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Intrinsic Work Values on Building Association of South-East Asian Nation's Future Workforce: A Comparison of Three Nations

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ABSTRACT

The aim of this study is to examine the intrinsic work values that were perceived by the university undergraduates in the three nations (Malaysia, Thailand and Indonesia) to influence cooperative communication. These three nations are among the founders of Association of South-East Asian Nations (ASEAN) in 1967 that represents half of the population of the region. Intrinsic work values are an important medium through which employee behavior can be understood and managed. Previous research suggests that intrinsic work values influences cooperative communication; the relationships among these constructs, however, have not been portrayed explicitly in a theoretical model, nor have they been empirically tested. Therefore, it is important to identify the dimensionality of intrinsic work value in ASEAN future workforce and assess an empirical conceptual framework of the relationships between work values and cooperative communication. The study uses an ASEAN university's student sample from three nations for comparative study. Using a simultaneous multiple regression analysis, the contribution of six intrinsic work values factors in creating cooperative communication in the three ASEAN nations was assessed. The findings show that intrinsic work values do impact upon cooperative communication for Malaysia, Thailand and Indonesia. The paper draws attention to intrinsic work values of ASEAN university's student who is considered as future employees in this region.

Keywords: Work Values, Cooperative Communication, Association of South-East Asian Nation, Malaysia, Thailand, Indonesia

JEL Classifications: J880, J420, M140

1. INTRODUCTION

Malaysia, Thailand and Indonesia have shown a strong economic performance and most dynamic countries in the regions. For instance, in 2014, these three nations recorded economic growth between 4% and 6% with combined gross domestic product of USD1.5 trillion that more than half of overall Association of South-East Asian Nation (ASEAN) countries. These countries have more than 50% (353 million) population from 631 million of ASEAN total population in 2015 based on the World Population data prepared by United Nations Population Division. Moreover, ASEAN has third largest workforce in the world after China and India that estimated 321 million in 2015 and majority of them

from Indonesia. The youthful population of ASEAN is one of the most significant drivers of economic growth for the region. Besides young workforce, ASEAN country also has a unique work culture as they claim as a collectivist society that affects their work values (Hofstede, 1984).

Values and beliefs are in calculated to the peoples by culture and play a significant role in people's lives such as ASEAN countries. For instance, these values are eventually used as guiding principles and characterize an individual to act and justify accordingly (Knafo and Schwartz, 2003; Verplanken, 2004). In general, both academics and practitioners are interested on values because they do not relate to a particular object or situation, are relatively few in numbers and

are stable overtime (Dose, 1997). Because of these characteristics, and in light of increasing trends towards internationalization and globalization, work values are an important medium through which employee behavior can be understood and managed. Together with monetary and technological resources, human resources such as work value are also vital for ASEAN countries stay competitive in the single market of ASEAN Economic Community. In line with the ASEAN Community concept that will fully be implemented by the end of 2015, the knowledge of a work values among the ASEAN countries is importance. This concept also integrates the peoples of the region as one community.

Previously, the vocational psychology literature has been discussed on work values. Today's globalization and togetherness as one community such as ASEAN Community are unavoidably spreading its influence around the world, especially in the managerial environment (Ghoshal, 2005), and it's essential to understand the structure of work values of professionals. High proportion of professions and occupations requiring advanced skills are found across the region. It is also meaningful to see how work values of the young generation are shaped in ASEAN countries. Rapid changes in innovations and technologies are creating changes in employment structures and occupational patterns in ASEAN member states. As a result, the researchers are becoming interested in how to manage and understand the intrinsic work value to the people from a different background in the workplace.

A number of studies examined the concept of work values (Gahan and Abesekera, 2009; Roe and Ester, 1999; Sagie et al., 1996) and the strong influence of work values on one's work performance (Klenke, 2005) such as commitment and job satisfaction. Although work value is an important topic, it has a little attention in literature to other vocational variables such as abilities, interests, and self-efficacy (Hammond et al., 2010). It's important to know exactly what work values future employees possess and what characteristics of work are important. Employers always hunt the employees with the quality of intrinsic work values that will influence their happiness, motivation, satisfaction, and commitment. These values are congruent with characteristics emphasized by the employer and at the same time, employees also seek for the opportunities to work with the organization that in line with their values (Judge and Bretz, 1992). Therefore, Super (1953), believe the work satisfaction and life satisfaction are depended on the degree of the individual finds adequate outlets for his values, traits, personality, and interests. The proposition suggested by Super (1953) sounds self-evident, especially for young generations who still have to develop their careers. The work values also are essential to understanding upon satisfaction, as postulated in Theory of Work Adjustment (Dawis and Lofquist, 1984). The theory assumes that individuals improve job satisfaction when their values are fulfilled by aspects of their occupation.

In the context of ASEAN, university's student is considered as future employees, they are the people who have a dream to achieve, and they also possess an analytical mind to fit with the expectation of the employer. There is always a need for quality employees in most companies, organizations and industries, whether small

business or large business. In considering a career for the future, it's important to select a job that reflects one's values. The question is what work values university students hold and how the work values influence the cooperative communication?

However, no study has linked cooperative communication to the model of intrinsic values. In the present study, we develop a causal-relationship model that specifies the linkages among perceived work values and cooperative communication. The variables affecting cooperative communication for ASEAN undergraduate could be intrinsic work values (creativity, management, aesthetic, variety, altruism and intellectual). With a communication-centered approach, we hypothesized cooperative communication as consequences of the positive intrinsic work values. This line of research answers calls to identify the underlying process variables linking work values and important cooperative communication. Therefore, the purpose of this paper is to investigate the relationship between work value and cooperative communication in the ASEAN future workforce. The study also seeks to examine the countries' differences in work values' dimensions.

Development of educational performance assessment whether at individual students level or at organizational level is always difficult. However, practitioners continue to devise a better performance assessment approaches due to the importance of those instruments in helping the related authority to monitor their performance and provide direction of improvement. As a mature developing country, Malaysia continues to improve the image and quality of higher educational excellence to world-class standards.

1.1. Intrinsic Work Value

Generally, the concept of work values referring to general attitudes toward the meaning that an individual attaches to his work role (Wollack et al., 1971). Values are widely considered as central to the selection of life roles (Brown and Crace, 1996) and its tended to remain fairly stable over an individual's life span (Gordon, 1975). As described by Becker and McClintock (1967) and Schwartz (1992), the value as normative standards to choose among various behaviors. Work values are generally considered to shape the way in which employees view their experiences (Lyons, 2004; Meyer et al., 1998; Elizur, 1984; Dawis, 1992; Locke, 1976). Therefore, the work values can be conceptualized as areas of importance that add to one's job satisfaction, such as income, opportunities to use one's skills or the ability to help others in one's job (Leuty, 2013). Work values reflect the individual's awareness of a condition he seeks from the work situation, and they regulate his actions in pursuit of that condition (Kalleberg, 1977). Moreover, values also can be used to characterize an individual as a person's self-concept and thus be used by that person to describe himself or herself (Verplanken, 2004).

The literature provides a number of definitions of values, for instance; Liang (2012), defined work values as an enduring perspective that guide individuals to evaluate what is fundamentally right or wrong in the work environment. While, Zytowski (1970, p. 176) defined work values as "a set of concepts, which mediate between the person's affective orientation and classes of external objects offering similar satisfaction." Furthermore, Rokeach

(1973, p. 5) defines a value as “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.” Super (1980, p. 130) defines a value as “an objective, either a psychological state, a relationship, or material condition that one seeks to attain.” As summarized by Dose (1997, p. 220), values can be defined as a “standard or criteria for choosing goals or guiding action” that is relatively enduring and stable over time. This definition can be applied to the definition of work values by adding “relating to working or the work environment” (Dose, 1997, p. 227). Rokeach (1973) addressed that “Values are determinants of virtually all kinds of behavior that could be called social behavior or social action, attitudes and ideology, evaluations, moral judgments and justifications of self and others, and attempts to influence others” (p. 5).

The work values are measured and defined in a variety of ways, depending upon the theoretical background and research objectives (Dose, 1997; Meglino and Ravlin, 1998; Roe and Ester, 1999). Work values considered by some authors as broad tendencies to select certain job characteristics, consequences or work environment's types (e.g., Furnham et al., 1999; Hofstede, 1998; Lofquist and Dawis, 1978; Pryor, 1982; Super, 1973). Moreover, other scholars define them as desirable modes of behavior (Meglino and Ravlin, 1998). In addition, Jones (1991) and Trevino (1986) describes values as systems of philosophies, ethics or ideologies. A work value, which is a specific context to which values can be applied, can be defined as the importance individuals give to a certain outcome obtained in a work context (Elizur, 1984). According to Ros et al. (1999) work values are beliefs pertaining to desirable end states (e.g. high pay) or behavior (e.g. working with people). As mentioned by Hirschi (2010), there is no single established classification of work values; however, many empirical studies and theories have used intrinsic and extrinsic work values as the components of work values.

There are various ways to categorize work value attributes such as intrinsic (e.g., achievement) and extrinsic (e.g., financial returns) domains (Zytowski, 1970). For instance, employees with higher intrinsic work values tend to help others who have a heavy workload or who have been absent, and obey informal rules that are devised to maintain order and to protect organizational property.

Intrinsic work values “refer to the degree to which employees value immaterial aspects of their jobs that allow for self-expression as important, for example, job variety and autonomy” (Taris and Feij, 2001, p. 3). The concept of every dimension under intrinsic values is stated below:

- i. Creativity - Work which permits one to invent new things, design new products, or develop new ideas
- ii. Management - Work which permits one to plan and lay out work for others
- iii. Aesthetic - Work which permits one to make beautiful things and to contribute beauty to the world
- iv. Variety - Work which provides an opportunity to do different types of tasks
- v. Altruism - Work which enables one to contribute to the welfare of others

- vi. Intellectual stimulation - Work which provides an opportunity for independent thinking and for learning how and why things work.

1.2. Intrinsic Work Values and Cooperative Communication

Lee (1997; 2001) indicates that cooperative communication in the workgroup concerns members' message exchange behaviors and activities designed to facilitate the joint achievement of workgroup goals. Cooperative communication of individual members' behaviors include giving encouragement, exchanging information, exhibiting a willingness to share ideas and resources, exhibiting responsiveness to each other, expressing concerns about others, and showing interest in other members, manifesting sensitivity and mutual support, and compromising and negotiating to achieve agreement for group goals (Tjosvold et al., 1984; Chen et al., 2006). Work-value conflict can occur due to miscommunication, work-life balance issues, and technology-use differences (Hillman, 2014). Furthermore, communication literature (e.g., Kramer, 2004; Sias and Jablin, 1995) signifies cooperative communication climate within the workgroup impacts group dynamics. As a result, the quality of group communication was found to strengthen members' perceptions of group dynamics directly (Lee, 2005), and it contributes to positive organizational outcomes and interpersonal relationships (Pillemer et al., 2003).

Some authors note that undergraduate students who are required to expand and extend their role find this to enhance their cooperative communication. However, the differences in individuals can affect cooperative behavior in a workgroup, such that stronger individuals are likely to exert stronger influences (Lepine and Van Dyne, 2001). For example, the manager and being the leader of a workgroup, obviously has the valid advantage of influencing group cooperative behavior. Nevertheless, not all managers are equal in utilizing influence; those with stronger work values manage to spur cooperative communication that leads to group cohesion (Lee, 1997). Given the impact of life experience on value development, researchers have concluded that communication affects the stability of work values. Cooperative communication is considered as a vital consequence's factor for the work values in the organizational context. Work values are acquired in part through a process of socialization similar in the development of other moral behaviors such as cooperative communication (Cherrett et al., 1979).

The changes in the kinds of training and socialization also affect student's intrinsic work values. A few researches suggest that work values can be manipulated via socialization processes (Watson and Barone, 1976; Watson and Simpson, 1978) such as cooperative communication in a workgroup. However, individuals establish relatively stable values through life experiences is generally accepted view and that organizational socialization is unlikely to alter the basic value structure one brings to the organization (Lusk and Oliver, 1974). Moreover, Connor and Becker (1975) have suggested that values also have implications for conflict and organizational performance which cooperative communication could play a better role in both situations.

Cooperative communication links formal, informal, vertical, and lateral interactions and is fundamental to any organized system (Tjosvold et al., 1984), such as intrinsic work value in the organizational socialization. In line with this basis, cooperative communication was treated as a group-level construct. Work values dimension's practices by the employees have predicted cooperative communication. Scholars (e.g., Sherony and Green, 2002; Sias, 2005) asserted that cooperative communication is a powerful mechanism that can either hinder or facilitate team effectiveness. Further, the increasing need to use intrinsic values has been linked to cooperative communication. In our model, cooperative communication is directly influenced by work values. Naturally, better work values nurture cooperative communication within the group, which, in turns, enhances the organizational performance.

2. HYPOTHESES DEVELOPMENT

Intrinsic work values are not always correlations with cooperative communication. Previous research suggests that intrinsic work values influences cooperative communication; the relationships among these constructs, however, have not been portrayed explicitly in a theoretical model, nor have they been empirically tested. There is a substantial body of published literature linking the variables influencing work values such as job satisfaction (Hegney et al., 2006); work experience and organizational commitment (Meyer et al., 1998). Some author notes that the students with good work value will get a competitive advantage and also increased their communication. This is because, a university student has a strong character, and personalities are reflected from the work value and cooperative communication. Additionally, work value will create a quality of future employees.

The intrinsic work value is likely to affect cooperative communication behavior among students. A few studies have indirectly suggested a link between the work values and student's cooperative communication that indicated students in higher-quality work value should be expected to experience higher-quality cooperative communication with their work group. Even though we found no empirical studies relating to the work values of future workforce in ASEAN, we wanted to develop our hypotheses as rigorously as possible. Therefore, this study hypothesized the cooperative communication would be related to generally higher work values — that higher valence values facilitate stronger goal pursuit as measured by the cooperative communication. Thus, we develop two different hypotheses for our study which are:

- H₁: There are no significant differences between the Malaysia, Thailand and Indonesia on the work values among undergraduate's students.
- H₂: The intrinsic work value will affect cooperative communication behavior among three ASEAN countries.

3. METHODOLOGY

In this section, data-gathering procedures, respondents, and measurements of variables are detailed. This study involves university undergraduate students in ASEAN countries.

3.1. Respondents

Online surveys were posted directly to ASEAN Community Facebook's page with 240,000 members. Besides that, the questionnaire also was distributed to the participants at ASEAN University Youth Summit 2015. An English-language version of the questionnaire was used. To ensure anonymity of the survey participants, the survey will not ask for any personally identifying information such as name or email address, and the research data will be presenting in the aggregate. The participant's individual response is shielded from the larger population. Data were collected by means, which took approximately 20 min to complete. The online questionnaire was developed in accordance with the guidelines for creating computerized test and questionnaires provided by Green et al. (1984) and Kyllonen (1991). Subjects of this research were primarily an undergraduate university student whom its relative convenience. Furthermore, it is assumed that the study of undergraduate's students has some external validity in exploring their current and future work values. The usage of students as a sample is particularly advantageous. As the cultural values are rooted and developed through the growth of individuals, the way that they receive education and influenced by family and peers are especially relevant.

Approximately 57.1% (n = 113) are female and 42.9% (n = 85) are male. This sample distribution may not reflect the representative of undergraduate's students in three ASEAN countries, but the data able to capture the scenario of ASEAN students. The majority of the respondents 40.4% (n = 80) respondents from Malaysia following by Indonesia 33.3% (n = 66) and the Thailand 26.3% (n = 52). Results also show that a high percentage (92.4%) of the respondents are <25-year-old; and with regard to the number of years in university, the results indicate that only 5.17% of the respondents <1 year, and the majority (39.9%) have been in university within 2 years.

3.2. Measurements

In order to measure work value, the scales such as the Work Values Inventory (Super, 1970) and the Work Values Scale (Gomez-Mejia, 1986) has been developed. For instance, intrinsic work values instruments scales have been constructed (Feather and O'Brien, 1986; Wollack et al., 1971; Steffire, 1959; Super, 1957). The measurement of the intrinsic work value for this study relied primarily on scales from Super's (1970) "Work Values Inventory" instrument that consists of 18 attributes for intrinsic work values. In a review of intrinsic work value research, Super (1970) identified intrinsic value as creativity, management, aesthetic, variety, altruism and intellectual stimulation to measure the intrinsic work value. Each question is measured on a five-point Likert scale. Pretest results for this measurement show Cronbach's alphas that are 0.521-0.721. Subjects were asked to indicate the extent to which they agreed with each item in a scale from 1 = unimportant to 5 = very important.

The composite scales are employed to representing the averages of score on specific intrinsic work values scales. For instance, intrinsic values that comprise the average of intellectual simulation, creativity, aesthetics, management, altruism and variety sub scale scores. It reflects outcomes people seek in work because they are satisfying in and of themselves.

While cooperative communication scale measured through self-report method with items assessing individual perception on cooperative communication. Seven-item scale was employed as an instrument to measure group perceived cooperative communication (Lee, 1997; 2001). All these items were measured and operationalized using a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree.

3.3. Analysis for Study One

Prior testing the hypothesis, data were tested for coding/data entry errors and tests for normality were conducted for each of the survey items as well as the constructs that were created by computing individual items. Skewness measures, kurtosis measures, and visual inspection of histograms are performed to test the normality. The analysis founds; the majority of items appear to be within normality. Skewness measures are around zero, and analysis indicates normal-shaped histograms. Kurtosis measures are below one.

Summary statistics for and intercorrelations between all of the independent and dependent variables are presented in Table 1.

Table 2 shows the descriptive statistics correlations and reliabilities for intrinsic work value dimensions and cooperative communication. The mean for all value measure fall above the mid-point of the scale (3.0), suggesting that all variables considered to be of some importance. Of six, creativity, altruism and intellectual were rated most important; and management, aesthetic and variety were rated least important.

The ANOVA tests were undertaken to examine the significant differences between work values for different ASEAN countries (Malaysia, Thailand and Indonesia). One-way ANOVA tests with Kruskal–Wallis’s tests were employed to explore significant differences among students from the three countries.

According to Table 2, undergraduate’s students in Malaysia, Thailand and Indonesia show similar work values. The results of ANOVA test showed that undergraduate students in Malaysia

were not statistically significantly different from Thailand and Indonesia’s students with respect to 5 intrinsic work values, namely, creativity, intellectual simulation, management, variety and aesthetic. By contrast, statistically significant differences were found between Malaysian, Thai and Indonesian undergraduate students with only one intrinsic work values: Altruism. The concept of altruism refers to work, which enables one to contribute to the welfare of others. It was susceptible to social desirability effects to which the value is socially determined or part of a shared culture (Zerbe and Paulhus, 1987). The findings show Malaysian, Thai and Indonesian students perceived the altruism in the different way because influences by their national culture (Hofstede, 1984).

The mean scores suggest that Indonesian students tend to place high importance on management, altruism and intellectual simulation factors. For instance, Indonesia students are more likely to work, which provides him/her to plan and lay out work for others (management). They are also more likely to have jobs that permit he/she to contribute to the welfare of others (altruism) to be in comparison to Malaysian and Thai counterparts. Furthermore, the intellectual stimulation value or work provides the opportunity for independent thinking and for learning how and why thing work is reported to high in Indonesian students than students in Malaysia and Thailand. Thus, the mean scores indicated that students in Thailand are more likely to search for work, which permits one to invent new things, design new products, or develop new ideas (creativity) and prefer to work which permits one to make beautiful things and to contribute beauty to the world (aesthetic). Furthermore, students in Malaysia’s place more importance on work that provides an opportunity to do different types of tasks (variety) as compared to Indonesian and Thai students.

3.4. Analysis for Study Two

Furthermore, the data is analyzed by using multiple regressions to investigate the relationship between intrinsic work values and cooperative communication pertaining to respondents’ score. The researcher chose multiple regression techniques because it allows social science researchers to deal with complexity in human behaviors (Cohen et al., 2013). The main idea of the multiple

Table 1: Descriptive statistics, correlations and reliabilities of variables (three nations)

Variable	α	Mean±SD	1	2	3	4	5	6	7
Cooperative communication	0.538	3.5678±0.43883	1.000						
Creativity	0.721	4.2845±0.58403	0.362*	1.000					
Management	0.521	3.7340±0.66663	0.329*	0.378*	1.000				
Aesthetic	0.563	3.7593±0.61643	0.237*	0.628*	0.267*	1.000			
Variety	0.531	3.6717±0.60779	0.366*	0.465*	0.301*	0.518*	1.000		
Altruism	0.693	4.0623±0.58756	0.281*	0.394*	0.381*	0.350*	0.413*	1.000	
Intellectual	0.617	3.9764±0.49075	0.348*	0.529*	0.534*	0.507*	0.456*	0.432*	1.000

*Significance at 0.05 and 0.01. SD: Standard deviation

Table 2: Intrinsic work values differences between Malaysia, Thailand and Indonesia undergraduate students

Intrinsic work values	Malaysian (N=80)	Thailand (N=52)	Indonesia (N=66)	t-value	Significance
Creativity	4.17	4.37	4.36	2.591	0.078
Altruism	3.96	4.02	4.22	3.723	0.026
Intellectual simulation	3.97	3.88	4.07	2.179	0.116
Management	3.71	3.69	3.80	0.552	0.577
Variety	3.72	3.62	3.65	0.562	0.571
Aesthetic	3.67	3.84	3.80	1.555	0.214

regression methods is that it is employed to assess the relationship between a dependent variable and two or more independent variables (Greene, 2003). Consequently, using multiple regression techniques, the researchers are able to determine specific independent variables that have a major influence on a dependent variable in the case the intrinsic work value and cooperative communication. In this study, the hypotheses deal with the relationship between intrinsic work value and cooperative communication between 3 ASEAN country's respondents. Positive relationship is predicted.

The results of a simple regression analysis also show that the significant positive relationship between work value and cooperative communication. Table 3 displays the findings on the relationship between work value and cooperative communication for respondents in three nations. The results suggest that there is a direct relationship between work value and cooperative communication for respondents. Specifically, it indicates that work value has been high on a correlation with cooperative communication.

Since this first analysis for three nations finds a significant positive relationship between work value and cooperative communication, further tests are generated to test whether the specific work value can influence cooperative communication among students in three countries. It is predicted that the positive relationship has an impact on each intrinsic work value dimension of the students from three ASEAN nations. In order to test these propositions multiple regressions is used. In the multiple regression analysis, the intrinsic work values variables were entered simultaneously into the regression equation to predict cooperative communication. The results of the analysis are shown in Table 4, including beta weights (b), semi partial correlations (sr), and significance tests for each predictor. In each regression model, cooperative

communication is regressed against the 6 intrinsic work value dimensions, i.e., creativity, management, aesthetic, variety, altruism and intellectual stimulation.

Our main investigation aim is to determine the work value that influences university's student cooperative communication in Malaysia, Thailand and Indonesia. As mentioned earlier, we predict the dimension of work values will be a significant predictor relationship with cooperative communication of the university's students in three countries. The overall pattern of results in Table 4 not indicates a significant relationship between the dimension of intrinsic work value and cooperative communication.

3.4.1. Malaysia

Results for Malaysia show that some intrinsic work values dimensions are significant predictors for cooperative communication $F(6, 80) = 3.915, P < 0.05$ and $R^2 = 0.243$. These results partially support for past research as well as partially support for the current hypothesis that works value significantly with cooperative communication. The test reveals that only one out of 6 intrinsic work value dimensions are significant predictors of cooperative communication for Malaysian university's students.

Table 4 also indicates that for management $t(80) = 2.904, P < 0.05$, have a significant impact on work value with almost 24.3% variance in cooperative communication. However, another 5 dimensions of students work values are not significant to the cooperative communication.

3.4.2. Thailand

Results show that some intrinsic work values dimensions are significant predictors for cooperative communication $F(6, 52) = 3.565, P < 0.05$ and $R^2 = 0.332$. These results partially support for past research as well as partially support for the current hypothesis that works value significantly with cooperative communication. The test reveals that only two out of 6 intrinsic work value dimensions are significant predictors of cooperative communication for Thai university's students.

Furthermore, the result also indicates that for aesthetic $t(52) = 2.068, P < 0.05$, and variety $t(52) = 2.368, P < 0.05$ have a significant impact on work value with almost 32.2% variance in

Table 3: OLS between work value and cooperative communication (three nations)

Work values	Cooperative communication		
	Malaysia	Thailand	Indonesia
R ²	0.243*	0.322*	0.568*
	N=80; P<0.05	N=51; P<0.05	N=66; P<0.05

OLS: Ordinary least square. *P<0.05

Table 4: Summary of multiple regression analysis for intrinsic work values and cooperative communication for Malaysia, Thailand and Indonesia

Predictor variables	Malaysia					Thailand					Indonesia				
	SE	B	β	t	P	SE	B	β	T	P	SE	B	β	t	P
Creativity	0.097	-0.028	-0.038	-0.289	0.773	0.132	0.228	0.353	1.734	0.090	0.101	0.274	0.400	2.699	0.009*
Management	0.096	0.278	0.379	2.904	0.005*	0.075	-0.016	-0.030	-0.210	0.835	0.056	0.039	0.077	0.699	0.487
Aesthetic	0.112	-0.097	-0.130	-0.865	0.390	0.102	-0.210	-0.351	-2.068	0.044*	0.081	-0.170	-0.295	-2.100	0.040*
Variety	0.122	0.098	0.128	0.809	0.421	0.086	0.204	0.348	2.368	0.022*	0.067	0.315	0.544	4.669	0.000*
Altruism	0.118	0.005	0.006	0.043	0.966	0.088	-0.126	-0.215	-1.430	0.0160	0.059	0.017	0.029	0.291	0.772
Intellectual	0.152	0.158	0.167	1.036	0.304	0.102	0.161	0.248	1.582	0.121	0.120	0.142	0.169	1.185	0.241
	R ² =0.243					R ² =0.322					R ² =0.568				
	Adjusted R ² =0.181					Adjusted R ² =0.232					Adjusted R ² =0.525				
	Overall model F=3.915*					Overall model F=3.565*					Overall model F=12.954*				
	Degree of freedom=79					Degree of freedom=51					Degree of freedom=65				
	*P<0.05					*P<0.05					*P<0.05				

SE: Standard error. *P<0.05

cooperative communication. However, another four dimensions of students work values are not significant to the cooperative communication.

3.4.3. Indonesia

Indonesian students shows that some intrinsic work values dimensions are significant predictors for cooperative communication $F(6, 66) = 12.954$, $P < 0.05$ and $R^2 = 0.568$. These results partially support for past research as well as partially support for the current hypothesis that works value significantly with cooperative communication. The test reveals that only two out of six intrinsic work value dimensions are significant predictors of cooperative communication for Indonesian university's students.

The intrinsic work values such as creativity $t(66) = 2.699$, $P < 0.05$; aesthetic $t(66) = 2.100$, $P = 0.05$; and variety $t(66) = 4.669$, $P < 0.05$ have significant impact on intrinsic work value with almost 56.8% variance in cooperative communication (Table 4). Conversely, three dimensions of students intrinsic work values are not significant to the cooperative communication.

4. DISCUSSION

This study suggests that intrinsic work value of the ASEAN universities students played an important role in influencing cooperative communication, and it was different between the countries. As can be shown in Table 4 the overall finding shows different important dimensions of intrinsic work values in influencing and perhaps in determining cooperative communication. For example, Malaysian students emphasize on management, Thai students on aesthetic and variety; and Indonesian on creativity, aesthetic and variety. The difference intrinsic work value among the three nations is predicted as suggested in GLOBE cultural dimensions studies (Gupta et al., 2002). The findings also give some indications of what should be included in human resources development planning strategy for each country.

This finding has interesting implications. First, finding reveals university student's looks at an only certain aspects of intrinsic work values that affect their cooperative communication behavior such as management, creativity, aesthetic and variety. Basically, work value inventory is used by career counselors and career development facilitators to measure how important various intrinsic work values are to the individual. Similarly, in this study a work value inventory is used to assess the importance of different attributes of intrinsic work values so that the organizations can understand what students value the most in work activities, so that they can develop effective recruitment strategies as well as effective employee retention programs.

Second, with regard to the three nations (Malaysia, Thailand and Indonesia) sample, creativity (mean = 4.28) is the intrinsic work value that students appreciate most (Table 1), and that specific value is generally emphasized in eastern culture where individuals believe in constant perseverance in order to achieve their goals (Li, 2004). This study also shows that ASEAN university students value the work that allows them to fulfill their potential in terms of

altruism (mean = 4.06), and intellectual (mean = 3.97). Apparently, a working career can mean many things; it may involve working in management, marketing, corporate communication, sales jobs, creative industry or administrator. The job is stimulating because it requires professionals to be creative.

Third, our findings propose that intrinsic work values of university students both instrumental and relationship's communication in influencing their cooperative communication. It can be explained because work values are widely recognizable as an effective strategic instrument and measures to achieve competitive advantage and being studied by more practitioners and academics. It can be a barometer for each country to preparing their workforce for ASEAN Community by the end of 2015. The greater mobility of skilled workers will moves across national boundaries within the region when the ASEAN Community emerges, and the understanding on work values becomes vital for the industry. Under the ASEAN Mutual Recognition Arrangements, eight professionals fields include engineering, accountancy, surveying, medical services, architecture, nursing, dental services, and tourism will be provided with free movement.

Finally, work value, as evident in this study, was found to a significant factor in developing cooperative communication. It is important to address the question of what kind of people has different value toward work. Variation in work values may be hypothesized to result from cooperative communication and other of life experiences. Prior to achieving a better communication, organizations should aim to increase the degree of factors that positively influence cooperative communication such as creativity, management, altruism, aesthetic, variety and intellectual stimulation by setting an effective training and human-resource development. In addition, the human-resource department must ensure to create a strong intrinsic work value by practicing an effective communication with their employees. The study clearly indicates the concern of the management regarding the factors discouraging or encouraging work values, which are essential in order to provide an effective communication system within organizations.

5. CONCLUSIONS AND LIMITATIONS

The most obvious limitation of this study is in the generalizability of the intrinsic work value structure. Therefore, it is proposed that more cross-cultural comparison studies to be performed to examine the possibility of generalizing the factor structure onto different subjects with different cultural backgrounds. In addition, these findings warrant further investigation on the impact of social/cultural variables on work values.

Secondly, this study focused only undergraduate students from three nations in ASEAN; it represents a limited test on the work values and cooperative communication. Even this limited test suggests that work value does affect cooperative communication. The next step is to assess the external validity of the obtained results by replication of the study in other settings, and other tasks at hand. For example, future research should test whether the similar effect can be found in other countries (i.e., Cambodia, Philippines, and Singapore, etc.) in ASEAN.

Third, this study duplicates items from Work Values Inventory by Super (1970). Therefore, dimensions of work value suggested by other scholars also needed to be considered such as Manhardt (1972), Brenner and Tomkiewicz (1982) and Schwartz (1992). Such additional dimensions can play a vital role in developing understandings about what and whether work values should deviate from “best” cooperative communication. If further research identifies work values such as Furnham et al. (1999), Hofstede (1998), Lofquist and Dawis (1971), Pryor (1982) which may lead to information that could provide helpful indications of best work values for the ASEAN university students to enhance their cooperative communication.

In sum, this study represents an initial research effort to identify intrinsic work values (creativity, management, aesthetic, variety, altruism and intellectual stimulation) in which will influence the cooperative communication of the three nation university's students. However, the three nations have a significant difference on intrinsic work values that affects cooperative communication among their undergraduate's students.

This article contributes to the current knowledge on work values by pinpointing the importance of understanding potential university students work values in the ASEAN context. It is believed that understanding the work values of ASEAN future workforce may enable firms to make the fullest use of their talents.

The findings of this study suggest that a “one size fits all” solutions across countries in ASEAN will not work. It is important that further research consider the other variables such as self-efficacy, affective commitment and organizational identification.

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