



Faculty of Cognitive Sciences and Human Development

**JOB RESOURCES AND WORK-FAMILY ENRICHMENT: THE
MEDIATING ROLE OF OPPORTUNITY FOR PROFESSIONAL
DEVELOPMENT**

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**JOB RESOURCES AND WORK-FAMILY ENRICHMENT: THE MEDIATING ROLE
OF OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT**

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Statement of Originality

The work describes in this Final Year Project, entitled
“Job Resources and Work-Family Enrichment: The Mediating Role of Opportunity for Professional Development”
is to the best of the author’s knowledge that of the author except
where due references is made.

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ABSTRACT

JOB RESOURCES AND WORK-FAMILY ENRICHMENT: THE MEDIATING ROLE OF OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT

By

Irene Shyreena Binti Miho

The attention of work-family enrichment literature has increased recently. Although many research with regards to work-family enrichment has been done, only a few study have examined on how organization may promote work-family enrichment for individual well being. So, the purpose of the study was to examine the relationship between job resources (supervisory coaching, autonomy and task variety) and work-family enrichment, as well as the mediator role of opportunity for professional development on this relationship. The variables of job resources are distinctly examined the relationship with work-family enrichment as well as the role of opportunity for professional development on the relationship. A survey with 121 respondents conducted among nurses with U29 grade in public hospital at Bintulu, Sarawak and all the responses were analyzed using SPSS version 19. The results indicate that supervisory coaching, task variety and opportunity for professional

development is positively significant related to work-family enrichment. However, autonomy in the context nurses is not significantly related to work-family enrichment. The relationship between supervisory coaching and task variety with work-family enrichment are significantly mediated by opportunity for professional development. Thus, organizations are encouraged to improve opportunities for professional development which can improve individual quality work, life and job performance. Moreover, more autonomy should be given to workers so that they can enhance the efficiency in the workplace.

ABSTRAK

SUMBER PEKERJAAN DAN PENGAYAAN KERJA-KELUARGA: PERANAN PERANTARAAN PELUANG UNTUK PEMBANGUNAN PROFESIONAL

Oleh

Irene Shyreena Binti Miho

Kajian mengenai pengayaan kerja-keluarga telah meningkat baru-baru ini. Walaupun banyak kajian mengenai pengayaan kerja-keluarga telah dilakukan tetapi hanya beberapa kajian yang mengkaji bagaimana organisasi boleh mengalakkan kerja-keluarga untuk kesejahteraan individu. Jadi, tujuan kajian ini dijalankan adalah untuk meneliti hubungan antara sumber pekerjaan (bimbingan penyeliaan, autonomi dan kepelbagaian tugas) dan pengayaan kerja-keluarga dan juga peranan pengantaraan iaitu peluang untuk pembangunan profesional dalam hubungan ini. Hubungan antara pembolehubah sumber pekerjaan dan pengayaan kerja-keluarga dan juga peranan peluang untuk pembangunan profesional dalam hubungan tersebut dikaji. Satu kajian dengan 121 responden dijalankan di kalangan jururawat bergred U29 di hospital awam di Bintulu, Sarawak dan semua respons dianalisa dengan menggunakan perisian SPSS versi 19. Keputusan menunjukkan bahawa perkaitan

antara bimbingan penyeliaan, kepelbagaian tugas dan peluang untuk pembangunan profesional terhadap pengayaan kerja-keluarga adalah signifikan secara positif . Walau bagaimanapun, perkaitan antara autonomi dan pengayaan kerja-keluarga adalah tidak signifikan. Hubungan antara bimbingan penyeliaan dan kepelbagaian tugas dengan pengayaan kerja-keluarga adalah signifikan diantara dengan peluang untuk pembangunan profesional. Oleh itu, organisasi digalakkan untuk meningkatkan peluang untuk pembangunan profesional yang boleh meningkatkan kualiti kerja individu, keluarga dan prestasi kerja. Selain itu, autonomi yang sewajarnya perlu diberikan kepada pekerja supaya mereka boleh meningkatkan kecekapan di tempat kerja.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter will discuss about the research background. Then, it was followed by the problem statements and the objectives of this study. Research question and research hypothesis also will be prepared. This chapter will illustrate the conceptual framework as well. Besides that, significant and limitation as well as definition of terms will be discuss in this chapter.

1.1 Research background

Work-family interface can be defined as an interconnection between work and family (Yanchus, Eby, Lance & Drollinger, 2010). Work-family interface can be categorized in two types that are work-family conflict (WFC) and work-family enrichment (WFE). Both WFC and WFE have the same implication where one role or behavior is leads from the demand or resources of other role (Demerouti & Bakker, 2007).

Besides that, WFE can be defined as experiences in one role improve the quality of life of the other role where it is occur when work experiences improve the

quality of family life (Greenhaus & Powell, 2006). In most studies have been done, there are positive spillover from work to family which this means that role in work can help them to deal with family issues at home.

From year to year, the participation in labor force is increasing. As stated by Department of Statistics Malaysia in 2012, there are 329,000 employees who are entitled as professional. Out of that amount, there are 50,063 registered nurses in Malaysia and 3,570 were the total number of registered nurses in Sarawak. OPD among nurses has become an issue whereby there are many factors which cause them difficulties in development.

Laschinger, Sabiston and Kutzcher (1997) state that by empowering and increase nurses autonomy in the workplace is a common factor that causes them motivated to achieve goals. Lack of development opportunities and restricted professional autonomy is a major reason many nurses has make a decision to leave their career (Fochsen, Sjogren, Josephson & Lagerstrom, 2005). The shortage of staff has increase the level of workloads among nurses. This will leads to their efficiency in the workplace and the standard of care is decreased to patient (Shattuck, Bidwell, Thomas, Wyness, Blaauw & Ditlopo, 2008).

Although the topic is popular among researcher, there still a gap where employees' performance in the organization can affects an interface between work and family (Demerouti, Bakker & Bultens, 2004) and juggling in multiple commitments is the common problem occurs by most of the employees.

1.2 Problem statement

The recent review that, the conceptual understanding of how work affect family is still ambiguous while there is a growing interest in the work-family interface. The mechanism to link the job resources into depletion process is still implicit. There is a minority that believe workplace learning or environment can be supported, encouraged and developed (Ruysseveldt, Verboon & Smulders, 2011).

Work domain is one of the determinants that derive from WFE whereby it focus on the work-family direction. However in Molino et. al. (2013) study, they found that organizations can influence the direction. Although OPD which also known as constant commitment that allow nurses to increase their skill level and career path and ensure current knowledge are relevant (Lannon, 2007) has been recognized as an important role in enrichment process but yet it still understudied and have not been study in Malaysia context.

In terms of methodology, most of the study that have been done used teachers as a sample (Villegas-Reimers, 2003; Thang, Puvaneswary Murugaiah, Lee, Hazita Azman, Tan & Lee, 2010 & Azam Othman, Mohaida Mohin & Zainurin Dahari, 2013). There is several studies that done similar research using qualitative or interview in collecting data (Azam Othman, Mohaida Mohin & Zainurin Dahari, 2013; Villegas-Reimers, 2003 & Thang, Puvaneswary Murugaiah, Lee, Hazita Azman, Tan & Lee, 2010)

Therefore, determine the effect of job resources or work domain on WFE and the role of OPD in enrichment process in Malaysian context is crucial to give a greater understanding to the employees since there is a little study on OPD in enrichment process and to understand the situation more in Malaysia context.

1.3 Objective

General Objective

To examine the mediation role of OPD between job resources (supervisor coaching, autonomy and task variety) and WFE.

Specific Objective

- i. To determine the relationship between supervisor coaching and WFE.
- ii. To determine the relationship between autonomy and WFE.
- iii. To determine the relationship between task variety and WFE.
- iv. To determine the relationship between OPD and WFE.
- v. To identify the relationship between job resources (supervisor coaching, autonomy and task variety) and WFE mediated by OPD.

1.4 Research question

- i. Is there any relationship between supervisor coaching and WFE?
- ii. Is there any relationship between autonomy and WFE?
- iii. Is there any relationship between task variety and WFE?
- iv. Is there any relationship between OPD and WFE?
- v. What is the relationship between job resources (supervisor coaching, autonomy and task variety) and WFE mediated by OPD?

1.5 Research hypothesis

- i. H_{01} : There is no significant relationship between supervisor coaching and WFE.
- ii. H_{02} : There is no significant relationship between autonomy and WFE.
- iii. H_{03} : There is no significant relationship between task variety and WFE.
- iv. H_{03} : There is no significant relationship between OPD and WFE.
- v. H_{04} : The relationship between job resources and WFE is not partially mediated by OPD.

1.6 Conceptual framework

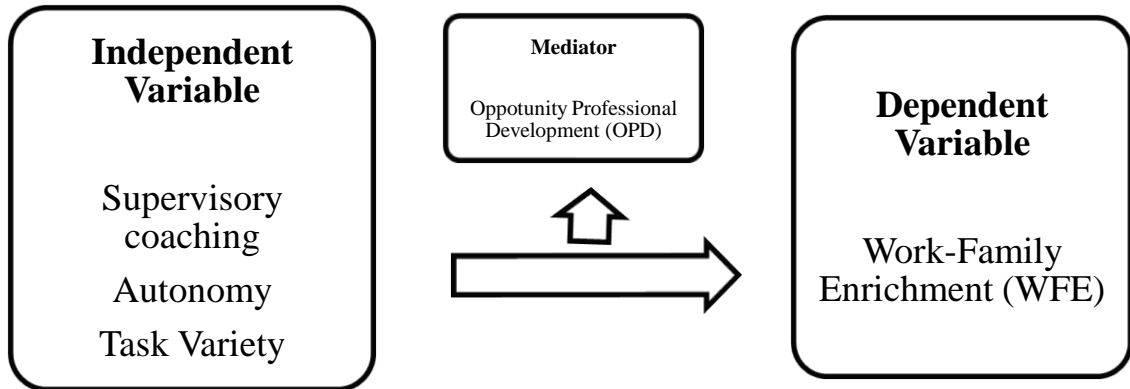


Figure 1.1: Conceptual framework

The above conceptual framework is based on Molino, Chislieri and Cortese (2013) study. The framework indicates on how organizational resources especially OPD in promoting WFE. This study consists of three main organizational resources which are supervisory coaching, autonomy and task variety and how these three organizational resources affect WFE when OPD mediate between them.

Supervisory coaching referring to someone who helping employees in work related issues and facilitates them in skill development (Rafferty & Griffin, 2004). They can foster a positive working experience. In some study, they found than employees feel more comfortable to learn in informal learning rather than formal learning activities. Autonomy ensure that employees able to choose an adequate

strategies in solving a problem at the workplace (Ruysseveldt, et. al., 2011). Autonomy is possible without learning or experience. Task variety is important in workplace learning. It is expected to increase the task challenge and could affect employees to perform well.

As defined above, Greenhaus and Powell (2006) indicates that enrichment occurs when resources generated in one role improve the quality of life. There are several principal determinants of WFE and job resources are the suitable principal which plays a vital role in enrichment process.

OPD is an organizational resource that allows employees to cope with the changing in nature of work and economy in order to achieve their work goals and to prevent negative situation. It's encouraging the workplace learning in gaining education and training. Not only for work improvement, OPD also can fulfil the personal and career development needs of the employees.

1.7 Significance of the study

The contribution of this study is obvious as the resulting outcomes can be capitalized as guidelines to future researcher, organization and working adult. This study is significance for future researcher whereby by referring to this study, they know the effect of job resources on WFE mediated with OPD although it might be different but this study can be guidance for future researcher. Besides that, the findings of this study also will help future researcher in improving this study in a

better point-of-view or perspective and finds others job resources indicators that might relevant for the study.

These study also significance for all organization whereby this can be a guide for them to know how job resources can affect WFE as well as their job performance. By this, they can improve employee opportunity for development in the organization. On the other hand, this study also can be a guide for working adult in order to enhance their role for quality of life in family as well as work.

1.8 Limitation of the study

The limitation of this study is in terms of the scope of this study. Since this study has not been conducted at Malaysia, so the scope of this study will be in Malaysia which focusing in Sarawak only. Besides, these studies also will focus on working adult at professional level which is nurse. This is because many people tend to have speculation that people who at the professional position do not have the quality of life since they have a limited of time.

Professional level at this study can be defined as a someone who possess university education such as bachelor's, master's and doctorate degree such as lecturer. Besides, professional level also can be defined as a job that required a special training or skill and referring to someone to have completed a required course or practice such as teacher, doctor, nurse and engineer. In this study nurses is chosen

because nurses are categorized as professional and they have their own association to support them.

1.9 Definition of terms

Conceptual definitions

Job resources

Resources that are needed to control the job demand and it's also refer to physical, psychological, social or organization aspects of the job either to achieve goals, reduce job demand, associated with psychological cost or for personal purposes such as personal growth, learning and development. (Bakker & Demerouti, 2007)

Supervisory coaching

Someone who respects his or her followers, concerned about followers feelings and needs, helping them in their routine task and facilitate their skill development. (Rafferty & Griffin, 2004)

Autonomy

It is an independency for one individual in determining their own behaviour or action in carrying their task and the level of decision their can do at the workplace. (Bakker, et. al., 2011)

Task Variety

The degree to which a job requires a variety of activities so that an employee can utilize a range of skills, abilities and talents. (Robbins & Coulter, 2012)

OPD

It is a development process of acquiring, expanding, refining and sustaining knowledge, proficiency, skill and qualification for competent professional functioning that result in professionalism. (Elman, Illfelder-Kaye & Robiner, 2005)

WFE

It is a process whereby one role either work or life improve the quality of life of another role (work or family). (Greenhaus & Powell, 2006)

Operational definition**Job resources**

Refer to the work engagement or job demand (supervisory coaching, autonomy and task variety) for the purpose of development within the organization.

Supervisory coaching

Refer to how a formal coach is given in their job and task.

Autonomy

Refer to their ability, power or right in making decision.

Task variety

Refer to how they perceive the new and different demands task.

OPD

Refer to an opportunity given by the organization for their professional development.

WFE

Refer to how the involvement in work can affect their quality of life and family.

1.10 Summary

This chapter discussed on the background of this research, problem statement, objectives, research question and hypothesis, conceptual framework, significant and limitation of the study and lastly is definition of terms. Chapter two will describe more on the past research based on the topic.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will discuss about the issue of supervisory coaching, autonomy and task variety, theory regarding job resources and findings from the past studies.

2.1 Issues

There are three main issues or factors that going to be discussed. Below are the job resources elements.

2.1.1 Work-Family Enrichment concept

WFE can be defines as an extent whereby one role can improves or affect the quality of life (Greenhaus & Powell, 2006). WFE shows a positive effect that individual could have in their work into their family. A good working environment will help them to enhance WFE.

According to Carlson et. al. (2006), WFE is categorized into three dimension that is development, affect and capital. Work-family development known as an involvement in work which leads to an improvement in knowledge, skills and behaviour and this helps them to enhance their quality

of personal life. Meanwhile, work-family affect is an involvement in work which leads to a positive attitude and this will improve their quality of life. Lastly is work-family capital. It is known as involvement in work which can promote their level of psychosocial resources (security or recognition) which help them for a better family member.

From the past studies, many types of antecedents have been used in order to identify their relationship with OPD. There are two types of antecedents' role resources and job resources. Family support categorized under role resources (Grzywacz & Marks, 2000) while supervisor support, colleague support, job autonomy, task significance and task variety categorized under job resources (Greenhaus & Powell, 2006). All of these antecedents may affect WFE either directly or indirectly. In addition, Grzywacz and Marks (2000) indicates that personal characteristics (education, income, gender, race) and various stressors (job stressors, family stressors and psychological involvement at work and home) are another antecedents of WFE.

2.1.2 Supervisory coaching

Social support in workplace plays a vital role in achieving the work goal. Employees tend to learn more from informal sources such as supervisor rather than formal sources which encourage their growth and development

(Molino, Ghislieri and Cortese, 2013). Supervisory coaching important in helping them in work-related issue and facilitate them in skill development.

However, study by Bakker, et. al. (2011) indicates that they are several supervisors who are very supportive openly in discussing on family problem in order to boost the employee's energy, reinforce the employee positive self image and reduce the level of stress.

Ryan (2007) in his study indicates that supervisory support may decrease some pressure at work which may lead to work-family conflict. As the current practices in some organization is employees need to feed supported, so Ryan (2007) suggest that organization should accommodate supervisory support to all employees especially working parents.

According to Lu (2012) supervisory coaching is a kind of informal assistance or job descriptive and no rewarded will be given by the employer. It is categorized as discretionary and spontaneous assistance to others if supervisor coach a new employee or co-workers with a heavy workload. This can enhance interpersonal between employee and employer.

Supervisory coaching is vital to reduce work-family interference in organizations with higher time expectation and enrich employees' life (Beham et. al., 2011).

2.1.3 Autonomy

Autonomy is one of the potential job resources. Bakker, et. al. (2007) in their study state that employees who experience autonomy at workplace and have opportunities for professional development are intrinsically motivated in achieving work goals. This will lead to effective work behaviour and positive attitudes at workplace. According to Beham et. al. (2011), for WFE development, employees are not necessary to provide them with tangible skills or knowledge in order to have a control over the work.

Job autonomy is the independencies of one individual in carrying out the task on one hand and decision concerning on one's work pace and the other phases of other (Bakker, et. al., 2011). Autonomy can be act as buffer against the influence of job demand on psychological distress. Autonomy also enable individual to choose the best strategies in problem solving at the workplace.

Ryan (2007) defines autonomy as independencies of employer and authority to make decision for their team or in completing their task. Autonomy normally associated with positive spillover but it has been argues that independence and authority given to employees in performing their task is another ways to enhanced employees intrinsic motivation.

2.1.4 Task variety

Beham et. al (2011) indicates that enrichment focus on individual performance improvement and their quality of life. If they good in managing their skills or task at workplace, they will be able to perform their role effectively and efficiently and this will lead to a better relationship with family.

In Ruysseveldt, et. al. (2011) study, task variety might be challenges for one individual in development and it also could affect employees to perform well whereby this will encourage them an opportunity to learn. However, task variety contribution to WFE mediated by OPD is still understudied.

2.1.5 Opportunity for Professional Development

As we know, knowledge and skill development is essential for employees. Learning opportunities at work is important in order to develop skills and knowledge and at the same time it could reduce stress at work. Indirectly, this will give a positive impact on the quality of life and increase the level of motivation (Panari, Guglielmi, Simbula & Depolo, 2010).

Salanova, Agut and Peiro (2005) state that organizational resources enable employees for continuous changes and this will help them to achieve

work goals as well as to avoid negative outcome from the work pressure. There are different activities provided by the organization during the process of development such as self-concept, emotional, motivation, skills and cognitive competencies.

Workplace learning is one of the OPD dimensions whereby it is a place of gaining, improving or enhancing skills and knowledge at workplace. Panari et. al. (2010) agreed that workplace learning helps individual and organization to get ready on the changing in work or economy. Besides, it does also help them to improve their efficiency as well as to meet career and personal needs or development.

2.2 Theory

2.2.1 Job Demands-Resources (JD-R) Model

This theory by Bakker and Demerouti (2007) indicates that every job or occupation have their own risk depending on the job itself. Risk here considers a few factors such as job stress, employee burnout and engagement. These factors can be classified into two general categories that are job demands and job resources whereby this model can be applied in any job setting, irrespective of the particular demands and resources involved.

Job demands refer to physical, psychological, social or organizational aspects of the job that required those to sustained physical or psychological effort or skills and it associates with certain physiological or psychological costs. A higher job demand will give an impact on employees' mental and physical resources which will decrease the level of energy and health problems. This is called health impairment process. Job demands do not necessarily be negative but it will turn into a negative view when the demand requires a high effort where employees are not capable to do it.

Job resources refer to physical, psychological, social or organizational aspects of the job that are important in achieving work goals, reduce job demands and the associated physiological and psychological costs and stimulate personal growth, learning and development. It can foster employee engagement, performance and have motivational potential when job demand is high. This is called motivational process. Besides that, working environments such as supportive colleagues and supervisor feedback also plays a vital role in fostering efforts and abilities to the work task. Job resources influence motivation when job demand is high.

2.3 Findings from past studies

A study by Molino, Ghislieri and Cortese (2013) found that OPD may not only prevent a negative outcomes but it also promoting the enrichment from work to family. They found out that OPD mediates the relationship between supervisory coaching and WFE whereby this shows that supportive leader will increase the OPD. Supervisory also will foster a positive working experience whereby it involves caring about subordinates' well-being, appreciate their contribution, helping them in their work and facilitate their development.

The relationship between supervisory support and WFE are positively significant in Ryan (2007) study. This shows that they gain some coaches experience and transfer beneficial and positive experience from work to family. This is similar to Beham et. al (2011) whereby the found out that supervisory coaching significantly and positively related to WFE.

It is different according to each country's perspective. Lu (2012) shows that supervisor coaching positively related to WFE for Chinese compare to Dutch. In Chinese culture, when relationship between supervisor and employees change into business, supervisor tends to give flexibility to their employees and build trust which enables them to achieve WFE. But this culture differs from Dutch culture whereby coaching may not change the relationship between supervisor and employees.

In Beham et. al (2011) study, they found that coaching from supervisory positively relates to WFE and negative relationship with work-family interference.

This is because supervisory coaching can enrich employees' life through support and care that are given to them. With this, they will feel more secure and motivated to work.

Study by Brough and O'Driscoll (2010) reported that autonomy and flexibility in scheduling can reduce work-family interface but it is contradict by the studies done by Blair-Loy (2009) whereby the researcher found that the autonomy and flexible in scheduling among brokers experienced more work-family conflicts. Ryan (2007) predicted that autonomy will be negatively related to work-family interface but he found that autonomy positively related to WFE.

Finding from Ruysseveldt, Verboon and Smulders (2011) shows that autonomy and task variety are positively associated with OPD. This finding also supports the intrinsic motivational process of JD-R model whereby job resources is a process that leads to the job-related learning.

Study done by Beham et. al. (2011) found that task variety significantly and positively related to WFE compare to job control. Participative in managing skill at work may enable an individual to perform their job or task effectively. This will lead to less conflict at work and become more comfortable with current job. Enrichment at work also will lead to enrichment in family.

Findings from Salanova et. al. (2005) found that opportunity for professional not only can prevent from negative outcomes and to foster a good working environment but its help in fostering enrichment in work and family. Besides, it is

also a decisive role to promote enrichment from work to family (Bakker & Geurts, 2004).

2.4 Summary

This chapter discuss about the issues of the studies, job demand-resources model and finding from the past studies. The methodology part will be discussed in chapter three.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter will discuss about the research design for this study, samples that going to collect, instrument, validity and reliability of the data collection, ethics of the study, data collection procedure and methods to analyze.

3.1 Research Design

The research type of this study is cross-sectional study. Cross-sectional study is a study which is carried out at one point of time only. This design is chosen because it can lower the cost and it is less time consuming since we have many types of medium to conduct this research. This study describes the mediation role of OPD between job resources and WFE.

Primary data that is questionnaire was used in this research because it is more convenient and save cost especially in terms of utility to conduct the survey. There a many mediums of communication which can be used to conduct the survey.

3.2 Population and Sample

According to one informant from Hospital Nyabau, Bintulu, there are 233 nurses with U29 grade.

3.2.1 Sample

The calculation of sample will use the formula by Luck, Taylor and Robin (1987).

$$S = \frac{S_0}{1 + \frac{S_0}{N}}$$

Formula:

$$S_0 = \frac{(z)(z) \times pq}{(e)(e)} = \frac{z^2 \times pq}{e^2}$$

Where, S = Sample size

N = Population size

p = Population rate or 0.5

q = (1-p) or 0.5

e = The proportion of sampling errors or 0.05

z = The standard score corresponding to a given confident interval or 1.645

$$\begin{aligned}
S_0 &= \frac{Z^2 \times pq}{e^2} \\
&= \frac{(1.625)^2 \times (0.5)(0.5)}{(0.05)^2} \\
&= \frac{2.641 \times 0.25}{0.0025} \\
&= \frac{0.6602}{0.0025} \\
&= 264.06 \cong 264
\end{aligned}$$

$$\begin{aligned}
S &= \frac{S_0}{1 + S_0/N} \\
&= \frac{264}{1 + 264/233} \\
&= \frac{264}{2.1330} \\
&= 123.76 \cong 124 \text{ respondents}
\end{aligned}$$

Based on the sample calculation above, the minimum samples that are taken as respondents in this research are 124 respondents. Respondents were selected through simple random sample where there is an equal opportunity for everyone.

3.3 Instrument

Questionnaire is used in this study. Study by Molino, Chiliseri and Cortese (2013) also used questionnaire in determine the role of OPD between job resources and WFE. This questionnaire was distributed to nurses at Hospital Nyabau. Nurses is chosen due to ease in collecting data rather than other sector which is hard to give a corporation. The questionnaire will be in English and Malays language to avoid difficulties among respondents. This questionnaire will consist of four parts.

Part A: Respondents profiles

In this part, several question regarding demographic factors including gender, marital status, number of children and length of service was asked. Respondents just need to tick (✓) in the box provided and specify if necessary.

Part B: Job resources

Supervisory coaching

This was measured by six items from Karasek, Brisson. Kawakami, Houtman, Bongers and Amick (1998). It used a 5-point scale with responses ranging from strongly disagree (1) to strongly agree (5). A sample item is “*My supervisor concerned about the welfare of people who under him/her*”. The cronbach alpha, α from the past studies by Molino, Chiliseri and Cortese

(2013) is 0.87 whereby the value indicates that the higher the α values, the greater coaching is given by the supervisor.

Autonomy

This was measured by five items from Bakker, Demerouti, Taris, Schaufeli and Schreurs (2003). It used a 5-point scale with responses ranging from strongly disagree (1) to strongly agree (5). A sample item is *"I can choose my own methods of working"*. The cronbach alpha, α from Bakker, Brummelhuis, Prins and Heijden (2011) studies is 0.71 whereby the value indicates that the higher the α values, the greater autonomy they have while doing their task or job.

Task variety

This was measured by six items from Ruysseveldt, et. al. (2011). It used a 5-point scale with responses ranging from strongly disagree (1) to strongly agree (5). A sample item is *"Given task is varied"*. The cronbach alpha, α from study by Ruysseveldt, et. al. (2011) is 0.84 whereby the value indicates that the higher the α values, the more variety of task given to them.

Part C: Opportunity for Professional Development (OPD)

This was measured by five items from Bakker, et. al. (2003). It used a 5-point scale with responses ranging from strongly disagree (1) to strongly agree (5). A sample item is *“My work offers me the opportunity to learn”*. The cronbach alpha, α from Molino, et. al. (2013) studies is 0.86 whereby the value indicates that the higher the α values, the higher opportunity for professional development.

Part D: Work-Family Enrichment (WFE)

This was measured by nine items from Carlson, Kacmar, Wayne and Grzywacz (2006). It used a 5-point scale with responses ranging from strongly disagree (1) to strongly agree (5). A sample item is *“My involvement in my work helps me to understand the different viewpoints and this helps me be a better family member”*. The cronbach alpha, α from the past studies by Molino, et. al. (2013) is 0.88 whereby the value indicates that the higher the α values, the greater contribution of work towards their family enrichment.

3.4 Pilot study

Pilot study is used to test the logistics and gather all the information to improve the quality and efficiency of the study. This is to avoid the wastage of time and resources before it is distributed to the larger scale (Altman, Burton, Cuthill, Festing, Hutton & Playle, 2006). In this study, 30 persons which not in my respondents list will be chosen to check the logistics of the information.

Table 3.1:
Validity and reliability

Validity and reliability	
	α
1. OPD	0.57
2. WFE	0.92
3. Supervisory coaching	0.82
4. Autonomy	0.68
5. Task variety	0.73

Based on table 3.1, the α coefficient for the measure of OPD is 0.57. Out of five items that is suggested, one item that is “*My work offers me the possibility to learn new things.*” is deleted. The α coefficient for the measure of WFE is 0.92. All the nine items that is suggested is reliable and can be used in this study.

The three variables of job resources has different α coefficient. The α coefficient for the measure of supervisory coaching is 0.82. Out of six items that is suggested, one item that is *“My supervisor use his/her influences to help me in solving my problem at work.”* is deleted. Furthermore, the α coefficient for the measure of autonomy is 0.68. Out of five items that is suggested by Bakker, et. al. (2003), 2 items is deleted that is *“I can control over my job on how my job is carried out.”* and *“I have a freedom of action in accomplishing my formal work task”*. Lastly, the α coefficient for the measure of task variety is 0.73. Out of six items that is suggested, one items is deleted that is *“Varied task encourage me to develop my own abilities”*.

3.5 Ethics of the study

Ethics in this study is about personal information of the respondents. Not all respondents are comfortable in giving their personal data to other people. So in order to avoid this situation, researcher has to inform their respondents about the purpose of the study and get consent from the respondents about getting their personal information for the study. Besides that, convince them by explaining that all the questionnaire data are private and confidential and it is use for the purpose of this study only. The used of the result and the data is only accessible to the respondents since there might some respondents who are sensitive about their personal information. The ethical responsibilities of the researcher are not to waste

respondent's time and collect the data for the purpose of something else (Bacon and Olsen, 2005)

3.6 Data collection procedure

In data collection procedure, questionnaire was distributed to nurses with U29 grade at Hospital Nyabau, Bintulu. Questionnaires are given to the acquaintance and ask her or him to distribute it to their colleague. Besides, the acquaintance also asks her colleague in other ward to help her and her colleague asked their other colleague to help. The questionnaire was collected from the acquaintance after a few days. Out of the total samples needed, 70% of the questionnaire was distributed by using this method and all the distributed questionnaire are able to be collect at the time given.

On the other hand, communication medium is also used in distributing questionnaires because it is convenient, saves time and costs. Besides printed questionnaires, questionnaires are also formed using Google docs. For those who prefer to fill the questionnaire via online, link of the questionnaire is given to the respondents either through Facebook or email. Once respondents submit the questionnaire, the answer will be auto-generated by Google. The remaining 30% was distributed using Google docs and the response rate of using this medium is 27% where another 3% was unable to fill the questionnaire at the time given.

3.7 Data analysis procedure

The data obtained from the distributed questionnaire will be analyzed using Statistical Package for Social Sciences (SPSS) version 16. Since this is quantitative study, there are two types of data analysis that is descriptive statistic and inferential statistic.

3.7.1 Descriptive statistics

Descriptive statistics is a number that describe the score of each variable. In this study, it is used to measure the central tendency of the demographic part. It shows the list and showing the frequency of each particular appears. Mean and standard deviation of the respondents demographic will be taken into account. Besides that, all the analyze data will be presented in a table as well as in a graph to show the percentage of some particular.

Table 3.2:
Scale of measurement for demographic factors

Variable	Types of data	Scale of measurement
Gender	Quantitative	Nominal
Marital status	Quantitative	Nominal
Number of children	Quantitative	Ratio
Length of service	Quantitative	Ratio
Living arrangement	Quantitative	Nominal
Helper	Quantitative	Nominal

3.7.2 Inferential statistics

Inferential statistic is used to test the hypotheses of the study. In this study, two tests will be used. All the scale of measurement for this part is ordinal.

Pearson Correlation

Pearson correlation measurement is introduced by Miller in 1991. This analysis method is used to measures the degree of relationship between two variable. In the study, Pearson correlation is used to measure the degree of relationship between the three factors of job resources that is supervisory coaching, autonomy and task variety as well as opportunity for professional development (OPD) towards work-family enrichment (WFE) and OPD. Relationship between the two variables is between +1 and -1. Below is the degree of relationship between two variables.

Table 3.3:
Degree of relationship

Pearson (r value)	Correlation
0.00 – 0.20	Very weak
0.20 – 0.40	Weak
0.40 – 0.60	Fairly strong
0.60 – 0.80	Strong
0.80 – 1.00	Very strong

Regression using Sobel Test

This test is used to test the mediation of the study. Mediation is the intervening variable which mediates the relationship between the predictor and outcome. In this study, regression using sobel test is used to analyse the relationship between job resources on WFE mediated with OPD. Sobel test by Preacher and Leonardelli (2001) from quantpsy.org are use in this study

3.8 Summary

In this chapter, research design, population and sample, instrument, pilot study, validity and reliability, ethics of the study, data collection procedure and data analysis procedure are discussed. For the following chapter, it will discuss about the findings and discussion after distributing questionnaire.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter will discuss demographic profile of respondents, findings and discussion of the study.

4.1 Demographic profile of respondents

The research involved a sample of 121 nurses in public hospital in Bintulu, Sarawak. The sample consists of 63.6% female and 36.4% male. In the sample, 52.9% is single and the remaining is 38.0% and 9.1% referring to the married and divorced participants. Out of the amount, 23.1% participant has 1 – 3 children and 7.4% married or divorced with 4 – 6 numbers of children. More than half a participant that is 65.3% working with not less than 5 years services. Most of the participants (28.9%) staying with the parents which cause participant do not need a helper which is 89.3% participant who does not have a helper.

Table 4.1:

Demographic profile

Demographics statistics			
	Frequency	Percentage (%)	SD
Gender:			
Male	44	36.4	0.48
Female	77	63.6	
Marital status:			
Single	64	52.9	0.66
Married	46	38.0	
Divorced	11	9.1	
Number of children:			
None	84	69.4	0.62
1 – 3	28	23.1	
4 – 6	9	7.4	
Length of service:			
0 – 5	79	65.3	1.23
6 – 10	33	27.3	
11 – 15	7	5.8	
16 – 20	1	0.8	
>20	1	0.8	
Living arrangement:			
Alone	22	18.2	2.44
Parents	35	28.9	
Spouse	2	1.7	
Spouse and parents	13	10.7	
Spouse and kids	17	14.0	
Spouse, kids and parents	11	9.1	
Kids and parent	3	2.5	
Friends	18	14.9	
Do you have helper?			
Yes	13	10.7	0.31
No	108	89.3	

4.2 Findings and discussion

Table 3 shows the descriptive statistics and correlation between job resources and WFE. From table 3, the mean for OPD is 4.04 whereby the range shows that most of the respondents agreed that their work offers an opportunity for professional development. The mean for WFE that is 4.29 shows that respondents agreed that involvement in their work can improve that quality of family life. Moreover, the mean 3.70 for supervisory coaching shows that most of the respondents state that their supervisory coaching is at fair range. Same goes to autonomy, most of the respondents state that their autonomy at the workplace is fair whereby not all things can be control by their own. For task variety, the fair range, 3.87 shows that the variety of task given is not too burden and they still able to do the task.

For specific objective 1: To determine the relationship between supervisory coaching and WFE. The result indicates that there is a significant relationship between supervisory coaching and WFE at 0.05 α values. Therefore, null hypothesis (H_0) is rejected. The r value is 0.28 whereby the relationship between supervisor coaching and WFE is weak. However, the positive values of r value show that there is direct relationship between them whereby when supervisory coaching is increasing, WFE also increasing. The contribution of supervisory coaching towards WFE is 7.84% [$r^2 = (0.28)^2 = 0.0784$].

The result is similar to Lu (2012) study whereby supervisory coaching in Dutch positively significant to WFE but different with supervisory coaching in

Chinese. Supervisory coaching among Chinese leads to less increase to WFE. The findings also contradict with the findings of past studies by Molino, et. al. (2013) whereby in this study the higher supervisory coaching given, the lower WFE among the employees. Meanwhile, the study proves that colleagues support can foster a positive working environment and support in promoting WFE. From the discussion, we can see that different cultural context have different view to supervisory coaching which leads to WFE.

Supervisory coaching can increase WFE if they able to take care of their supervisee welfare, improve their facilities for coaching, adequate guidance and motivation are given, encouraging them for promotion and encourage them to develop their talents. By having good coaching, employees able to work in a good environment which positive impact at work will improves their quality of life.

For specific objective 2: To determine the relationship between autonomy and WFE. The result indicates that there is no significant relationship between autonomy and WFE at 0.05 α values. Therefore, do not reject null hypothesis (H_0 2). The r value is 0.09 whereby the relationship between autonomy and WFE is weak. Although there is no significant relationship between the two variables, the positive values of r value show that there is direct relationship between them whereby when autonomy is increasing, WFE also increasing. The contribution of autonomy towards WFE is 0.81%.

Bakker, et. al. (2011) also found that in medical residents, autonomy is not important. This is because the work system of medical staff is based on protocol and they are influenced by the work design. In other industries, autonomy might give a different point of view such as a study by Ryan (2007). The sampling of the Ryan (2007) study is from National Association of Intercollegiate Athletics (NAIA) coaches. All the coaches are from targeted sports such as tennis, baseball, softball, volleyball and many more. All coaches have the higher level of autonomy in giving coaching to all players. Higher level of autonomy may lead to enrichment in family whereby.

Autonomy can increase WFE if employees are given autonomy in completing their task or job. This is important in order to increase the level of confidence and to train them to be a leader in the future. Top management should give everyone a fair autonomy to everyone. By arranging or appointing someone to have autonomy towards certain task, taking into consideration everyone has their own autonomy towards given task, they will be able to work in a comfortable working environment which will lead to WFE.

For specific objective 3: To determine the relationship between task variety and WFE. From the table we can see that there is significant relationship between task variety and WFE at 0.05 α values. Therefore, null hypothesis (H_0) is rejected. The r value is 0.16 whereby the relationship between task variety and WFE is weak. However, the positive values of r value show that there is direct relationship between

them whereby when task variety is increasing, WFE also increasing. The contribution of task variety towards WFE is 2.56%.

This is supported by Beham, et. al. (2011) study which reveals that task variety is significant positively related to WFE. Highly skills level will increase the level of WFE. The result also similar with Badri, Siti Khadijah Zainal and Panatik, Siti Aisyah (2013) whereby they found out that task variety positively related to WFE. Variety of task will gives them an opportunity for learning which will provide them with new experience. This new experience will help in the development of skills.

Task variety can improve WFE if organization able to give a variety of task yet significant to their background. This is important in order to avoid boredom of doing the same things and the tendency of low motivation or leaving the current job is higher. Indirectly, the variety of task will improve the skills and knowledge of the employees and increase the level of confidence.

From the above result and discussion, the three variables have different degree of relationship to WFE. The R^2 of supervisory coaching, autonomy and task variety is 0.078, 0.008 and 0.025 respectively. Supervisory coaching is the strongest or dominant factor that mostly contributes to WFE. This is followed by task variety and autonomy contributes the least to WFE in this study.

For specific objective 4: To determine the relationship between OPD and WFE. From the table we can see that there is significant relationship between OPD and WFE at 0.05 α values. Therefore, null hypothesis (H_0) is rejected. The r value is 0.49 whereby the relationship OPD and WFE is fairly strong. However, the positive values of r value show that there is direct relationship between them whereby when OPD increasing, WFE also increasing. The contribution of OPD towards WFE is 24.01%.

This result in line with Salanova et. al. (2005) whereby in their study they found out that opportunity for professional development at workplace may not only prevent from negative outcome. This is similar with Bakker and Geurts (2004) studies whereby they argue that opportunity for professional development not only prevent from negative outcomes but may also help in promoting work-family enrichment.

OPD may increase WFE if organization able to give a good and better development opportunity. Organization should always take care of their employee. Monitoring them in order to search for the talents or expertise is important. By doing this, organization will be able to offer a development opportunity for an eligible employee only. Indirectly, increasing in development opportunity may increase the enrichment between work and family. This is proven by many researchers whereby most of the study found that OPD positively and directly related to WFE.

Table 4.2:

Descriptive statistics and correlation between job resources and WFE

Descriptive statistics and correlation			
	M	SD	WFE
1. OPD	4.04	0.56	0.49
2. WFE	4.29	0.51	1
3. Supervisory coaching	3.70	0.66	0.28*
4. Autonomy	3.79	0.70	0.09
5. Task variety	3.87	0.61	0.16*

Note: * $p < 0.05$

Table 4.3 for sobel test shows that supervisory coaching t -test equal to 2.63 and 0.03 standard error. The statistical significance is equal to 0.008, so reject the null hypothesis of no mediation at 95% confidence interval. We can conclude that the relationship between supervisory coaching WFE is partially mediated by OPD. This is supported by Molino, et. al. (2013) study whereby they found out that the effect of supervisor support on WFE is mediated by OPD.

Moreover, OPD mediated the relationship between task variety (Sobel test, t -test = 2.97, $p < 0.05$) and WFE. So, reject the null hypothesis at 95% confidence interval whereby the relationship between task variety and WFE are partially mediated by OPD. This is similar to Bakker and Demerouti (2007) study whereby they found that intrinsic motivational in JD-R model that is job resources will initiate

the motivational process and this will leads to job-related learning by taking into consideration that development opportunity are delegate for workplace learning.

However, autonomy (t -test=0.64, α =0.519) do not reject null hypothesis whereby the relationship between autonomy and WFE are not partially mediated by OPD. The findings contradict with Bakker and Demerouti (2007) whereby the study proves that autonomy positively associated with development opportunity. Increasing in level of autonomy will increase the opportunity for development for employee. Different with the findings by Blair-Loy (2009) whereby the findings among the service workers indicates that restriction in autonomy may increase WFE. This is because such regulation may help employees to set clear boundaries between work-life.

As conclusion, the result is in line with the Job Demand – Resources (JD-R) Model that is motivational process. Job resources can foster intrinsic motivation, employee engagement and performance when job demand is high. Job demand refers to work pressure or emotional demand. This is connected with supervisory coaching and task variety whereby it can foster motivation to achieve OPD and WFE although there is high work pressure and work overload by the supervisor.

Table 4.3:

Results of sobel test analysis

Sobel test analysis			
	<i>t</i>	SE	<i>p</i>
M1. Supervisory coaching	2.63	0.03	0.008*
M2. Autonomy	0.64	0.03	0.519
M3. Task variety	2.97	0.04	0.003*

Note: * $p < 0.05$, 95% CI

4.3 Summary

In this chapter, findings from the collected data are analyzed and discussed. The next or last chapter will summarize the research and findings of this study, implication of this study, recommendation and conclusion.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 Introduction

In this chapter, we will look into the research whereby it consists of the summarization of the research methodology, findings summarization, implication of the study and recommendation for future research that will use this study as a guide. In the final part of this chapter, it will be the conclusion of the research.

5.1 Summary of the research

In nursing, OPD is often associated with WFE. Nurses are allowed to improve their skills and knowledge for their development or career path. A positive work domain can increase individual enrichment with family. By having a good job resource, it will enable to enrich their family. Although there were many work domains that could help them for development but yet there are still several individuals that has a negative point-of-view towards the work domain. Therefore, this study was conducted to determine the relationship between job resources (supervisory coaching, autonomy and task variety) and WFE among nurses. The study also identified the role of OPD between job resources and WFE relationship.

This study is a quantitative research which was executed using cross-sectional study. The questionnaire consists of four (4) parts: Part A identified the demographics background of the respondents; Part B gathered the job resources information which consists of three (3) sections whereby the first section gather information regarding supervisory coaching which is adapted from Karasek, Brisson. Kawakami, Houtman, Bongers and Amick (1998), the second section is autonomy which is adapted from Bakker et. al (2011) and lastly, it is task variety which is adapted from Ruysseveldt et. al. (2011); Part C gathered information regarding OPD among nurses whereby it is adapted from Bakker, et. al. (2003) and the last part gathered information with regards to their WFE that was adapted from Carlson, Kacmar, Wayne and Grzywacz (2006).

The population of the research are selected based on the total nurses at public hospital in Bintulu and use simple random sample to choose their respondents. Out of 233 nurses, only 124 were selected to fill the questionnaire. Before the study was executed, pilot study is done to test the reliability of the questionnaire. There were 30 nurses from the same hospital was chosen in order to conduct this study.

The actual study was conducted from 17th April to 3rd May 2014. The data collection methods for this study are using a formal questionnaire and also Google doc. About 87 respondents prefer to fill the questionnaire and all responded to the questionnaire. Meanwhile, about 37 respondents prefer to fill the questionnaire via online and 27% are responding to their email. The remaining 3% are unable to submit

or responded to the questionnaire within the time given. All the collected data was analyzed using Statistical Package for Social Science (SPSS) version 19.

There were two (2) types of data analysis that is being used. First is descriptive statistics which is used to analyze the respondents' demographic characteristics data. Second is, inferential statistics of Pearson Correlation Analysis were used to examine the relationship between job resources (supervisory coaching, autonomy and task variety) and WFE. Other than that, Sobel Test Analysis was used to identify the relationship between job resources and WFE when partially mediated by OPD.

5.2 Summary of findings

In summary, the research instrument that was used for this study is reliable. The demographic characteristics of the respondents are mostly female; single; have no children, 0 – 5 years duration of services in nursing; living with their parents and they do not have any helper.

From the findings, the study among nurses showed that there were relationship between supervisory coaching and WFE. Nurses agreed that with coaching from supervisory at work could enrich their family at home. This is similar to task variety whereby there is significant relationship between task variety and WFE. They agreed that with task variety at workplace, it could enrich their family at

home. However, nurses argued that they do not any autonomy at workplace because they have protocol to follow and they are bound with that protocol.

The result of the study also showed that the relationship between supervisory and WFE are partially mediated by OPD. This is similar to task variety whereby the relationship between task variety and WFE are partially mediated by OPD. They believe that with supervisory coaching and task variety their able to increase WFE when there is OPD are given to them. It is differ from autonomy whereby the relationship between autonomy and WFE are not partially mediated by OPD.

As a conclusion, the study also included the analysis for main contributing factor regarding their WFE. Supervisory coaching shown the most contribution factor to the WFE followed by task variety and lastly is autonomy.

5.3 Implication of the study

This study show that most of nurses agreed that supervisory coaching could enrich their WFE. Therefore, appropriate coach should be improves such as in terms of facilities, guidance and motivation given. With the study, the supervisor especially could use the information from this study to enhance their level of coaching to the employees. This study contributes to the methodology and conceptual framework of research in quantitative method for future researcher which will use this study as references and do improvements align with current trends or do the study in qualitative methods.

From the study, we can see that when autonomy is high, WFE is also high. So, responsible party should focus on improving their employees' autonomy in their task. Although autonomy cannot be given fully to them since they are bound by protocol, at least they are given autonomy in terms of certain task or job. Moreover, when task variety is high, WFE is also high. This showed that they enjoy of doing different type of task rather than doing the same task.

This study showed that supervisory coaching and task variety can increase WFE when they are given an OPD. Therefore, responsible party should enhance them for these possibilities for development.

5.4 Recommendation

From the past studies, it is found that supervisory support and autonomy were among the variables that are frequently used by other researchers. For future study or to improve this study, researchers can use other variables of job resources such as job security and family support which might be relevant to this study if the respondents of future researchers fall into the same categories.

Although task variety is used in this study, it is still an understudy. There are not much literature on task variety. So, future studies should investigate the how task variety could affect WFE when mediated by OPD in a different context or industry which is more relevant. This could be useful to examine the different context or

industry. Each state or country or industry might result a different result in their contributing factors and the role of OPD.

Future researchers can also change the mediator into training and development (T&D) whereby they are not bound into certain characteristics of employees and they can use any category of employees from different background or industries. This is more convenient rather than having a specific character or background. Moreover, as job resources has widely been used as independent variables, future researchers can also use personal resources such as self-esteem, self-efficacy and optimism. Researchers or readers could have a holistic understanding on how personal resources could be linked with WFE when mediated by OPD.

Moreover, as many quantitative and qualitative methods have been used in the past study, future research might be able to conduct the research using both methods to collect the data. By this, future researcher could get a comprehensive finding as they combine both methods in collecting data.

5.5 Conclusion

In conclusion, job resources play a vital role in promoting a higher WFE when OPD is high. With efficient and effective job resources, employees able to improves their WFE if they perceive job resources as important factor for their professional development. The important lesson from this study is that variety of task can increase their skills and knowledge and will perceive task variety as investment in their

professional development as well as improve their WFE. Supervisory coaching plays a vital role in take care of employee's welfare, encouraging them in stimulating their talents and giving an opportunity for professional development. All these will contribute to a positive integration between work and family domains.

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Appendix



Faculty of Cognitive Sciences and Human Development

Title:

Job resources and Work-Family Enrichment (WFE): The Role of Opportunity for Professional Development (OPD).

Sir or Madam/ *Tuan atau Puan:*

This survey is carried out as a part of MSc Human Resources Development, UNIMAS final year project which is to analyze the role of OPD between job resources and WFE. This questionnaire will take more or less 15 minutes to complete. Kindly answer ALL the questions in the questionnaire. Please note that all responses are confidential and only aggregate data is used in the analysis.

Kajian ini dijalankan sebagai sebahagian daripada projek tahun akhir Sarjana Pembangunan Sumber Manusia untuk mengenalpasti peranan OPD di antara sumber pekerjaan dan WFE. Borang kaji selidik ini hanya mengambil masa lebih kurang 15 minit untuk dilengkapkan. Sila jawab SEMUA soalan di dalam borang ini. Untuk pengetahuan anda, maklumbalas anda dirahsiakan dan hanya digunakan untuk kajian ini sahaja.

Thank you for your assistance./ *Terima kasih atas bantuan anda.*

Yours Faithfully/*Yang Benar,*
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Demographic profile / Latar belakang

Please (✓) in the appropriate box. / Tandakan (✓) didalam petak yang bersesuaian.

1. **Gender / Jantina**

- ☐ **Male / Lelaki**
☐ **Female / Perempuan**

2. **Marital status / Status perkahwinan**

- ☐ **Single / Belum berkahwin**
☐ **Married / Berkahwin**
☐ **Divorce / Berceraai**

3. **Number of children / Bilangan anak**

- ☐ **None / Tiada**
☐ **1 – 3 children / anak**
☐ **4 – 6 children / anak**
☐ **7 – 9 children / anak**
☐ **> 10 children / anak**

4. **Length of service / Tempoh perkhidmatan**

- ☐ **0 – 5 years / tahun**
☐ **6 – 10 years / tahun**
☐ **11 – 15 years / tahun**
☐ **16 – 20 years / tahun**
☐ **> 21 years / tahun**

5. **Living arrangement / Aturan hidup**

- ☐ **Alone / Berseorangan**
☐ **Parents / Ibu bapa**
☐ **Spouse / Pasangan**
☐ **Spouse and parents / Pasangan dan ibu bapa**
☐ **Spouse and kids / Pasangan dan anak-anak**
☐ **Spouse, kids and parents / Pasangan, anak-anak dan ibu bapa**
☐ **Friend / Kawan**
☐ **Others / Lain-lain**

Specify: _____

6. **Do you have helper? / Adakah anda mempunyai pembantu rumah?**

- ☐ **Yes / Ya**
☐ **No / Tiada**

Please (✓) in the appropriate box based on your **LEVEL OF CONSENT**. / Tandakan (✓) di dalam petak yang bersesuaian mengikut **TAHAP KESETUJUAN**

Strongly Disagree / Sangat Tidak Bersetuju 1	Disagree / Tidak Bersetuju 2	Neutral / Neutral 3	Agree / Bersetuju 4	Strongly Agree / Sangat Bersetuju 5
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A. Supervisory support / Sokongan penyelia

Bil.		1	2	3	4	5
1.	My supervisor concerned about the welfare of people who under him/her. / <i>Penyelia saya mengambil berat tentang kebajikan pekerja di bawah seliaan beliau.</i>					
2.	My supervisor stimulates me to develop my talents. / <i>Penyelia saya merangsang saya untuk mengembangkan bakat saya.</i>					
3.	My supervisor encourages me to ask for him/her help if necessary. / <i>Penyelia saya mengalakkan saya untuk meminta bantuan daripada beliau sekiranya diperlukan.</i>					
4.	My supervisor talks about my strength to the higher management. / <i>Penyelia saya bercakap tentang kekuatan saya kepada pihak pengurusan atasan.</i>					
5.	My supervisor always advice me on promotion opportunities. / <i>Penyelia saya sentiasa menasihatkan saya mengenai peluang-peluang kenaikan pangkat.</i>					

B. Autonomy / Autonomi

6.	I can choose my own methods of working. / <i>Saya boleh memilih kaedah sendiri untuk bekerja.</i>					
7	I can decide on how to do my work. / <i>Saya boleh menentukan bagaimana untuk melakukan kerja saya.</i>					
8.	I have discretion on my job. / <i>Saya ada pertimbangan dalam kerja saya.</i>					

C. Task variety / Kepelbagaian tugas

9.	Given task is varied. / Tugas yang diberikan adalah berbeza.					
10.	Task given is workload variety. / Tugas yang diberikan adalah beban kerja.					
11.	I am sensation of making differences with the task given. / Saya sensasi dalam membuat perbezaan dalam tugas yang diberikan.					
12.	Task given gives me an opportunity to contribute to the organization. / Tugas yang diberikan memberikan saya peluang untuk menyumbang kepada organisasi.					
13.	Task given is challenging. / Tugas yang diberikan sangat mencabar.					

Section C: Opportunity for Professional Development (OPD)/
Bahagian C: Peluang untuk Pembangunan Professional

Please (✓) in the appropriate box based on your **LEVEL OF CONSENT.** / Tandakan (✓) di dalam petak yang bersesuaian mengikut **TAHAP KESETUJUAN**

14.	My work offers me the possibility to learn new things. / Kerja saya menawarkan saya peluang untuk belajar perkara baru.					
15.	My work offers me the opportunity to learn. / Kerja saya menawarkan saya peluang untuk belajar.					
16.	My work required me to use creativity. / Kerja saya memerlukan saya menggunakan kreativiti.					
17.	My work offer me for a long-range career plans. / Kerja saya menawarkan saya untuk pelan kerjaya dalam masa panjang.					
18.	My work offers me for promotion opportunities. / Kerja saya menawarkan saya peluang kenaikan pangkat.					

Section D: Work-Family Enrichment/ Bahagian C: Pengayaan Kerja-Keluarga

Please (✓) in the appropriate box based on your LEVEL OF CONSENT. / Tandakan (✓) di dalam petak yang bersesuaian mengikut TAHAP KESETUJUAN

19.	My involvement in my work helps me to understand different viewpoints and this helps me be a better family member. / Penglibatan saya dalam pekerjaan membantu saya untuk memahami sudut pandangan yang berbeza dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
20.	My involvement in my work helps me to gain knowledge and this helps me to be a better family member. / Penglibatan saya dalam pekerjaan membantu saya untuk menimba ilmu dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
21.	My involvement in my work helps me to acquire skills and this helps me to be a better family member. / Penglibatan saya dalam pekerjaan membantu saya untuk menguasai kemahiran dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
22.	My involvement in my work puts me in a good mood and this helps me a better family member. / Penglibatan saya dalam pekerjaan meletakkan saya dalam mood yang baik dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
23.	Work makes me feel happy and this helps me a better family member. / Penglibatan saya dalam pekerjaan membuatkan saya berasa gembira dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
24.	My involvement in my work makes me cheerful and this helps me a better family member. / Penglibatan saya dalam pekerjaan membuatkan saya ceria dan ini membantu saya menjadi ahli keluarga yang lebih baik.					
25.	My involvement in my work helps me feel personally fulfilled and this helps me a better family member. / Penglibatan saya dalam pekerjaan membantu saya memenuhi kepuasan peribadi dan ini membantu saya menjadi ahli keluarga yang lebih baik.					

26.	My involvement in my work provides me with a sense of accomplishment and this helps me a better family member. / <i>Penglibatan saya dalam pekerjaan menyediakan saya erti pencapaian dan ini membantu saya menjadi ahli keluarga yang lebih baik.</i>					
27.	My involvement in my work provides me with a sense of success and this helps me a better family member. / <i>Penglibatan saya dalam pekerjaan menyediakan saya erti kejayaan dan ini membantu saya menjadi ahli keluarga yang lebih baik.</i>					

Thank you for your participation.
Terima kasih atas penyertaan anda.