organizations.

4.4 Summary

Through this chapter, the data that has been analyzed has been discussed. In addition to that, the discussion in this chapter has been supported by literature, past findings and model that has been proposed.

CHAPTER 5

SUMMARY,IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

In this chapter, summary of the study will be discussed. Followed by the explanation on contribution of the study through the implication if the study. Implications will be discussed based on the body of knowledge, organizational policy and Human Resource practitioner. Next, this chapter will provide recommendations to organization, Human Resource practitioner and future researcher regarding variables studied and overall study will be concluded.

5.1 Summary of study

This study was conducted to study the relationship between employee engagement, work environment, organizational learning and work environment on organizational commitment. The conceptual framework of this study was adapted from Hanaysha (2016) and Hsu (2009). There are four selected independent variables which are employee engagement, work environment, organizational learning and job satisfaction. On the other hand, organizational commitment acts as dependent variable of this study.

Background of study and problem statement were discussed in chapter one. Followed by one general hypothesis and four alternate hypothesis that have been tested in this study. Moreover, definition of terms, limitations of study and significance of study were also discussed in chapter. The following chapter discussed on literature review and past findings on the variables studied as supporting materials to prove the statements given. One model of

commitment related to the context of study was proposed and explained in chapter two to create a sense of understanding on the nature of this study.

Chapter three mainly focused on research methodology used in completing this study. This study was conducted quantitatively and correlational study was adopted to understand the relationship of independent variables and dependent variable. Questionnaires was used as the research instrument for data collection. There were two parts and (6) sections involved in the instrument. Part one of the questionnaires was for demographic question namely as section A. Part two was divided into (5) sections. Section A, B, C, D and E were for employee engagement, work environment, organizational learning, job satisfaction and organizational commitment. Each section consisted of (5) items excluded for section D that consisted of (9) items. The alternate hypothesis proposed were tested using Pearson correlation analysis and Multiple Regression analysis was used to determine the dominant factor that influence organizational commitment.

Findings of the study was discussed in chapter four where shown all the independent variables and dependent variables tested showed a positive significant relationship. Employee The strength of the correlation for employee engagement and work environment on organizational commitment showed a moderate positive relationship, while as for organizational learning and job satisfaction, the strength of the correlation showed a strong positive relationship. Subsequently, organizational learning tested was determined as the best predictor that influence dependent variable using Multiple Regression analysis. Therefore, Three Model of Commitment was discussed in each of the findings.

5.2 Implication of study

5.2.1 Implication to body of knowledge

The findings of this study give contribution in term of empirical by providing the analyzed data results onto highway industry regarding organizational commitment and the

findings of this study has given another different result within the research area. Moreover, this study has added value to the current literature by providing additional information on employee engagement, work environment, organizational learning and job satisfaction on organizational in local context in Malaysia. Next, this study contributed to the combination study of variables in one research on organizational commitment since most previous study on job satisfaction and organizational commitment was found separately. Furthermore, the findings on this study will contribute to identify what is key factors that influence organizational commitment. To emphasize, all findings in this study positively affect organizational commitment but the Multiple Regression analysis added point to which organizational learning is the dominant factor that affect organizational commitment.

5.2.2 Implication to organization

This study also contributed to the organizational policy. Organization may consider to improve policy in engagement activities, surrounding of workplace, implementing of learning culture to gain satisfaction and commitment from employees. In line with the findings from the study where organizational learning seem to be the dominant factor that affect organizational commitment, it is crucial for the organization to revise the organizational policy regarding learning culture. As it seem to be important in enhancing commitment among employees, encouragement of learning culture in workplace not just important for individual but for organization values and performance. For example, high competency employees will contribute to the organization in performing outstanding job and increase organization competitiveness.

5.2.3 Implication to Human Resource practitioner

This study contributes to human resource practitioner in many ways. This research is useful for practitioner to construct strategic human resource plan specifically related to

employee engagement, work environment, organizational learning, job satisfaction and organizational commitment. There are many challenges in strategic Human Resource planning, such as securing management commitment, accommodating change and coping with the environment. As a Human Resource practitioner it is very important do ensure changes happen organization but changes cannot happen if there is no encouragement from others. Therefore, by improving engagement, work environment, learning culture and satisfaction of employees through organizational commitment it may help to overcome challenges in developing strategic human resource planning.

5.3 Recommendation

5.3.1 Recommendation to Human Resource practitioner

The findings of this research have found that organizational learning is what drives employee's commitment in organization. A recommendation that can be suggested to drive commitment among employees is by giving more focus on employee's competency such as knowledge, skills and abilities. Training need analysis is needed to identify the gaps in competency of employees. Training need analysis is a process by which human resource development are identified and articulated. The process can identify discrepancies or gaps between an employee's skills and the skills needed to perform effective current job performance and to perform the job successfully in the future. This will eventually let the employee to learn and develop skills. As a result, well-trained employees will show a positive commitment in performing their job.

At the findings showed that organizational learning is the key factors that predict commitment among employees, next recommendation for Human Resource practitioner to ensure learning is practices in organization, transfer of knowledge among employee might be successful to increase commitment among employees. It is necessary to ensure the continuity

of transfer of knowledge due to retirement of senior officer. It is because to ensure the impact of retirement on organization is minimal and not affecting productivity and effectiveness of organization. On the other hand, transfer of knowledge is designed to ensure that the knowledge of senior officers has been captured and will be retained and transferred to new employees as senior officers retired and leave the organization. Thus, the new employees that just step into the organization will experience learning and they will be highly committed with the new environment.

5.3.2 Recommendation to future researcher

For future researcher that interested in this research area, future research on organizational commitment may be conducted qualitatively. Qualitative research method can be used to explore more about the concept and interview method can be used as research instrument to gain in-depth analysis on this topic from many perspective. Other than that, by using qualitative research methodology researcher will able to identify other predictor that influence organizational commitment in organization. Since this study was conducted quantitatively and questionnaires used for data collection are objectives it may not represent respondent's situation or experience. Therefore, qualitative research method was recommended for future researcher in this research area.

To obtain more comprehensive data, concrete and broad point of view regarding the issue or research areas of this study, future researcher can consider using mixed method. Generally, both qualitative and quantitative have weaknesses where quantitative relies more on statistical analysis meanwhile qualitative may include biases in the study. Therefore, by mixed method, researcher can integrate the strength of the method to explore the research areas for concrete result. Other than that, the findings of the study can be different and interesting by applying the mixed method. Thus, both discussions will provide additional evidences to support the discussions.

5.4 Conclusion

In conclusion, all the objectives proposed was achieved which all the independent variables showed significant positive relationship with organizational commitment. Besides, this study able to test all the hypothesis using the proposed methods. The findings indicated that there is a significant moderate positive relationship between employee engagement and organizational. The result was supported by many previous study findings in education sector and banking sector (Hanaysha, 2016; Shoko & Zinyemba, 2014; Imam & Shafique, 2014; Geldenhuys, Laba & Venter, 2014). On the other hand, this study indicated that there is a significant moderate positive relationship between work environment and organizational commitment. Study on work environment and organizational commitment among drivers in Ho Chi Mih City indicated same result as the higher the degree of work environment, the higher the degree of commitment (Khoung & Le Vu, 2014). Next findings, resulted there is a significant strong positive relationship between organizational learning and organizational commitment. Next findings on organizational learning indicated that organizational learning act as the best predictor that influence organizational commitment. This supported by Hanaysha (2016) stated that organizational learning as the key factors that predict organizational commitment in organizations. Next, findings on job satisfaction and organizational commitment showed a significant strong positive relationship. Three Component Model of Commitment by Meyer and Allen (1991) also being linked with the result. Thus, organizational commitment can be fully achieved with maximizing learning culture in organizations.

5.5 Summary

This chapter summarized the study from the findings obtained and conclusion were made based on the findings discussed. This chapter also discussed on the implication of the study

and recommendation to organization, Human Resource practitioner and future researcher in order to wider the findings of this study in the future.

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APPENDIX A: QUESTIONNAIRES



QUESTIONNAIRES

THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT, WORK ENVIRONMENT, ORGANIZATIONAL LEARNING AND JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT.

Dear Participant,

I am an undergraduate student from the Faculty of Cognitive Sciences and Human Development in Universiti Malaysia Sarawak (UNIMAS). This quantitative research paper attempts to identify **The Relationship Between Employee Engagement, Work environment, Organizational learning and Job satisfaction on Organizational commitment** as my Final Year Project (FYP) required of me as a partial requirement for an award of Bachelor of Science with Honours (Human Resource Development).

The enclosed questionnaire has been designed to collect information on **the relationship between employee engagement, work environment, organizational learning and job satisfaction on organizational commitment**.

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 10 to 15 minutes to complete. Please return the questionnaire as soon as possible in the enclosed business reply envelope. (OR give instructions as to what to do with the completed survey). If you have any questions about this project, feel free to contact :

Nurfatini binti Mohd Kamal
Email: fatinikamal23@gmail.com
Phone number: 018-3555390

Thank you for your assistance in this important endeavor.

Part 1

Section A: Respondent Demographic

Please tick (✓) in the appropriate blank and/or fill in the blank.

1) Age

2) Gender

Male

Female

3) Higher Education

SPM

Diploma

Degree

Master

4) Working Experience in Current Organizations

Less than 1 year

Between 1 and 2 years

Between 2 and 5 years

More than 5 years

5) Department

Human Capital

Corporate Services

Finance

Corporate Communications

Part 2

Part 2 consists of 5 sections. Respondent must answer all of the question that have been given.

The following statements are about the employee engagement, work environment, organizational learning, job satisfaction and organizational commitment. Please read the statement carefully and decide the degree of agreeableness based on five-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree”.

Please tick (✓) in the most appropriate box to indicate your degree of agreement.

Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Section A: Employee Engagement

No	Statement	1	2	3	4	5
1.	I feel energetic to do my work.					
2.	I feel strong and capable to do my work.					
3.	I can continue working for very long period at a time.					
4.	I find the work that I do full of meaning and purpose.					
5.	I am enthusiastic about my job.					

Sources: Schaufeli, W. B., & Bakker, A. B. (2003).

Section B: Work Environment

No	Statement	1	2	3	4	5
1.	I am satisfied with the space allocated for me to do my work.					
2.	I think my workplace is very clean.					
3.	There is adequate space between me and my nearest colleague.					

4.	I think my work environment is quiet.					
5.	Overall, my work environment is pleasant and visually appealing.					

Sources: Sprigg, C. A., Smith, P. R., & Jackson, P. C. (2003).

Section C: Organizational Learning

No	Statement	1	2	3	4	5
1.	Our organization creates continuous learning opportunities.					
2.	Our organization encourages knowledge sharing among the staff					
3.	The leader of our organization supports learning at the individual, team, and organization levels.					
4.	Our organization establishes systems to capture and share learning.					
5.	Our organization connects the staff to the environment through various programs.					

Sources: Joo, B. K., & Park, S. (2010).

Section D: Job Satisfaction

No	Statement	1	2	3	4	5
1.	I feel satisfied with my chances for salary increases					
2.	Those who do well on the job stand a fair chance of being promoted					
3.	My superior is quite? competent in doing his/her job					
4.	The benefits we receive are as good as most other organizations offer.					
5.	When I do a good job, I receive the recognition for it that I should receive					
6.	Many of our rules and procedures make doing a good job simple.					
7.	I enjoy my coworkers.					

8.	I like doing the things I do at work.					
9.	Communications seem good within this organization.					

Sources: Job Satisfaction Survey from P. E. Spector, 1985.

Section E: Organizational Commitment

No	Statement	1	2	3	4	5
1.	I am willing to put high efforts in order to help this organization be successful.					
2.	I talk positively about this organization to others.					
3.	I am proud to tell others that I am part of this organization.					
4.	I really care about the status of this organization.					
5.	For me, this is one of the best organizations for which to work.					

Sources: Mowday, R. T., Steers, R. M., & Porter, L. W. (1979).

APPENDIX B: LETTER OF PERMISSION

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development



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19 Disember 2019

Pengurus Kanan
Bahagian Sumber Manusia
Projek Lintasan Kota Holdings Sdn. Bhd.
12th Floor, Menara PNB
201-A Jalan Tun Razak
50400 Kuala Lumpur

Tuan/Puan,

Permohonan Menjalankan Kajian/Soal Selidik Bagi Projek Tahun Akhir

Dengan segala hormatnya perkara di atas dirujuk,

Dengan ini disahkan bahawa pelajar **Nurfatini binti Mohd Kamal** adalah pelajar **Program Pembangunan Sumber Manusia**, Fakulti Sains Kognitif dan Pembangunan Manusia, Universiti Malaysia Sarawak (UNIMAS). Beliau sedang menjalankan kajian untuk menyiapkan Projek Tahun Akhir bagi memenuhi syarat bergraduat program tersebut.

Maklumat lanjut tentang pelajar dan kajian adalah seperti berikut:

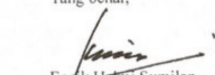
Tajuk Kajian/Tesis : *"The Relationship Between Employee Engagement, Work Environment, Organizational Learning and Job Satisfaction on Organizational Commitment"*
Pensyarah : **Encik Helmi Sumilan**
No. Telefon Pensyarah : **082-584511**
Emel : **shelmi@unimas.my**
No. Telefon Pelajar : **018-3555390**

Sehubungan itu, sukacita kiranya pihak tuan/puan dapat memberikan kerjasama kepada pelajar berkenaan untuk mendapatkan maklumat yang diperlukan. Segala maklumat yang diperolehi akan hanya digunakan untuk tujuan akademik semata-mata dan dijamin akan kerahsiaannya.

Di atas kerjasama yang diberikan oleh pihak tuan/puan, kami dahului dengan ucapan setinggi-tinggi terima kasih.

Sekian,

Yang benar,


Encik Helmi Sumilan
Pensyarah

s.k – Penolong Pendaftar Kanan, FSKPM



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