
THE INFLUENCE OF CORE SELF-EVALUATION
(CSE) ON EMPLOYEES' MOTIVATION
IN CONTINUING EDUCATION

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- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
CSE	Core Self-Evaluation
SPSS	Statistical Package for Social Science

PREFACE

The increasing role of higher education institutions in lifelong learning processes seems to be a trend in the global knowledge society. Continuing in education has become an important in recent years. Thus, the underlying factors that influence employees' motivation in continuing education is vital.

There are well-known motivation theories used in the academic field, which are Maslow's Hierarchy of Needs Theory, Alderfer's ERG Theory, McClelland's Acquired Needs Theory, Reinforcement Theory, and Skinner's Expectancy Theory.

As the emerging concept of core self-evaluation (CSE) is becoming significant, it is important for employees to understand their psychological state which drive them to continue with their education.

ABSTRACT

Employees may be motivated by different personality traits. Core self-evaluation (CSE) is found to influence employees' motivation in the workplace. The main objective for this study is to determine whether CSE has significant influence on employees' motivation in continuing higher education.

The primary data of this study was gathered by distributing 200 survey questionnaires to respective respondent at Ipoh, Perak area. The Cronbach's Alpha Reliability test was conducted on every constructs which displayed high reliability results.

Pearson Correlation Coefficient and Multiple Linear Regression Analysis were conducted in this study to examine the independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism). The four independent variables showed a significant relationship on employees' motivation in continuing education. Independent Sample T-test and One-Way Analysis of Variance (ANOVA) were used to test demographic variable (i.e. gender differences) and general information (i.e. length of service, and category of employment) of respondents against the dependent variable (i.e. employees' motivation in continuing education).

The discussion of the findings, implications of the study, limitations of the study and recommendation for future research are discussed in the end of the study.

CHAPTER 1: INTRODUCTION

1.0 Introduction

The knowledge of the background is used as a tool to enhance the understanding of the relationship between core self-evaluation (CSE) and employees' motivation in continuing education. A well-defined problem statement helps in identifying the purpose and necessity to conduct this study, whilst research objectives provide a clearer direction for this study. By answering the research questions, it gives a strong picture of the crucial factors, and contribution can be acknowledged under significance of this study. Chapter layout briefly outlined each chapter in this study which is introduction, literature review, research methodology, research results, and discussion and conclusion.

1.1 Research Background

In the past decades, Hawthorne studies which conducted by Elton Mayo from 1924 to 1932 initiated human relations approach to management where the needs of employees and their motivation have become the focus of employers (Bedeian, 1993). This shows that the employees' motivation has significant impact towards organization performance. Dickson (1973) indicated employees are not solely motivated by financial reward, as their psychological state is another factor determining the way they behaved. This study aimed to identify how employees'

motivation in continuing education is influenced by their psychological state using the variables of CSE.

According to Jacowski (2008), there is a growing trend for the number of individuals who continue in higher level education (See Table 1.1). Employees are motivated in continuing education to enhance their knowledge base and employability, as well as to obtain a better living quality through enhanced salary scale (Michael, 2011). Moreover, Jacowski (2008) stated that employees who participated in continuing education were generally working professionals who seek to further advance and promote their intellectual capabilities while working. Motivated employees are more productive, which is crucial to ensure organizational survival in the rapidly changing workplaces. Therefore, it is necessary for employees to continue in their education to make sure their survival in this turbulent working environment.

Motivation is defined as the inner force that drives an individual to accomplish personal and organizational goals, besides enhancing efficiency and productivity (Romanda, 2007a). However, lack of motivation may leads to dissatisfaction, stress, and depression (Romanda, 2007b). Motivation plays a vital role regardless in a team-based environment or in a workplace where employees are working independently (Latham, & Pinder, 2005).

Various studies have studied the impact of certain personality traits towards individual outcomes. However, there is a rise of interest on CSE and its impact on employees' motivation recently. Based on the finding from Piccolo, Judge, Takahashi, Watanabe, and Locke (2005), CSE is a higher-order concept comprised of self-esteem, generalized self-efficacy, locus of control, and neuroticism. Thus, this has prompted us to examine the extent how CSE can influence on employees' motivation in continuing education.

Table 1. 1 Participants in state-administered adult education by jurisdiction:
Selected fiscal years, 1990 through 2008.

	1990	2000	2005	2006	2007	2008
Other jurisdictions	31,400	44,785	37,328	38,333	34,079	36,071
American Samoa						
Guam	-	662	838	772	226	264
Marshall Islands	1,311	1,092	1,062	1,113	1,079	1,154
Northen Marianas	-	335	0	0	0	0
Palau	-	132	206	73	55	51
Puerto Rico	28,436	41,043	33,463	34,903	31,924	34,019
U.S. Virgin Islands	1,653	841	1,019	942	182	0

Source: U.S. Department of Education, Office of Vocational and Adult Education (OVAE), Division of Adult Education and Literacy, "Adult Education Program Facts, Program Year 1990 – 1991"; and OVAE National Reporting System (May, 2010), retrieved August 7, 2011, from <http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/>

1.2 Problem Statement

Motivation act as an inducement to action (Locke, & Latham, 2004), is important as it contributes to achievement (Ames, 1990).

Buchalka (2007) identified employees' motivation plays a crucial role in their personal success, as well as impact the organization business success or failure. However, when it comes to the workplace, employees' motivation is not always high. Furthermore, Filstein (2011) explained that employees become unmotivated when they lack of opportunities for growth and unequal treatment in the organization despite being assigned to an uninteresting position. Therefore, a higher level motivation employee will seek for another organization which provides a better offer to achieve his/her goals through continuing education, as it enhanced their employability.

Wang and Erdheim (2007) found that personality has a significant impact on motivation, where individual high in conscientiousness, extraversion, and agreeableness showed commitment in organization, whereas high neuroticism and low openness individuals will leave the organization, thus filled the gap between CSE and employees' motivation in continuing education (Kumar, & Bakhshi, 2010).

Jacowski (2008) described continuing education as the opportunity and process of learning new skills and acquiring knowledge that is far superior to what has been taught during formal schooling years. According to Bakan (2010), employees are required to take charge of their own path in continuing education and possess various skills based on their specialty in order to maintain employability whilst helps in future job prospects, when the environment is changing at a very fast pace

with new technologies and new working system that demanded various combinations of skills.

As the job market has become more competitive nowadays, continuing education has become more critical to enhance individuals' employability (Harnandez, 2009).

1.3 Research Objectives

1.3.1 General Objective

The main objective is to examine how employees' psychological state influences their motivation in continuing education.

1.3.2 Specific Objectives

- To identify the relationship between the four specific variables of CSE (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) and employees' motivation in continuing education.

- To identify the relationship between gender and employees' motivation in continuing education.
- To identify the relationship between category of employment and employees' motivation in continuing education.

1.4 Research Questions

- How does CSE (i.e. both positive and negative CSE) used to evaluate the employees' motivation in continuing education?
- What is the relationship between gender and employees' motivation in continuing education?
- Does category of employment influences employees' motivation in continuing education?
- Is there any relationship between employees' length of service with organization and their motivation in continuing education?

1.5 Hypotheses of the study

This study is conducted to test the significance impact of CSE (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) on employees' motivation in continuing education. In addition, variables such as gender, category

of employment, and length of service with organization are studied in order to identify the relationship with the ultimate motivation outcomes on employees.

Hypothesis 1

- H_0 = There is no significant relationship between self-esteem and employees' motivation in continuing education.
- H_A = There is significant relationship between self-esteem and employees' motivation in continuing education.

Hypothesis 2

- H_0 = There is no significant relationship between generalized self-efficacy and employees' motivation in continuing education.
- H_A = There is significant relationship between generalized self-efficacy and employees' motivation in continuing education.

Hypothesis 3

- H_0 = There is no significant relationship between locus of control and employees' motivation in continuing education.
- H_A = There is significant relationship between locus of control and employee's motivation in continuing education.

Hypothesis 4

- H_0 = There is no significant relationship between neuroticism and employee's motivation in continuing education.
- H_A = There is significant relationship between neuroticism and employee's motivation in continuing education.

Hypothesis 5

- H_0 = There is no significant relationship between gender and employee's motivation in continuing education.
- H_A = There is significant relationship between gender and employee's motivation in continuing education.

Hypothesis 6

- H_0 = There is no significant relationship between the category of employment and employees' motivation in continuing education.
- H_A = There is significant relationship between the category of employment and employees' motivation in continuing education.

Hypothesis 7

- H_0 = The four independent variables (e.g. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are not significantly explained by variance on employee's motivation in continuing education.
- H_A = The four independent variables (e.g. self-esteem, generalized self-efficacy, locus of control and neuroticism) are significantly explained by variance on employee's motivation in continuing education.

1.6 Significant of Research

A well-educated individual is perceived as extremely important to the economic and social health of every state, especially in today's global, information-based economy. It has become the necessary admission ticket to good jobs and position. Moreover, a well-trained employee is an important productivity enhancement. Just as important, employees greatly value education benefits as it shows the extent a company values its employees and their future (Immerwahr, & Foleno, 2010).

The supposed purpose of education, as marketed by the education industry, is career advancement and higher pay. Accordingly, individual differences and work-context characteristics may lead to differences in employees' motivation, job satisfaction and performance. Therefore, this study will increase the information associated with employees' motivation through examining the relationship between CSE and their motivation in continuing education.

According to Judge and Kammeyer-Mueller (2010), the result showed CSE has relationship with employees' attitudes. With the changing of traditional task-based jobs, a self-directed capacity to set goals and motivate oneself is likely to become more important. Employees who are highly confident and believe with their own capabilities will see themselves succeed (Judge, Erez, & Bono, 1998). By understanding the influence of CSE on personality traits, it enables employees to have better understanding on factors that motivate them.

The findings of this study can help the employees to understand themselves better, consequently, change their thoughts, attitudes, and personality to improve themselves in term of psychological state.

As the environment is changing rapidly, continuing education is necessary to enhance one's employability, and CSE is vital for employees to understand themselves better in order to motivate themselves in continuing education. In order to avoid over take by the qualified employees in the workplace, CSE is therefore important in determining the influence towards the motivation of oneself to further study in the competitive job market.

1.7 Chapter Layout

This study has been organized and divided into 5 chapters, which is:

Chapter 1: Introduction

This chapter provides an introduction to the subject of interest to the readers through the presentation of research background and problem statement, while research objectives addressed the purpose of the investigation. Then, research questions and hypotheses are highlighted to specify the direction of this study. Significance of research briefly explains the contribution of this study;

Chapter 2: Literature Review

The review of all relevant theoretical models is arranged in this chapter as a ground to develop the proposed theoretical framework and hypotheses. This prepares researchers to next chapter to define the research methodology and technique;

Chapter 3: Research Methodology

This chapter basically focuses in examining to what extent CSE variables influence the level of employees' motivation in continuing education. Research techniques used in this research, which is primary and secondary data, will be stated. Research instrument, measurement, process and analysis are essential to provide assurance to lead researchers to the next chapter for analysis;

Chapter 4: Research Results

Research results are discussed in this chapter, then investigated and identified towards the research objective, hypotheses, and problem formulated earlier. Statistical Package for Social Science (SPSS) is used in this chapter to discuss the overall results and findings from Chapter 3, charts and tables are illustrated. Conclusion of the entire research will be carried in chapter 5;

Chapter 5: Discussion and Conclusion

This chapter includes implications, recommendations and suggestions in order to further proving the discussed issues. The limitation of the research study are identified and discussed to provide platforms for future research.

1.8 Conclusion

In order to have a better understanding on the variables influence employees' motivation to opt for continued education to enhance their knowledge base and employability. It is essential to enhance the understanding on research background before starting the measurement of this study.

Research objective is equally important to investigate how employees' motivation in continuing education is influenced by the variables of CSE (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism).

There will be a further discussion on a review of other articles or past researches in relation to this study in the following chapter. This review will be served as the foundation for hypotheses to be tested or propositions to be investigated later.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This literature review part provides a comprehensive review of the published and unpublished information that are conducted by other researchers. It presents the relevant research work conducted in a clear and logical way. This helps in defining the independent and dependent variables in order to prepare the current researchers to develop a decent proposed theoretical framework. Finally, a hypothesis testing is to be carried out to test on the mutual relationship between the critical variables.

2.1 Motivation

Four principles are proposed by Quick (1985) in order to understand motivation, which are (1) every individual has a reason for what they done; (2) anything an individual set as a goal is what he/she believes to be contributed to them; (3) the goal should be attainable; and (4) the environment where work is done most likely to affect the value of individuals perceived of the attainability of a goal.

According to Pinder (1998), motivation is difficult to properly define because the nature of human being and their capabilities can be explained in several ways.

However, Mitchell and Daniels (2003) defined motivation as a force, within or beyond an individual's ability that drives work related behavior other than to set its direction and intensity. Anyone who is activated toward a goal is considered as motivated, whereas those who are not initiated toward an end are considered unmotivated (Ryan, & Deci, 2000a).

Greenberg and Baron (2000) divided this definition into three main parts. Firstly, the researchers focus at arousal that deals with the drive, or energy behind an individual's action. Individuals tend to be guided by their interest in making a good impression on others, doing interesting task and being successful. The attention then moves to the choice an individual had make and the direction their behavior takes, while the last part deal with the ways an individual maintain his/her behavior at attempting for goal achievement.

Work motivation is the psychological force within an individual that indicates the individual's behavior in an organization, and the individual's level of strength or ability in problem solving (Kanfer, 1990).

In the broadest sense, motivation can be classified as intrinsic and extrinsic motivation based on the mean or end that motivates an individual. Intrinsic motivation refers to those desires to work due to personal value (i.e. personally satisfying) when relates to motivation. Whilst, extrinsic motivation affected the desire to work, which generated due to extra-personal such as money or other external threats (Loo, 2001).

Bassett-Jones and Lloyd (2005) presented two views of human nature underlay early researches into employees' motivation. The first view studied on Taylorism which viewed individuals as lazy, and thus held that employees who fall in this category can only be motivated by external stimulation. Whereas, the second view

based on Hawthorn's findings viewed employees' motivation to work accordingly as for their own interest, despite social and monetary benefits. This type of motivation was categorized as internally motivated.

Amabile, Hennessey, and Grossman (1986) suggested task participation may lead to a higher degree of creativity, as it links with intrinsic motivation that promotes the characteristic that is vital for creativity. Employees who motivated by a higher level of intrinsic motivation often innovated in searching for alternatives to accomplish a task (Hennessey, 2000; Osterloh, & Frey, 2000). A highly intrinsically motivated employee more likely to persist the task as it is perceived as useful, interesting and important (Vansteenkiste, Lens, & Deci, 2006).

On the other hand, extrinsically motivated employees are more towards surface learning, and less likely to continue with the task once extrinsic rewards and prompts are removed (Biggs, 1991). Sansone and Smith (2000) recommended that extrinsic motivation can improved by providing opportunity for employees in enhancing the area of their interest which has the most contribution that helps in achieving higher status quo.

Motivation is recorded as a unitary model with different principles in amount (Bandura 1996), which significantly influence the performance, as it emphasizes on specific task elements and creates strength towards employees (Mitchell, & Daniels, 2003). For instance, employees who desired a greater achievement in their career subsequently will be motivated to continue with their education (Cadwallader, Jarvis, Bitner, & Ostro, 2010).

2.1.1 Extrinsic Motivation

Generally, extrinsic motivation is referred to as the motive that keeps an individual at a task by applying external rewards (Ryan, & Deci, 2000b). Elements of extrinsic motivation consist of concern for rewards, sanctions, praise, feedback, and grades (Deci, & Ryan, 2000a).

Researches of Ryan, Connell, and Grolnick (1990) and Deci and Ryan (2000a) had proposed that various types of extrinsic motivation can be ordered along a self-determination continuum. External regulation, introjections regulation, identification regulation, and integrated regulation are identified which vary in their degree of determination, ranging from non-self-determined to self-determined forms of extrinsic motivation.

External regulation refers to behavior that is controlled by external sources, such as material rewards or constraints imposed by others (Deci, & Ryan, 1985). For instance, an externally regulated employee tends to behave in a way to attain a positive end state (i.e. to get money) and most likely attempt to avoid negative end states (i.e. employer's reprimands), which is separated from the activity itself, while, introjections regulation pressures an employee to behave in order to feel worthy and ego involvement (Deci, & Ryan, 2000b).

Identification regulation is in operation when employees valued the behavior as important, and thus perform it out of choice. The activity (i.e. to achieve and attain a personal goal) is still performed for extrinsic reasons but it is categorized as internally regulated or self-determined. Nevertheless, integrated regulation became coherent with employees' identity and values when behavior is fully integrated which is considered important by the self (Ryan, 1995), which

represented the complete form of internalization of extrinsic motivation in which an employee behaved because it represents who he/she is (Deci, & Ryan, 2000b).

Extrinsically motivated behaviors are undertaken to achieve an end state that is separate from the actual behavior. An extrinsically motivated employee is willing to engage in a task because of the anticipated satisfaction they will get from rewards even he/she has slight interest on the task assigned (Bainbridge, 2011a).

2.1.2 Intrinsic Motivation

According to Oldham and Cummings (1996), intrinsic motivation is the extent to which an individual is excited about a task and is motivated to engage in it for the sake of the task itself. Intrinsic motivation is defined as the action of an individual which stems from the innate psychological needs of competence and self-determination rather than some separable consequence (Ryan, & Deci, 2000b).

Majority of researchers advocate a global, unitary intrinsic motivation construct that suggested a tripartite taxonomy of intrinsic motivation. This taxonomy supported the intrinsic motivation literature where intrinsic motivation to know, to accomplish things, and to experience had been studied on an independent basis.

Individuals with intrinsic motivation to know engaged in a task because of the pleasure and satisfaction resulting from the underlying desire to learn and explore new things at workplace, while intrinsic motivation to accomplish things refers to engage in tasks because of the pleasure and satisfaction derived from trying to surpass one to accomplish the task, and intrinsic motivation to experience

stimulated when an individual engaged in a task because of the stimulating sensations (i.e. aesthetic experiences and excitement) associated with it (Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992; Vallerand, 1993).

The relationship between intrinsic motivation and performance is reviewed by Kuvaas (2006a, b, 2007) and Piccolo and Colquitt (2006), proposed that intrinsic motivation is a potent predictor of task performance at workplace. An intrinsically motivated employee moves towards the challenge entailed not because of external products, pressure or rewards but perceived learning is interesting and satisfying.

2.1.3 Other Motivation Theories

Each theoretical orientation proposed a unique perspective, where combination is allowed to form a general model (Locke, 1997). Various theories had been established to explain employee motivation (Kanfer, 1990; Pinder, 1998). Most of the theories contributed to our understanding on the complex process of motivation elements, however, none are complete.

Need theories are formed during the earliest research in the field of human relations. The underlying principle of need theories is that the needs that motivate an employee should be known, subsequently reward systems should be implemented to satisfy the needs and reinforce desirable behavior. The examples of need theories included Maslow's Hierarchy of Needs, Alderfer's ERG, and David McClelland's Acquired Need theories.

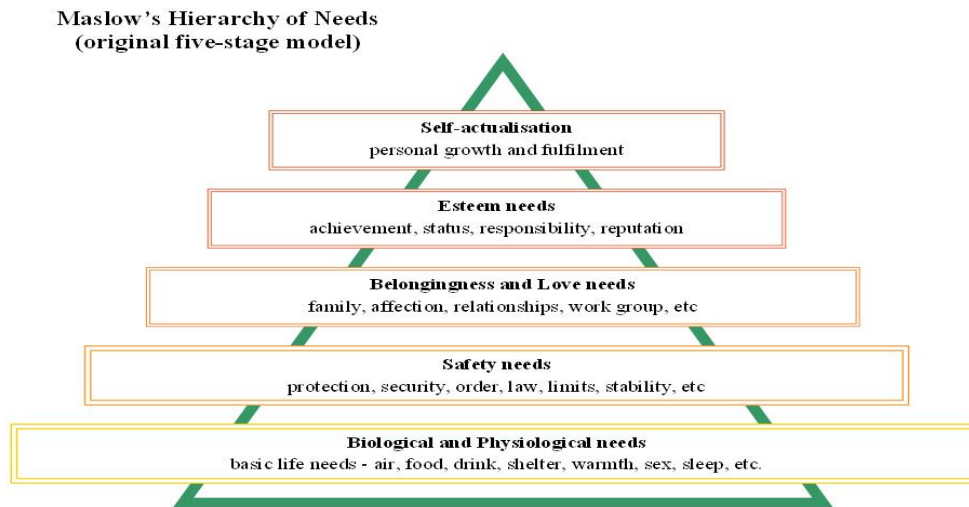
Moreover, examples for reinforcement theories (i.e. Skinner's Reinforcement and Victor Vroom's Expectancy theories) are included to enhance the understanding of the overall research.

2.1.3.1 Maslow's Hierarchy of Need Theory

Maslow (1954) projected that the individuals are motivated to fulfill basic human needs before progress to higher level human needs. Maslow's hierarchy of need theory is a five-level model representing the progression of an individual's pursuit to meet personal needs and will function most effectively when their needs are met.

The pyramid of needs is divided into two categories which are deficiency needs (i.e. physiological and safety) and growth needs (i.e. belonging, self-esteem and self-actualization). According to Maslow, if the deficiency needs are not fulfilled, an individual will feel depression and this will suppress his/her development. The rationale is quite simple because employees who are too hungry or too ill to work will hardly make much contribution to productivity, therefore, difficulties in meeting organizational goals (Maslow, 1954).

As shown in Figure 2.1, these needs included physiological needs (e.g. food, shelter, etc.), security needs (e.g. laws to protect, safety, etc.), social needs (e.g. work group, relationship, etc.), esteem needs (e.g. good reputation, higher status quo, etc.), and self-actualizing needs (e.g. personal growth and fulfillment).

Figure 2. 1: Maslow's Hierarchy Needs Pyramid

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Source: Maslow's Hierarchy of Needs. Retrieved June 24, 2011, from <http://www.businessballs.com/maslow.htm>.

Though Maslow's hierarchy makes sense from an intuitive standpoint, yet there is little evidence to support its hierarchical aspects. In fact, there is evidence about the contradiction of the order of needs specified by the model, which means an employee does not work necessary one by one through these levels in reality (Dr. Graves, 1966). Individuals with different cultural background and different situations may have different hierarchies of need (Hofstede, 1980).

Maslow's hierarchy is well-known and it is the first theory of motivation to which individuals are exposed, despite the shortcoming of lack of scientific support. Nonetheless, Clayton Alderfer had developed the ERG theory, a needs-based model that is more consistent with empirical findings, to address some of the issues of Maslow's theory.

2.1.3.2 Alderfer's ERG Theory

In order to address the issue of obtaining of needs does not mean the other needs, which are lower in the hierarchy, have to be met, Clayton Alderfer had reduced the number of levels into three categories of needs: existence, relatedness, and growth needs. ERG theory allows individuals to simultaneously satisfy any of the needs (Alderfer, 1969).

Existence needs included an individual's physiological and safety needs, such as the need for food, shelter, and safe working conditions, while relatedness needs comprised the desire of an individual to interact with others, receive public recognition, and feel secure around society (i.e. interpersonal safety), whilst growth needs consist of an individual's self-esteem through personal achievement and the concept of self-actualization presented in Maslow's model (Alderfer, 1969).

As Alderfer believed that needs are met simultaneously and in no specific order, ERG theory argued over Maslow's theory, proposed that all categories of needs is still emphasized though it is satisfied (Alleydog, 1998).

On the other hand, ERG theory also introduced frustration-regression principle in which an individual may revert to increase the satisfaction of a lower-order need when a higher-order need is frustrated. This principle impacts workplace motivation. For instance, if growth opportunities are not provided to employees, they may regress to relatedness needs, and socialize more with co-workers (Alderfer, 1969).

Evaluation is difficult to obtain as much time would need to be spent with the subject in order to identify the underlying elements that motivated employees to

behave in a certain way. In addition, the freedom for individuals to move among the needs may lead to a negative move to a lower need with less productivity ("Value Based Management," 2009).

2.1.3.3 McClelland's Acquired Need Theory

David McClelland's acquired need theory, also known as Three-Need Theory or Learned Need Theory, is regarded as more useful than Maslow's and Alderfer's theories (McClelland, 1965) because McClelland suggested a better mix of description and prescription which enable organizations to proactively encourage desirable behavior through both training programs and matching motivational needs with job situations (Redmond, 2010). This theory explained that an individual's specific needs are acquired over time and are shaped by one's life experiences. There are three needs that may differ between individuals needed to be addressed by the work environment: achievement (nAch), power (nPow), and affiliation (nAff) (McClelland, 1975).

According to McClelland (1975), achievers pursue to excel and gain recognition of how well their performance and most likely avoid low risk activities that have no chance of gain and also a significant chance of failure, while affiliation seekers expressed for harmonious relationships with others and tend to conform and strive for approval rather than recognition, whereas power seekers need power to control others in order to achieve higher goals who pursue neither recognition nor approval but only agreement and compliance.

Most employees possess a combination of these characteristics. Some exhibit a strong bias to a particular motivational need and consequently affects their behavior and working managing style. For instance, an individual with strong

achievement motivation often a good leader regardless the tendency that he/she is highly performance oriented and achievement driven (McClelland, 1975).

However, McClelland's theory is criticized for its lack of predictive power as it relates to entrepreneurship. The decision to own or manage a business is not directly correlated with the need for achievement as there are many factors that drive an individual to become an entrepreneur (Kapp, Smith-Hunter, & Yonkers, 2003). Moreover, differences in cultures played a significant role in how achievement is viewed. Some cultures view failure as a learning experience that allows the opportunity to grow and become stronger in areas that caused the setback, while other cultures focus on the regressive side of failing to achieve.

2.1.3.4 Skinner's Reinforcement Theory

B. F. Skinner was a key contributor to the development of modern idea about reinforcement theory. Skinner (1971) argued that the internal needs and drives of individuals can be ignored because individuals learned to exhibit certain behavior based on what happens to them. Reinforcement theory took into consideration both motivation and the environment in which defined the shaping of behavior through controlling the consequences of behavior (Barnett, 2009). Theory of reinforcement is based on the relationship between behavior and its consequences, which can be applied to modify on-the-job behavior through rewards and punishments at the workplace. The four types of reinforcement are positive reinforcement, negative reinforcement, punishment, and extinction.

According to Daft (1997), the behavior is positively reinforced only if the results are considered positive, and thus, an individual is more likely to repeat the behavior. Individual tend to have an intrinsic need for positive reinforcement, and when a behavior is ignored, the behavior most likely to go away or become extinct.

However, the standard definition of behavioural reinforcement has been criticized, According to Hovland, Janis, and Kelly (1967), though, reinforcement theory provides a fairly reliable method of predicting attitude changes, but the explanation can be vague. Researchers proposed that individual behavior can be controlled by his/her past experiences and present environment. This seems to held beliefs that human beings freely choose how to act.

2.1.3.5 Vroom's Expectancy Theory

Vroom's expectancy theory proposed that individual's expectations about their ability to accomplish a task most likely affects their success in goal achievement. This theory provided an explanation about the processes that an individual has different sets of goals and can be motivated if he/she has certain expectation on the outcome, and consequently focuses on the relation between individuals' effort, performance, and outcomes (Daft, 2006).

According to Vroom 1964 (2009), expectancy theory is based on three variables which identified as valence, expectancy and instrumentality. The value of a particular outcome is called valence. In order to determine valence, an employee will ask few questions: "whether or not I am able to accomplish the goal?", "how important is the goal to me?", and "what course of action will provide the greatest reward?". An employee's expectation of achieving the outcomes is critical to success (Daft, 1997; Quick, 1985). On the other hand, expectancy is the belief of one perceived themselves are capable to complete the task assigned, whilst instrumentality is the perception of individuals whether they will receive what

they desire, and the degree to which a first level outcome will lead to the second level outcome.

However, major criticisms of Vroom's model stem from its lack of explicitness in defining and distinguishing between actions and outcomes (Lawler, & Porter, 1967; Graen, 1970; Lawler, 1971), and between the different types of expectancies associated with each (Campbell, Dunnette, Lawler, & Weick, 1970). Moreover, Lawler and Jenkins (1992) claimed that the expectancy model is too simplistic in nature. It is deceptive in the sense that it assumed that if an employer makes a reward, employees will be motivated to increase their productivity to obtain the reward. However, this only works if the employees believe the reward is beneficial to their immediate needs.

2.2 Core Self-evaluation

CSE is proposed in order to measure employees' motivation effectively. Erez and Judge (2001) stated in both laboratory and field studies that CSE is linked to motivation and that motivation mediated much of the relationship between CSE and job performance, as CSE is directly contributed toward understanding and forecasting the attitudes and behaviors of an employee in the workplace (Judge, & Bono, 2001). The concentration on psychological processes appears as a strength which then led to enhance understanding of the motivational properties of CSE (i.e. increased goal setting).

According to Judge and Bono (2001) meta-analysis, an employee can do a better job in forecasting job performance when CSE is taken into consideration. CSE research focused on the understanding of the reasons the relationship between

CSE and job satisfaction and performance exist, rather than simply documenting the relationships.

CSE has been examined mostly within the organizational environment (Judge et al., 1998; Judge, Van Vianen, & De Pater, 2004; Judge, Tsaousis, Nikolaou, & Serdaris, 2007). It is a fundamental evaluation of an individual's worthiness, competence, effectiveness, and capability, which known as a self-appraisal that an individual make for themselves. Furthermore, Judge et al., (1998) reported a significant positive correlation between CSE and life satisfaction and motivation.

The findings from Picolo et al., (2005) reported CSE concept is a talent factor that integrates the four lower level traits. Individuals with high CSE tend to perform better (Judge, Bono, Ilies, & Gerhardt, 2002), are happier in life (Judge, Erez, Bono, & Thoresen, 2003), are more satisfied in their work (Rode, 2004), are able to recover from job loss (Wanberg, Glomb, Song, & Sorenson, 2005). Moreover, CSE concept has also been related to motivation (Erez, & Judge, 2001), job performance (Judge, & Bono, 2001), stress (Best, 2003), and leadership (Eisenberg, 2000).

CSE was found not only to alleviate threats posed by specific stressors but also increases general well-being (Greeberg, Solomon, Pyszczynski, Rosenblatt, Burling, & Lyon, 1992), and emotional stability buffers against anxiety, perhaps thorough the mechanism of positive effect. As motivation is a major determinant of job performance, it makes sense that employees with positive self-views will perform most tasks better, due to increase confined in their abilities (Judge et al., 1998). The findings from Kammeyer-Mueller, Judge, and Scott (2009) proved that employees with higher level of CSE are likely to perceive their work environment positively, who also motivated to perform their tasks.

According to Judge, Locke, and Durham (1997), self-esteem, generalized self-efficacy, locus of control, and neuroticism are the four well-established traits of CSE. Self-esteem can be defined as the overall value that an individual places on themselves as a person (Harter, 1990), whereas generalized self-efficacy referred as an appraisal of how well an individual can perform across several of situations (Locke, McClear, & Knight, 1996), whilst, locus of control is considered as the beliefs about the causes of events in one's life (Rotter, 1966), and neuroticism is the tendency to have a negativistic explanatory of self (Watson, 2000).

Judge et. al. (1997) explained that individuals with positive CSE appraise themselves positivity across variety of situations and approach the world in a self-confident; such employees see themselves as capable of solving problems, worthy of respect and regard, in control of and responsible for what happens to them, and prone to be optimistic and free from doubts and worries, or otherwise.

CSE has the advantage of brevity and predictive validity (Judge et al., 2003), as these traits considered CSE in its relation of the motivational properties.

2.2.1 Self-esteem

Every individual, with a few exceptions, have a need for a steady, secure based, often evaluate themselves in higher level of self-esteem (Baumeister, & Tice, 1985). Individuals tend to develop attitudes and behave in a desirable way in order to maintain the level of self-esteem (Korman, 1976).

Self-esteem reflects the overall evaluation of an individual towards the capability, significant, and worthiness of themselves in various situations (Coopersmith, 1967), is a positive self-concept (Greenwald, Bellezza, & Banaji, 1988). Costa and McCrae (1994) indicated self-esteem demonstrated short-term instability but long-term constancy. An employee with lower level of self-esteem seems to have vague, incomplete, or inconsistent self-views, and vice versa. Self-esteem served as a standard of how well employees perceived themselves to be accepted by co-workers, as well as a drive to stimulate interpersonal relationships, which relates to better well-being (Leary, 1999).

Self-esteem is determined to be closely related to self-knowledge (Baumgardner, 1990). For instance, employees with lower level of self-esteem are usually overlooking the consequences of failure (Brown, & Dutton, 1995). In order to achieve self-knowledge, Locke et al. (1996) proposed that individuals have to be lucid in decision, independent in judgment, and to act consistently (Judge et al., 1998). A failure experience may lead to lower effectiveness of a low self-esteem employee, but has no effect on the performance of a high self-esteem employee. This is because higher self-esteem employees tend to maintain optimism in any failure, and thus future satisfaction more likely (Dodgson, & Wood, 1998).

In addition, Korman's (1970) self-consistency theory suggested a theoretical mechanism that linked the trait to job satisfaction, where prediction is made on the tendency that a higher self-esteem employee will engage in a task that is consistent with his/her interests that leads a greater level of job satisfaction, or reinforce his/her self-concept, for instance, a challenging task which he/she can control that provides an opportunity where he/she can benefit. On the other hand, an employee with lower self-esteem is probably to view the challenging task as a chance to fail (Locke et al., 1996). This shows that an employee who lacks of self-esteem is most likely to view him/herself in a negative way, consequently dissatisfied with his/her job, and thus the employee is to be said less motivated when he/she seek no satisfaction in workplace (Brunborg, 2008).

Dossett, Latham, and Mitchell (1979) found that individuals with higher self-esteem attained their goals more often than lower self-esteem individuals, who are motivated through feedbacks of the results and participation in goal setting process, as a moderator.

A higher self-esteem individual vary in the way he/she thinks, feels and behaves from others with lower self-esteem. Therefore, motivation and performance of a lower self-esteem employee are more subject to influence by the external environment (Brockner, 1988). Baumeister and Tice (1985) further explained Deci's (1971) finding in respect of higher self-esteem employees increased their intrinsic motivation to accomplish a task.

Based on the literature review, the following hypothesis is being formulated:

- H_0 = There is no significant relationship between self-esteem and employees' motivation in continuing education.
- H_A = There is significant relationship between self-esteem and employees' motivation in continuing education.

2.2.2 Generalized Self-efficacy

According to Locke, et al (1996), generalized self-efficacy is an evaluation of how well an individual can handle the challenges in his/her life, such like how well an employee can deal with different situations. It is the key factor in human achievement and well-being (Bandura, 2001). Creed, Lehmann and Hood (2009)

defined generalized self-efficacy as one's evaluation of what they are competent of accomplishing in a given situation.

Majority of researches showed the relationship between generalized self-efficacy and the task effort and performance, flexibility in facing failure, effective when solving problem, and self-control (Bandura, 1986a; Gist, & Mitchell, 1992). Hence, individuals with higher generalized self-efficacy have a strong belief that their own capabilities can lead to greater success in new events and also motivated to self-fulfilling (Judge et al., 1998).

There are also some researches had investigated generalized self-efficacy in relation with job stress (Bandura, 1997). As proposed Salanova, Peiro, and Schaufeli (2002), job demands, job control, and generalized self-efficacy has an effect on burnout. The result exhibited that individual with higher generalized self-efficacy will handle better with high job control, whereas lower self-efficacy individual perceived that high job control will contribute to individual stress when individual is in situation which demanding job.

To which extent the goals are consider achievable is determined by one's judgment on generalized self-efficacy (Bandura, 1986b). The research by Bradley (2003) stated that employees are more likely to see goals as achievable and worthy of their efforts when they feel more confident in their abilities.

Actions on higher level are perceived as more significant than lower level actions (Vallacher, Wegner, & Frederick, 1987). Thus, employees with higher generalized self-efficacy are expected to have a dispositional tendency to identify their action on higher level (Stumpp, Hulsheger, Muck, & Maier, 2009). Some researches explained that individuals with higher level self-efficacy associated with better performance, because when individuals believing themselves are capable in achieving a goal more likely will expend necessary effort and keep follow-up in

the face of obstacles (Bandura, & Cervone, 1986; Bandura, 1988; Earley, & Lituchy, 1991). According to Frayne and Lathem (1987), and Lathem and Faryne (1989), research found that enhancing employees' generalized self-efficacy to overcome the problem which is affecting their ability can increase job attendance and motivation.

According to Judge, Jackson, Shaw, Scott, and Rich (2007), generalized self-efficacy enables the prediction of work-related performance when the task given to the individual is lower in complexity.

Based on the literature review, the following hypothesis is being formulated:

- H_0 = There is no significant relationship between generalized self-efficacy and employees' motivation in continuing education.
- H_A = There is significant relationship between generalized self-efficacy and employees' motivation in continuing education.

2.2.3 Locus of Control

Creed et al. (2009) defined locus of control as one's belief on how much control they can take over the variety of situation in their life. It is about the beliefs of the causes-and-effect of an event in their life (Rotter, 1966). The research from Judge, Locke, Durham, and Kluger (1998) indicated locus of control is highly correlated with self-efficacy, but the two concepts are different. Self-efficacy is about one's

capabilities to mobilize the motivation, whereas locus of control is concerned with confidence in individuals in being able to control the outcomes.

Locus of control can be divided into internal locus of control and external locus of control. Internal locus of control is when individual believes he/she can control his/her own environment, whereas, external locus of control is describing an individual perception about his/her life is controlled by the external forces such like other people and events.

In study of Dailey's (1980), 281 scientists addressed the relationship between locus of control and task variability, task difficulty, and job performance. This research showed that individuals with an internal locus of control were more satisfied, motivated and had a high level of participation within their jobs.

According to Reich's (1997), individuals with an internal locus of control perceived themselves as they will control their behavior and the consequences, and also less experience in worried and greater well-being than those who do not feel in control. They are more confident, assertive, and highly motivated to achieve their goals. Likewise, Turban & Dougherty (1994) determined that internal locus of control was positively related with perceived career success and self-reported promotions, which supported by Wallace (2001). An individual's locus of control can have greatly impact on his/her work and life, as internal locus of control employees will perceive challenges as opportunities for learning and professional growth (Salazar, Pfaffenberg, & Salazar, 2006).

In contrast, individuals with external locus of control perceived that fate, luck, or chance affects what happens to oneself (Bush, 1988), most likely ignore the challenges due to the perception that learning will not have any impact on oneself (Norvilitis, Szablicki, & Wilson, 2003).

Stone and Jackson (1975) findings show that there is relationship between locus of control and motivation of one individual in continuing education. Study of Teglas (1978) determined that individuals who attribute their failures to external causes, the individuals will have a stronger self-esteem and achievement motivation to continue in education than those individuals who attribute to internal failure.

Findings of Bandura (1997) showed the reasons of higher satisfaction level towards tasks arose from internal locus of control individuals. This is because the individuals perceived their ability to control variety of situation. Therefore, individual who success is depend on their own abilities or skills is more likely to work harder and improve their own skills and capabilities, whereas, individual who believes his/her success depends on random chance, fate or luck is more likely has no motivation to improve (Pawlik-Kienlen, 2007).

Based on the literature review, the following hypothesis is being formulated:

- H_0 = There is no significant relationship between locus of control and employees' motivation in continuing education.
- H_A = There is significant relationship between locus of control and employees' motivation in continuing education.

2.2.4 Neuroticism

Neuroticism or emotional stability is one of the “Big Five” personality traits. It appears to be the most continuing personality concept in psychology, which

supported by thousands of studies of neurotic symptoms (Freud, 1910). Neuroticism manifests an individual's view towards others' emotional stability (Judge, & Bono, 2001).

Although most tasks have positive and negative features, but individuals often vary in terms of which sides of the tasks they give salience to (Staw, 1984). Necowitz and Roznowski (1994) mentioned that individuals high on neuroticism will be less satisfied with the assigned tasks when they are focusing on the negative. In order to deal with problems faced in decision making process (Forgas, 1989) and short-and long-term life changes (Ormel, & Wohlfarth, 1991), research indicated that neuroticism is associated with emotional distress. Low neuroticism individuals who tend to be secure, steady, and confident (Judge, & Bono, 2001) most likely to have greater level of satisfaction (Srivastava, Locke, Judge, & Adams, 2010). On the other hand, individuals with high neuroticism have a tendency to experience negative affect of the self, to have a negativistic cognitive style, and pessimistic beliefs, such as fear, depression, and hostility (Goldberg, 1990; Watson, 2000), which both exposes individuals to event that are perceived to be caused stress (Bolger, & Schilling, 1991).

The literature of Barrick and Mount (1991) showed no relation between neuroticism and job performance. However, Tett, Jackson, and Rothstein (1991) proposed that neuroticism and job performance are interrelated with a nonzero correlation. McCrae and Costa (1991) also mentioned that neuroticism has a relationship with lower well-being as employees with higher neuroticism are prone to experience adverse effects. With respect to neuroticism, negative affect, thus, lead to less job satisfaction (Spector, 1997; Brief, 1998) where employees more likely to be demotivated.

Finally, neuroticism and self-esteem are closely related, as proposed by Rosenberg (1965), neurosis was one sign of low self-esteem. The traits are interrelated

irrespective of the causality between self-esteem and neuroticism, which mentioned by Eysenck (1992), self-esteem is viewed as an indicative of low neuroticism.

Based on the literature review, the following hypothesis is being formulated:

- H_0 = There is no significant relationship between neuroticism and employee's motivation in continuing education.
- H_A = There is significant relationship between neuroticism and employee's motivation in continuing education.

2.3 Demographic Factors

Demographic factors, such as gender differences and category of employment, are being included in this study to provide a more detailed description.

2.3.1 Gender Differences

Gender is one of the demographic factors that have been related to differences found in motivational functioning and in self-regulating functioning. According to Meece, Glienke, and Burg (2006), the role of gender in shaping achievement motivation has a long history in educational research. Different researches had demonstrated the existence of different attribution patterns in males and females, such that females tend to give more emphasis to effort when explaining their performance (Powers, & Wagner, 1984; Lightbody, Siann, Stocks, & Walsh, 1996;

Georgiou, 1999), while males appeal more to ability and luck as causes for their academic achievement (Burgner, & Hewstone, 1993).

Atkinson's expectancy-value theory, in which emphasized gender differences related to the motives to approach or avoid success, has been widely used to understand gender differences in motivation and achievement pattern (Atkinson, 1957 & 1964). Considerable research in the 1960s also indicated that females tend to have lower expectations for success than their male counterparts (Feather, 1966; Crandall, 1969; Veroff, 1969). Thus, based on Atkinson's expectancy-value theory, gender differences in motivation were related to motive to approach or avoid success, concerns about failure and expectations for success.

The results of Whitley's (1997) meta-analysis of gender differences in behavior also stated a similar pattern as males exhibited higher self-efficacy than females. When come to the context of reading or writing, however, gender differences were reversed. Pajares and Valiante (2001) reported that females had higher writing self-efficacy than males, even though there were no gender differences in actual writing performance.

However, Ryan and Pintrich (1997) claimed that there is no difference between gender and the type of goal pursued. Difference between gender and their motivation were not consistently found across all studies and findings (Amezecua, & Pichardo, 2000). Females and males do no differ in motivation as behavior of one is more likely to determine the general expectations and motivation (Vaskova, 2006).

2.3.2 Category of Employment

In earlier studies, researchers emphasize on achievement which related to managerial behavior and economic achievement (McClland, 1966; McClland, & Winter, 1969; McClland, Atkinson, Clark, & Lowell, 1976). However, researchers are focused on managerial behavior and achievement in term of effectiveness lately (McClland, 1975; McClland, & Burnham, 1976) as it seems to be the dominant motive for executive success.

Highlighted from Sterns and Miklos (1995), and Lange, Taris, Jansen, Smulders, Houtman, and Kompier (2006), category of employment has an effect on an individuals' personal, organizational, and societal level, where individuals with the same chronological age may have a different in terms of career stage, and pursuing different goals in life (Kooij, De Lange, Jansen, & Dijkers, 2008).

Non-managerial employees are more concerned with maintaining their existing relationships with others (Lockenhoff & Carstensen, 2004). Research found that non-managerial employees might less participate in training and development activities compared to managerial employees (Birdi, Allan, & Warr, 1997; Maurer, 2001), unlike managerial employees who possess with high uncertainties acceptance and tend to seek for learning opportunities to maximize personal growth (Ebner, Feund, & Baltes, 2006). The involvement of non-managerial employees in training program is associated to one's motivation level (Simpson, Greller, & Stroh, 2002).

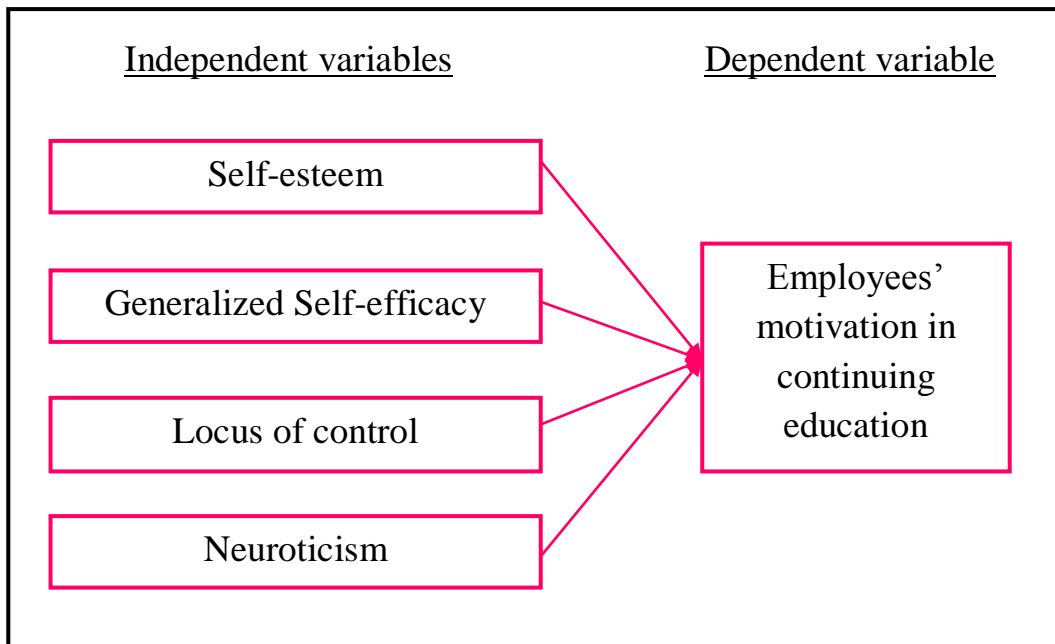
According to the data proposed by Oliveira Pire (2009), category of employment seems to have a significant role in the motives for pursuing learning. For instance, managers might perceive a different level of achievement, social support, and

authority in order to experience higher levels of fulfillment, compared to non-managerial employees.

Somehow, individuals are driven by various motives; some employees are motivated by achievement, other might motivated to work because of fear to be terminated. Therefore, individual's motivation is depends on one's own desire and attitudes regardless differences in category of employment ("Motivation," 2006).

2.4 Conceptual Framework

This study is conducted to test the relationship between the dependent variables and independent variable. The dependent variable is employees' motivation and independent variables are explained by four major variables of CSE which are self-esteem, generalized self-efficacy, locus of control, and neuroticism. The independent variables have been identified as the factors influencing employees' motivation in continuing education.

Figure 2. 2: Conceptual Framework

Source : Developed for the research

2.5 Conclusion

Through reviewing the previous findings done by other researchers, a cleared direction is well-defined for this study. This is useful to form a new model with supervision. The next chapter will clearly describe the research methodology to indicate the result of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Here, we are focusing on how the research was being carried out. Research methodology is implemented in order to evaluate the role of CSE on employees' motivation in continuing education. Process of applying methodologies is discussed throughout this chapter. Research design, data collection method, sampling design, research instrument, constructs measurement, data processing, and data analysis, are to provide assurance that appropriate research procedures were followed.

3.1 Research Design

A research design is an overall operational framework of the research that specifies where and how the information is obtained (Green, & Donald, 1970). Research design is grouped into three broad categories which are exploratory, descriptive, and casual designs (Emory, 1976).

Descriptive research is proposed in this study in order to determine the characteristic described in the research questions, which is often confirmatory, allowing testing the hypotheses regarding the relationship between the CSE and employees' motivation in continuing education effectively. Severe research

requirements are demanded to be complied throughout the study in order to obtain the most accurate figures or results possible (“DJS Research Ltd.,” 2010).

Research design is also a logical framework that established to provide the direction of this study. Two major research paradigms (i.e. quantitative and qualitative approaches) are considered (Charles, 2005).

Quantitative approach that used in this study quantified and generalized the results from the sample to the population. Survey questionnaire is designed to obtain responses from respondents, where motivation level of an employee to continue with his/her education can be estimated.

3.2 Data Collection Methods

Each technique used to collect data in a research is specially designed according to the situation. Primary and secondary data are used in this study in order to achieve the objectives effectively.

3.2.1 Primary Data

Primary data is the first hand figures which specifically collected for the purpose of completing a research (Hair, Babin, Money, & Samouel, 2003). It refers to the original works of research without interpretation that represents an official opinion that can be useful for current and future studies (Cooper, & Schindler, 2001). Researchers would have to involve in every aspect of turning the data into

knowledge through designing the data collection method, error checking, as well as analyzing and interpreting the data.

Survey questionnaire is the data collection instrument for primary data that being used in this study, which allows timely data to be collected.

3.2.2 Secondary Data

Secondary data is the information that has been assembled and usually historical in nature, and do not require access to respondents. Despite the slightly difference in research purpose, secondary data often used to gain an understanding of the research background before primary data can be collected and served as a source of comparative data by which data can be interpreted and evaluated (Hair et al., 2003).

The ideologies of previous researchers from various journals or articles have been sourced as evidence to support the finding of this study. However, a series of cross checking needed to be conducted in order to examine the reliability and validity of the sources collected. All the necessary secondary data that had been reviewed are presented in Chapter 2. Moreover, published statistics, media, online database journal (i.e. EBSCOST and SCIENCEDIRECT), and personal documents are also included.

3.3 Sampling Design

According to Sekaran and Bougie (2010), sampling is the process of selecting a sufficient number of elements from the population, so that results from analyzing the sample are generalizable to the population. With sampling design, time for data collection can be reduced at the same time drives down the cost. As information about the population to undertake probability sampling for this study is insufficient, researchers turned to the forms of non-probability sampling as the basis for selecting sample.

3.3.1 Target Population

Defining the target population is the starting point of a sampling design. Target population refers to the entire group of people, events or things of interest that is to be investigated (Sekaran & Bougie, 2010). Employees who worked in Ipoh, Perak, Malaysia are the target respondents for this study.

3.3.2 Sampling Frame and Sampling Location

Sampling frame is a list of elements from which a sample can be drawn (Sekaran & Bougie, 2010). For this study, 200 employees are targeted from the workplace.

A sampling location is in Ipoh, Perak, Malaysia. It is the capital of Perak, whilst the fourth largest city in Malaysia ("TraveltoPerak," 2011). Despite the reason of convenience to conduct research, we would like to examine how the underlying psychological state of an individual will affects his/her motivation level in continuing education which is important to enhance the economic and social health of this emerging city.

3.3.3 Sampling Elements

Sampling element can be defined as the case from which data will be collected that provides the basis of analysis (Babbie & Earl, 1998). In this study, the sampling element is targeted on employees who work in Ipoh, Perak, Malaysia.

3.3.4 Sampling Technique

Sampling techniques are divided into two categories which are probability sampling and non-probability sampling (Hair, Money, Samouel, & Page, 2007).

Convenience sampling, which falls under the category of non-probability sampling, is used to collect the data in this study where the respondent is selected in part or in whole, at the convenience of the researchers, whilst readily available to participate in the survey.

3.3.5 Sampling Size

Sampling size is the number of elements used in the research. It is necessary for an efficient sample size, however, due to time constraint, 200 survey questionnaires are distributed to the respondents, who came from different workplace in Ipoh, Perak, Malaysia. The sample size is derived from the guidelines provided by the university.

3.4 Research Instruments

Research instrument is a research tool to measure a given phenomenon. In this study, the research instrument used is a set of self-administered survey questionnaire. The purpose of using this structured framework to generate primary data is that it can provide a high rate of return and feedbacks can be collected in a short time frame while doubts of respondents can be clarified on the spot. Furthermore, this instrument incurs less cost and time than other survey method (i.e. interview).

A total number of 200 survey questionnaires were distributed to the respondents and each questionnaire is collected back within 10 to 15 minutes at the fieldwork. All data is gathered in 5 days.

Before the actual survey is conducted, a pilot test was carried out on 30 samples to refine the reliability and validity of the questions in the survey form. It is a small

experiment designed to reveal deficiencies in the design of questions prior to the actual survey.

The survey questionnaire is divided into three parts which is demographic profile (i.e. gender and working location), general information (i.e. length of service with organization and category of employment), and constructs measurement where 25 fixed-alternative questions are provided to measure the independent (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) and dependent (i.e. employees' motivation in continuing education) variables. Respondents are required to respond to the questions by rating one of the five options that closest to their view. The survey form will be collected on the spot for immediate feedbacks.

Upon the collection of the pilot studies, Statistical Package for Social Science (SPSS) had been constructed in order to test the reliability. The reliability of scales measured all variables is investigated by Cronbach's Alpha. The reliability is used when similar results are obtained over time and across situations. The rule of thumb indicated that Cronbach's alpha of coefficient which is more than 0.9 is considered excellent, 0.8 to < 0.9 is very good, 0.7 to < 0.8 is good, 0.6 to < 0.7 is moderate, and less than 0.6 is poor (Hair et al., 2003).

Each construct was being tested separately. The outcome is shown below:

Table 3. 1: Result on reliability test for pilot studies

Variables	Number of items (N)	Cronbach's Alpha
Self- esteem	5	0.691
Generalized self- efficacy	5	0.741
Locus of control	5	0.753
Neuroticism	5	0.713
Employees' motivation	5	0.772

Source : Developed for the research

3.5 Constructs Measurement

Research problem often require the choice of an appropriate measuring system. The measurement of scales (i.e. nominal, ordinal, ratio, and interval scales) will influence the accuracy of data analysis. In this study, ratio scales is not included.

A five pages survey questionnaire is conducted to examine the relationship between CSE and employees' motivation in continuing education, was divided into two sections. Section A includes questions about demographic profile and general information in where nominal and ordinal scale is used to identify.

For example:

Table 3. 2: Demographic Profile

Nominal scale	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female Category of employment <input type="checkbox"/> Managerial <input type="checkbox"/> Non-managerial
Ordinal scale	Length of service with organization <input type="checkbox"/> < 1 year <input type="checkbox"/> 1 - < 4 years <input type="checkbox"/> 4 - < 7 years <input type="checkbox"/> 7 - < 10 years <input type="checkbox"/> ≥ 10 years

Source : *Developed for the research*

On the other hand, Section B consists of 25 fixed-alternative questions, was divided into five parts. Five questions are distributed respectively to each part. The first four parts are about the independent variables, whereas the last part questions were about the dependent variable. Likert scale was used to obtain respondents' answer aimed to increase responses rate of respondents (Prayaq, 2007). Likert scales are a set of attitude statement and the answer are ranged in strongly disagree, disagree, neutral, agree, and strongly agree. For example:

Table 3. 3: Likert Scale Measurement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I am motivated to continue with my education.	1	2	3	4	5

Source : Developed for the research

Lastly, the survey forms were emphasized to be treated confidentially and only for academic purpose.

3.6 Data Processing

Data processing is the data preparation process that transforms data collected from the survey questionnaire to understandable information. It consist survey form checking, data coding, and data transcription to ensure a high quality end.

Survey form checking is the starting point of the process where questionnaire forms are checked for its completeness. Incomplete survey forms will be returned to the respondents to fill out the missing value to minimize response bias.

With data coding, a code is assigned to represent a specific question. It can be done after the survey forms have been completed.

For Section A, (i) Gender, “Male” is coded as 1, and “Female” is coded as 2; (ii) Length of service with organization, “< 1 year” is coded as 1, “1 – < 4” is coded as 2, “4 – < 7 years” is coded as 3, “7 – < 10 years” is coded as 4, and “≥ 10 years” is coded as 5; and (iii) Category of employment, “Managerial” is coded as 1, and “Non-managerial” is coded as 2.

However, all questions in Section B are coded as 1 for “Strongly Disagree”, 2 for “Disagree”, 3 for “Neutral”, 4 for “Agree”, and 5 for “Strongly Agree”.

Lastly, SPSS software version 19 is used to transfer the data collected to computer for analysis.

3.7 Data Analysis

Levine (1996) explained that data analysis is a body of methods that help to detect patterns, develop explanations, and test hypotheses to solve research problem, and also a systematic process of utilizing data to address research questions. SPSS is a powerful application, which performs simple descriptive statistic, logistic regression, and reliability measurement, which allows analyzing data, and creating graphs from the data. As stated, samples were measured on a 5-point Likert scale.

3.7.1 Cronbach's Alpha Reliability Test

According to Hair, Celsi, Money, Samouel and Page (2011), reliability is concerned with the consistency of the research findings regardless the form of questions. Thus, a scale that is higher in reliability means it has a stronger correlation for the scores of an individual question that comprise the scale.

Cronbach's Alpha is also known as coefficient alpha, which used to assess a summated scale where several statements are summed to form a total score for a construct. Cronbach's Alpha ranges from 0 to 1. Somehow, a lower coefficient may acceptable depending on the research objectives. Table below shows the rules of thumb about Cronbach's Alpha Coefficient size:

Table 3. 4: Cronbach's Alpha Coefficient

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
≥0.9	Excellent

Source: Alpha Coeficient Range. Retrieved July 27, 2011, from <http://www.scribd.com/doc/54252544/Alpha-Coefficient-Range>

Cronbach's Alpha reliability test was carried out during the pilot testing in this study to ensure questions in the survey form are appropriate and correlate before the actual survey is conducted.

3.7.2 Frequency Distribution, Histogram, Bar Chart and Pie Chart

Hair et al. (2011) stated that frequency distribution is the simplest way of summarizing data and transforms it into a readable format. Whilst, a histogram is representing the frequency distribution by means of vertical bars whose widths showed the class intervals and its areas are proportional to the corresponding frequencies. Bar chart is also called a column chart which can be displayed in the form of bars either vertically or horizontally, while a pie chart displays relative proportions of the responses and works well with nominal and ordinal levels of measurement, where all the items added together to make up a total of 100%.

3.7.3 Mean and Standard Deviation

Mean is simply the arithmetic average (Hair et al., 2011). It is not the average nor a halfway point, but a kind of centre that balances high numbers with low numbers. For this reason, it is often reported along with some simple measure of dispersion, such as the range, which is expressed as the lowest and highest number.

Hair et al. (2011) also proposed that standard deviation measures the spread of the data about the mean value which explains the variability of the sample distribution values from the mean. Therefore, it is useful in comparing sets of data which may have the same mean but a diverse range.

3.7.4 T-test

One-sample t-test, independent samples t-test, and dependent samples t-test are the three major types of t-test which used to test a hypothesis. In this study, independent t-test is conducted on male and female, as well as managerial and non-managerial to identify which gender and category of employment has significant influence on employees' motivation in continuing education.

3.7.5 Analysis of Variance (ANOVA)

Analysis of Variance (ANOVA) is an analysis of the hypothesis. There are several types of ANOVA, such as One-way ANOVA, Two-way ANOVA, MANOVA, and N-way ANOVA. However, only One-way ANOVA is used in this study. It is a statistical technique by which helps to examine the significant mean differences among more than two groups on a non-metric-scaled independent variable (Choudhury, 2009a, 2009b). The factor being studied is the length of service with organization of respondents. The interest area is that whether all the levels have equal motivation level on the average.

3.7.6 Pearson Correlation Coefficient

Pearson correlation coefficient is the most common instrument used to find a correlation between at least two continuous variables. The value for a Pearson's

can fall between 0.00, that means no correlation, and 1.00, which means perfect correlated. However, the coefficient can fall between -1 and +1 that measures the degree of association between two variables (Simon, 2008).

Apart from this, other factor such as group size will also determine if the correlation is significant. In addition, Pearson correlation coefficient can be obtained by linear regression analysis.

In this study, Pearson correlation coefficient was conducted on the four independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) against employees' motivation to examine if the two variables are significantly correlated.

3.7.7 Multiple Linear Regression Analysis

In regression analysis, the relationship between dependent and independent variables is studied. Regression analysis involves a set of unknown parameter ($\beta 1$), where linear in parameter is term as linear regression model. Therefore, linear regression model with more than one independent variable is referred as multiple linear models (Orlo, 1996).

In this study, the independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are entered into the same regression equation to predict whether there is any significant relationship with employees' motivation in continuing education. Additionally, identification of which variable is more

significant than the others in affecting the employees' motivation is done through multiple regression model.

3.8 Conclusion

The entire chapter describes the methodology of how this study was being carried out. Furthermore, each chosen action to be carried out is supported by listing its justification. Detailed analytical illustration of the data collected will further discuss in the next chapter.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

Further analysis and elaboration of the data collected from employees who work in Ipoh, Perak, Malaysia is done through SPSS version 19. This chapter practically includes the test of descriptive analysis, scale measurement, and inferential analysis. Descriptive analysis is carried out on the basis of discussion about the demographic profile and general information of respondents, continuously about the scale measurement towards the constructs determined for the study. Lastly, sample data collected is concluded through inferential analysis.

4.1 Descriptive Analysis

According to Chin and Lee (2008), descriptive statistics aimed at generating quantitative data and draw a picture of the similarities and differences among the employees. In addition, it helps to summarize about the sample and measure it by forming a basis of quantitative analysis together with simple graphic analysis.

4.1.1 Respondents Demographic Profile

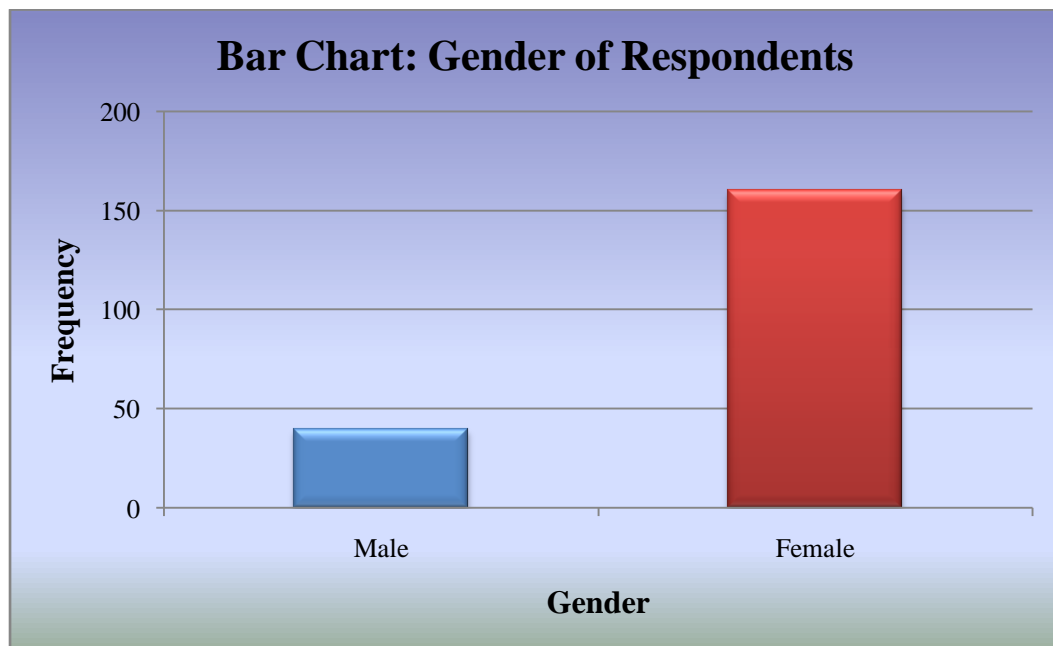
This section explains the demographic data of the respondents. In this study, target respondents are located in Ipoh, Perak, Malaysia. Therefore, further analysis on location is not necessary and only gender is evaluated.

Table 4. 1: Results on Demographic Profile- Gender of Respondents

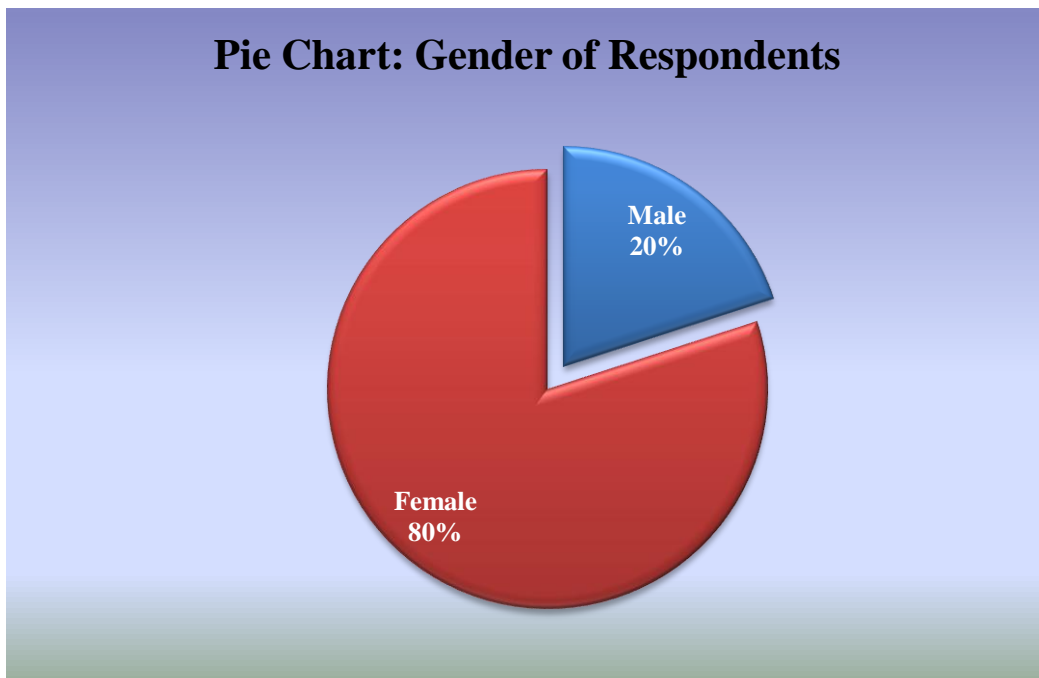
Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	40	20.0	20.0	20.0
Female	160	80.0	80.0	100.0
Total	200	100.0	100.0	

Source : Developed for the research

Figure 4. 1: Results on Demographic Profile- Gender Respondents



Source : Developed for the research

Figure 4. 2: Results on Demographic Profile- Gender of Respondents

Source : Developed for the research

Table 4.1 demonstrates the frequency for male and female respondents in this study, whilst a bar chart is computed to show the frequencies graphically in Figure 4.1 with 200 sample size. A pie chart is presented in Figure 4.2 shows that 20% of respondents were male whereas 80% of respondents are female. Therefore, it can be deemed as the female are more than male as well as the distribution of respondents in term of gender.

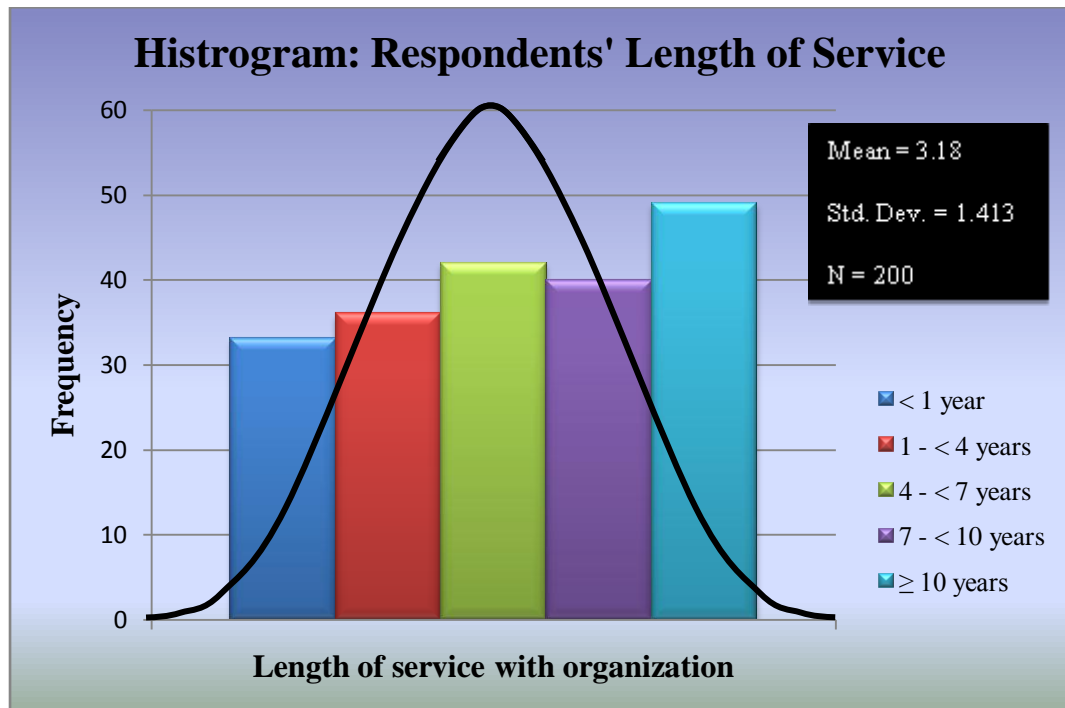
4.1.2 Respondents General Information

This section describes the general information of the respondents which are length of service with organization and categories of employment.

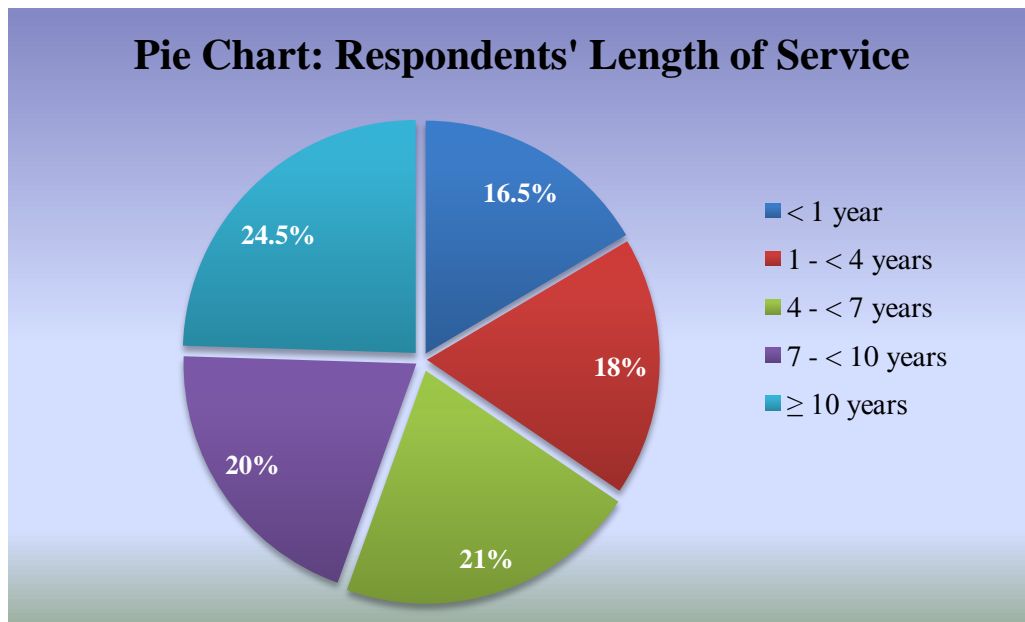
Table 4. 2: Results on General Information- Respondents' Length of Service

Length of service	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	33	16.5	16.5	16.5
1 - < 4 years	36	18	18	34.5
4 – < 7 years	42	21	21	55.5
7 – < 10 years	40	20	20	75.5
≥ 10 years	49	24.5	24.5	100
Total	200	100	100	

Source : Developed for the research

Figure 4. 3: Results on General Information: Respondents' Length of Service

Source : Developed for the research

Figure 4. 4: Results on General Information- Respondents' Length of Service

Source : Developed for the research

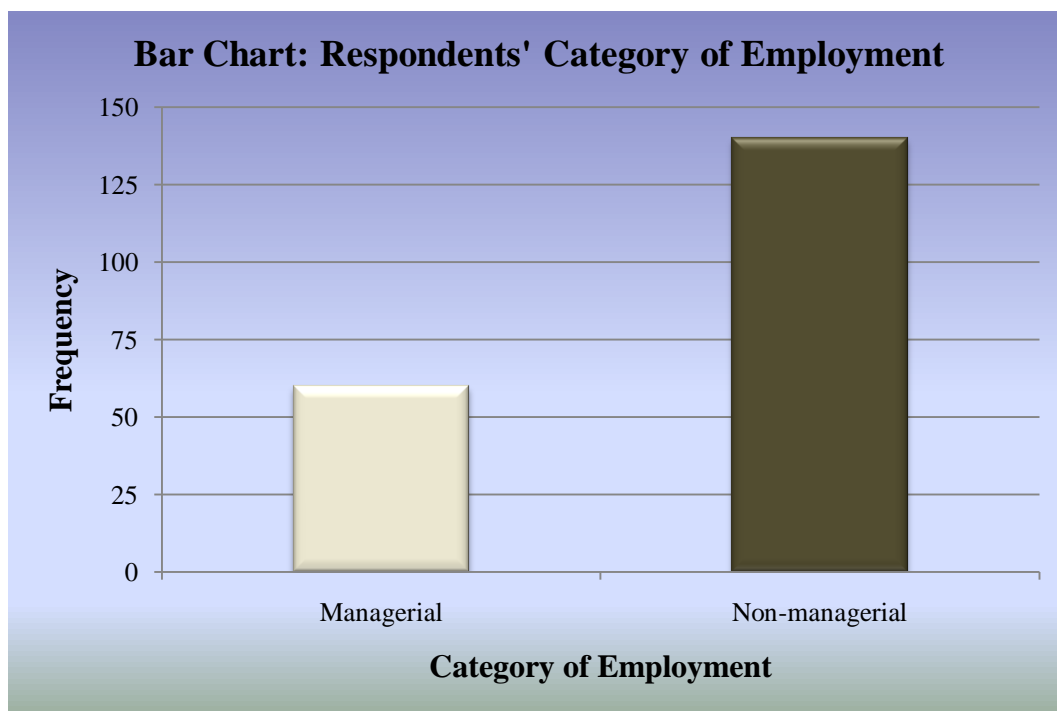
Table 4.2 shows the frequency of respondents according to the length of service with organization in this study, at the same time a histogram is demonstrates to show the frequencies graphically for the 200 sample size. As results, there is an equal balance between the respondents and their length of service with organization. A pie chart in Figure 4.4 shows that 16.5% of respondents work less than a year in the organization, 18% of the respondents contribute their service in the organization between 1 to less than 4 years, 21% service between 4 to less than 7 years, 20% of the respondents work between 7 to less than 10 years, and 24.5% of the respondents fall into the service with organization 10 years and above.

Table 4. 3: Results on General Information- Respondents' Category of Employment

Category of Employment	Frequency	Percent	Valid Percent	Cumulative Percent
Managerial	60	30	30	30
Non-managerial	140	70	70	100
Total	200	100	100	

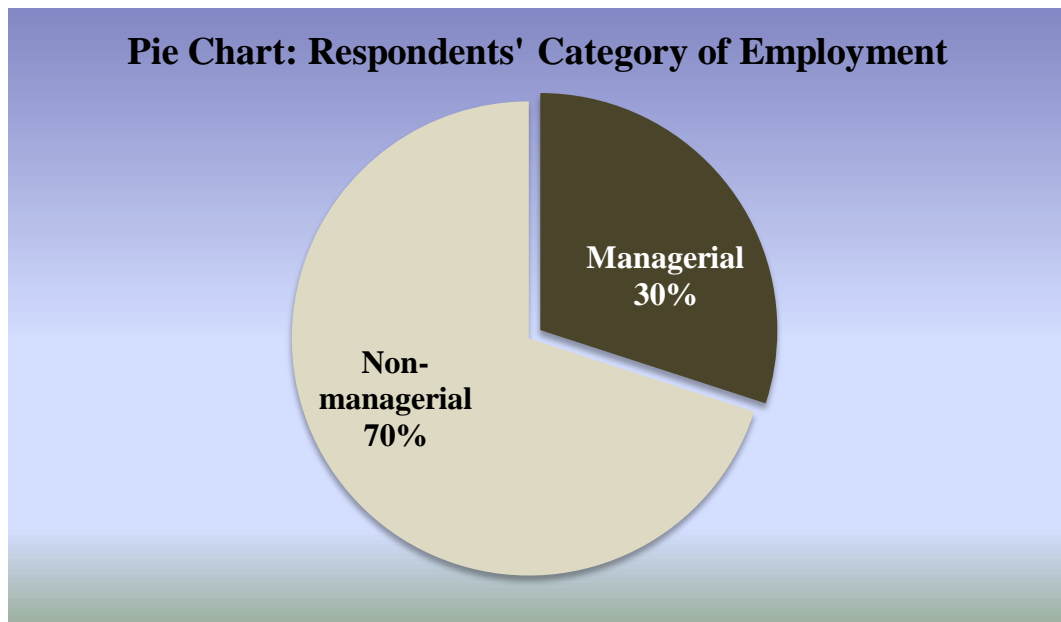
Source : Developed for the research

Figure 4. 5: Results on General Information- Respondents' Category of Employment



Source : Developed for the research

Figure 4. 6: Results on General Information: Respondents' Category of Employment



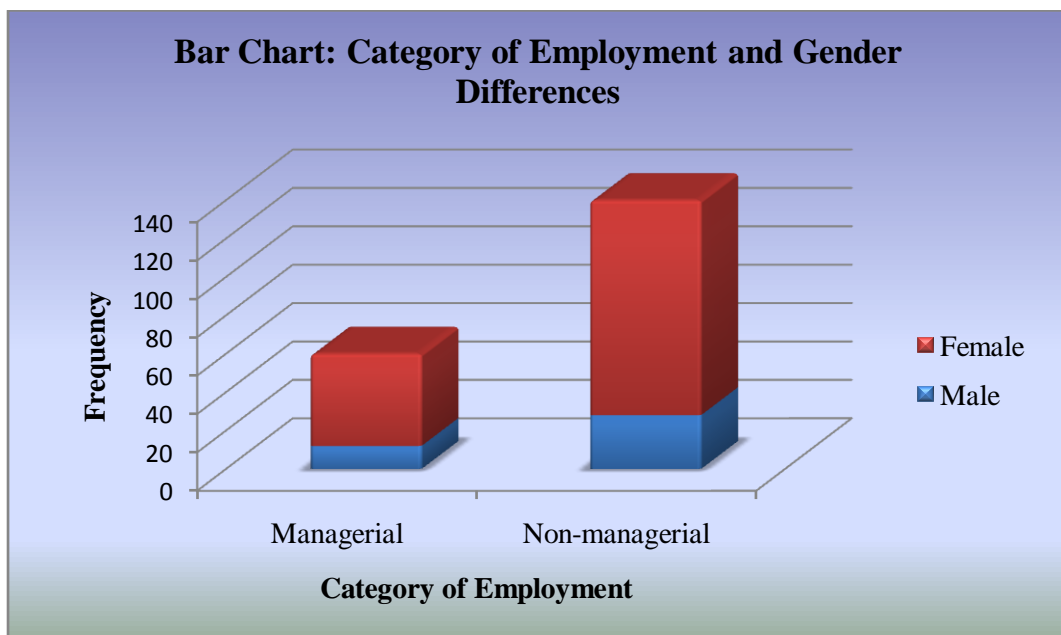
Source : Developed for the research

Table 4.3 presented the frequency of respondents according to the category of employment in this study, whilst Figure 4.5 is computed to show the frequency graphically with a sample size 200. As result shown in Figure 4.6, majority of the employees are non-managerial which comprises 70% of the respondents, while 30% of the respondents are in the category of managerial.

Table 4. 4: Results on Category of Employment and Gender Differences

	Male	Female	Total
Managerial	12	48	60
Non-managerial	28	112	140
Total	40	160	200

Source : Developed for the research

Figure 4. 7: Results on Category of Employment and Gender Differences

Source : Developed for the research

Based on Table 4.4, the frequency of respondents according to the category of employment and gender differences shows 60 out of 200 of the respondents are hold the post of managerial, where 12 of them are males and the other 48 are females. Whilst, the remaining 140 respondents are non-managerial, which majority are the females with the size 112, and the other 28 are males. Figure 4.7 is computed to show the frequency graphically with a sample size 200.

4.1.3 Central Tendencies Measurement of Constructs

4.1.3.1 Factor 1: Self-esteem

Table 4. 5: Descriptive Statistics of Self-esteem

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Ranking
I do not afraid of making changes in life.	0	0	17.0	59.5	23.5	4.07	4
My opinions and ideas are respected by others.	0	6.5	20.5	52.0	21.0	3.88	5
I am satisfied with my career progression.	0	0	6.5	76.5	17.0	4.11	3
I believe in continuing education can lead to higher achievement in career.	0	1.5	8.0	54.5	36.0	4.25	1
I do not refrain from sharing my opinions and feelings among my colleagues.	0	0	11.5	56.5	32.0	4.21	2

Source : Developed for the research

Table 4.5 consists of five statements:

The statement “I believe continuing education can lead to higher achievement in career” has the highest mean score of 4.25, where 54.5% of the respondents agreed with the statement, 36% of the respondents showed strongly agree, and 1.5% of the respondents were neutral.

“I do not refrain from sharing my opinions and feelings among my colleagues” is the second highest ranked statement with a mean score of 4.21. A majority of 56.5% of respondents agreed with the statement, followed by 32% of respondents strongly agreed with it, and 11.5% of respondents were neutral.

The third ranked statement “I am satisfied with my career progression” has a mean score of 4.11, where 76.5% of the respondents agreed with this statement, 17% of the respondents strongly agreed with it, and 6.5% showed neutral.

“I do not afraid of making changes in life” is the second last ranked statement with a mean score of 4.07. There are 59.5% of respondents showed agree with this statement, followed by 23.5% of the respondents strongly agreed and 17% of the respondents were neutral.

The statement “My opinions and ideas are respected by others” is the last ranked statement with a mean score of 3.88. A majority of 52% of the respondents agreed with the statement, 21% of the respondents showed strongly agree, and 20.5% of the respondents showed neutral.

4.1.3.2 Generalized Self-efficacy

Table 4. 6: Descriptive Statistics of Generalized Self-efficacy

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Ranking
My current qualification meets my job expectations.	0	0	17.0	59.5	23.5	4.07	4
I am confident that I can deal with unexpected events at work.	0	6.5	20.5	52.0	21.0	3.88	5
I am capable to cope with problems I faced on the job.	0	0	6.5	76.5	17.0	4.11	3
Achievement in higher qualification gives me confidence to perform my work.	0	0	6.5	53.5	40.0	4.34	1
My goal is not affected by the obstacles I faced in work.	0	3.0	17.5	43.0	36.5	4.13	2

Source : Developed for the research

Table 4.6 consists of five statements:

The statement “Achievement in higher qualification gives me confidence to perform my work” has the highest mean score of 4.34, where 53.5% of the respondents agreed with the statement, followed by 40% of the respondents strongly agreed, and 6.5% of the respondents were neutral.

“My goal is not affected by the obstacles I faced in work” is the second highest ranked statement with a mean score of 4.13. A majority of 43% of the respondents agreed with the statement, 36.5% strongly agreed, and 17.5% of the respondents showed neutral.

The third highest ranked statement “I am capable to cope with problems I faced on the job” has a mean score of 4.11, where 76.5% of the respondents agreed with the statement, 17% of the respondents strongly agreed, whilst 6.5% of the respondents were neutral.

“My current qualification meets my job expectation” is the second last ranked statement with a mean score of 4.07. Majorities of 59.5% of the respondents agreed with the statement, followed by 23.5% of the respondents showed strongly agree, and 17% of the respondents were neutral.

The statement “I am confidence that I can deal with unexpected events at work” which ranked as the last has a mean score of 3.88. 52% of the respondents agreed with the statement, while 21%, 20.5%, and 6.5% of the respondents showed strongly agree, neutral, and disagree with this statement respectively.

4.1.3.3 Locus of Control

Table 4. 7: Descriptive Statistics of Locus of Control

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Ranking
My performance assessment is determined by the effort I put on job.	0	0	13.5	69.5	17.0	4.04	4
I believe luck does not play a role in attaining my career goals.	0	6.5	17.0	52.0	24.5	3.95	5
I am certain that my plans will work.	0	0	3.5	79.5	17.0	4.14	3
My work progress is within my control.	0	0	3.0	57.0	40.0	4.37	1
My own decision affects my career progression.	0	0	14.0	49.5	36.5	4.23	2

Source : Developed for the research

Table 4.7 consists of five statements:

The statement “My work progress is within my control” has the highest mean score of 4.37, where 57% of the respondents agreed with the statement, 40% of the respondents strongly agreed, and 3% of the respondents were neutral.

The second highest ranked statement “My own decision affects my career progression” has a mean score of 4.23. Majorities of 49.5% of the respondents showed agree with the statement, whilst 36.5% and 14% of the respondents showed strongly agree and neutral respectively.

“I am certain that my plans will work” is the third highest ranked statement with a mean score of 4.14. 79.5% of the respondents agreed with the statement, 17% of the respondents strongly agreed, and 3.5% of the respondents were neutral.

The second last ranked statement “My performance assessment is determined by the effort I put on the job” has a mean score of 4.04, with 69.5% of the respondents showed agree with the statement, 17% of the respondents strongly agreed, and 13.5% of the respondents showed neutral.

The statement “I believe luck does not play a role in attaining my career goals” is ranked at the last with a mean score of 3.95, where majorities of 52% of the respondents agreed with the statement, 24.5% of the respondents strongly agreed, and 17% of the respondents showed neutral. However, there are 6.5% of the respondents disagreed with the statement.

4.1.3.4 Neuroticism

Table 4. 8: Descriptive Statistics of Neuroticism

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Ranking
One embarrassing experience can make me lose confidence to engage in a new task.	23.0	60.5	16.5	0	0	1.94	2
When faced with difficulty, I give up easily.	20.0	53.0	27.0	0	0	2.07	1
I am stress when asked to handle task that exceeded my capability.	30.5	62.5	7.0	0	0	1.77	3
Most of the times, things look pretty hopeless to me.	36.5	50.0	13.5	0	0	1.77	3
I feel insecure in my job.	23.0	60.5	16.5	0	0	1.94	2

Source : Developed for the research

Table 4.8 consists of five statements:

The statement “When faced with difficulty, I give up easily” has the highest mean score of 2.07, where 53% of the respondents disagreed with the statement, 27% of the respondents showed neutral, and 20% of the respondents strongly disagreed.

“One embarrassing experience can make me lose confidence to engage in a new task” and “I feel insecure in my job” has the second highest mean score of 1.94. Majorities of 60.5% of the respondents disagreed with the statements, whilst 23% of the respondents strongly disagreed, and 16.5% of the respondents were neutral.

The statement “I am stress when asked to handle task that exceeded my capability” and “Most of the times, things look pretty hopeless to me” had the same mean score of 1.77.

Majorities of 62.5% disagreed with the statement “I am stress when asked to handle task that exceeded my capability”, followed by 30% of the respondents strongly disagree, and 7% of the respondents showed neutral.

On the other hand, 50% of the respondents showed disagree with the statement “Most of the times, things look pretty hopeless to me”, while 36.5% of the respondents strongly disagreed, and 13.5% of the respondents were neutral.

4.1.3.5 Employees' Motivation

Table 4. 9: Descriptive Statistics of Employees' Motivation

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Ranking
I plan my career goals.	0	0	17.0	66.0	17.0	4.00	4
I am motivated to continue with my education.	0	6.5	20.5	52.5	21.0	3.88	5
I prefer to work on job with specified procedures.	0	0	6.5	76.5	17.0	4.11	3
I want a job that could provide opportunity to increase my knowledge.	0	0	6.5	53.5	40.0	4.34	1
In order to achieve personal growth, I will continue with my education.	0	3.0	14.0	43.0	40.0	4.20	2

Source : Developed for the research

Table 4.9 consists of five statements:

The statement “I want a job that could provide opportunity to increase my knowledge” has the highest mean score of 4.34, where majorities of 53.5% of the respondents agreed with the statement, followed by 40% of the respondents strongly agreed, and 6.5% of the respondents showed neutral.

“In order to achieve personal growth, I will continue with my education” has a mean score of 4.20 is the second highest ranked statement. 43% of the respondents agreed with the statement, 40% of the respondents strongly agreed, and 17.5% of the respondents showed neutral. However, minorities of 3% of the respondents disagreed with the statement.

With a mean score of 4.11, “I prefer to work on job with specified procedures” is the third highest ranked statement, where 76.5% of the respondents agreed, 17% of the respondents strongly agreed with the statement, and 6.5% of the respondents were neutral.

“I plan my career goals” has a mean score of 4.00 is the second last ranked statement. Majorities of 66% of the respondents agreed with the statement, followed by 17% of the respondents strongly agreed and neutral.

The statement “I am motivated to continue with my education” is the last ranked statement with a mean score of 3.88, where 52% of the respondents agreed with the statements, 20% of the respondents strongly agreed, whilst 20.5% of the respondents showed neutral.

4.1.3.6 Category of Employment and Gender towards Employees' Motivation

Table 4. 10: Descriptive Statistic of Category of Employment and Gender Differences towards Employees' Motivation

		Managerial			Non-managerial		
		Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
I plan my career goals.	SD	0.0	0.0	0	0.0	0.0	0
	D	0.0	0.0	0	0.0	0.0	0
	N	16.7	16.7	16.7	14.3	17.9	16.1
	A	66.7	66.7	66.7	71.4	64.3	67.9
	SA	16.7	16.7	16.7	14.3	17.9	16.1
I am motivated to continue with my education.	SD	0.0	0.0	0	0.0	0.0	0
	D	8.3	6.3	7.3	3.6	7.1	5.35
	N	8.3	23.0	15.7	21.4	25.8	23.6
	A	75.0	48.0	61.5	53.6	50.9	52.3
	SA	8.3	23.0	15.7	21.4	21.4	21.4
I prefer to work on job with specified procedures.	SD	0.0	0.0	0	0.0	0.0	0
	D	0.0	0.0	0	0.0	0.0	0
	N	8.3	6.3	7.3	7.1	6.3	6.7
	A	75.0	77.1	76.1	78.6	75.9	77.3
	SA	16.7	16.7	16.7	14.4	17.9	16.2
I want a job that could provide opportunity to increase my knowledge.	SD	0.0	0.0	0	0.0	0.0	0
	D	0.0	0.0	0	0.0	0.0	0
	N	8.3	6.3	7.3	7.1	6.3	6.7
	A	50.0	54.2	52.1	53.6	53.6	53.6
	SA	41.7	39.6	40.7	39.3	40.2	39.8
In order to achieve personal growth, I will continue with my education.	SD	0.0	0.0	0	0.0	0.0	0
	D	8.3	2.1	5.2	0.0	3.6	1.8
	N	0.0	16.7	8.35	14.3	14.3	14.3
	A	50.0	41.7	45.9	42.9	42.9	42.9
	SA	41.7	39.6	40.7	42.9	39.3	41.1

Source : Developed for the research

Table 4.10 shows how the respondents answer for each statement on the motivation factor.

For the statement “I plan my career goals”, 66.7% of managerial respondents agreed with the statement, at the same time, 67.9% non-managerial respondents also agreed with this statement.

The statement “I am motivated to continue with my education” has 61.5% of managerial respondents agreed, and 52.3% of non-managerial also agreed with this statement.

76.1% of managerial and 77.3% of non-managerial respondents showed agreed with this statement “I prefer to work on job with specified procedures”.

For the statement “I want a job that could provide opportunity to increase my knowledge”, 52.1% of managerial respondents agreed with this statement, at the same time, 53.6% of non-managerial respondents also agreed with the statement.

The statement “In order to achieve personal growth, I will continue with my education” has 45.9% of managerial respondents agreed, and 42.9% of non-managerial also agreed with the statement.

4.2 Scale Measurement

According to Sekaran and Bougie (2010), reliability of a measure indicates the extent to which it is without bias and ensures consistent measurement across time and the various items in the instrument. In this study, Cronbach's Alpha

Coefficient is being used to test the consistency of respondents' response to all the items in a measure.

The below table summarizes the reliability analysis according to the four independent variables and the dependent variable.

Table 4. 11: Results on Cronbach's Alpha Coefficient

Variables	No. of items (N)	Cronbach's Alpha based on Standardized Items
Self-esteem	5	0.680
Generalized Self-efficacy	5	0.749
Locus of Control	5	0.772
Neuroticism	5	0.570
Employees' Motivation	5	0.774

Source : Developed for the research

According to the result from Table 4.11, generalized self-efficacy, locus of control, and employees' motivation displayed a high value of Cronbach's Alpha which falls under the range of 0.7 to less than 0.8, which is good in term of reliability. Whilst, the reliability test of the self-esteem has a Cronbach's Alpha that ranged from 0.6 to less than 0.7, which means moderate reliable. The result of neuroticism reliability test showed a low value of Cronbach's Alpha which is less than 0.6, also considered as poor reliable.

Items will be removed from the scale when a coefficient alpha score of below 0.7 was obtained, in order to increase the inter-item consistency (Sekaran, & Bougie, 2010). However, Hair et al. (2007) proposed that even an alpha of 0.7 is

considered as a minimum, but a lower coefficient may be acceptable depends on the research objectives.

4.3 Inferential Analyses

Quantitative data are being analyzed using statistical testing under inferential analyses. The formulated hypotheses would be either accepted or rejected according to the statistical significant computed (Hair et al., 2007).

4.3.1 Pearson Correlation Coefficient Analysis

Correlation coefficient analysis measures the degree of covariance between two variables. A greater value of coefficient indicates a higher covariance, showing a strong relationship between the variables, and vice versa (Hair et al., 2007).

Table 4. 12: Correlation Coefficient

Coefficient Range	Strength of Association
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight but almost negligible

Source: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research methods for business*. West Sussex: John Wiley & Son, Inc. Retrieved July 29, 2011.

4.3.1.1 Self-esteem and Employees' Motivation

Hypothesis 1

- H_0 = There is no significant relationship between self-esteem and employees' motivation in continuing education.
- H_A = There is significant relationship between self-esteem and employees' motivation in continuing education.

Table 4. 13: Result on Pearson Correlation: Self-esteem and Employees' Motivation

Variables	Mean	Std. Dev.	Sig. value, p (2-tailed)	Pearson correlation, r
Self-esteem	4.100	0.428	0.000	0.681
Employees' Motivation	4.1030	0.477		

Source : Developed for the research

The first hypothesis is determining the relationship between self-esteem and employees' motivation in continuing education. Table 4.13 indicates that the correlation coefficient between self-esteem and employees' motivation is 0.681 with a p-value of 0.000 which is lower than 0.001. Thus, null hypothesis (H_0) is rejected while alternative hypothesis (H_A) is accepted. There is a moderate positive relationship between self-esteem and employees' motivation. Therefore, employees with a higher self-esteem have greater motivation to continue with their education.

4.3.1.2 Generalized Self-efficacy and Employees' Motivation

Hypothesis 2

- H_0 = There is no significant relationship between generalized self-efficacy and employees' motivation in continuing education.
- H_A = There is significant relationship between generalized self-efficacy and employees' motivation in continuing education.

Table 4. 14: Result on Pearson Correlation: Generalized Self-efficacy and Employees' Motivation

Variables	Mean	Std. Dev.	Sig. value, p (2-tailed)	Pearson correlation, r
Generalized Self-efficacy	4.102	0.477	0.000	0.970
Employees' Motivation	4.1030	0.477		

Source : Developed for the research

The second hypothesis is determining the relationship between generalized self-efficacy and employees' motivation in continuing education. Table 4.14 indicates that the correlation coefficient between generalized self-efficacy and employees' motivation is 0.970 with a p-value of 0.000 which is lower than 0.001. Hence, null hypothesis (H_0) is rejected while alternative hypothesis (H_A) is accepted. Apart from this, generalized self-efficacy and employees' motivation has a very strong positive relationship which can be concluded as employees with higher generalized self-efficacy have greater motivation in continuing education.

4.3.1.3 Locus of control and employees' motivation

Hypothesis 3

- H_0 = There is no significant relationship between locus of control and employees' motivation in continuing education.
- H_A = There is significant relationship between locus of control and employees' motivation in continuing education.

Table 4. 15: Result on Pearson Correlation: Locus of Control and Employees' Motivation

Variables	Mean	Std. Dev.	Sig. value, p (2-tailed)	Pearson correlation, r
Locus of Control	4.142	0.442	0.000	0.962
Employees' Motivation	4.1030	0.477		

Source : *Developed for the research*

The third hypothesis is determining the relationship between locus of control and employees' motivation in continuing education. Table 4.15 indicates that the correlation coefficient between locus of control and employees' motivation is 0.962 with a p-value of 0.000 which is lower than 0.001. Therefore, null hypothesis (H_0) is rejected while alternative hypothesis (H_A) is accepted. Locus of control and employees' motivation has a very strong positive relationship. Thus, employees with higher (i.e. internal) locus of control have greater motivation to continue with their education.

4.3.1.4 Neuroticism and Employees' Motivation

Hypothesis 4

- H_0 = There is no significant relationship between neuroticism and employees' motivation in continuing education.
- H_A = There is significant relationship between neuroticism and employees' motivation in continuing education.

Table 4. 16: Result on Pearson Correlation: Neuroticism and Employees' Motivation

Variables	Mean	Std. Dev.	Sig. value, p (2-tailed)	Pearson correlation, r
Neuroticism	1.895	0.382	0.024	-0.160
Employees' Motivation	4.1030	0.477		

Source : *Developed for the research*

The fourth hypothesis is determining the relationship between neuroticism and employees' motivation in continuing education. Table 4.16 indicates that the correlation coefficient between neuroticism and employees' motivation is -0.160 with a p-value of 0.024 which is lower than 0.05. Hence, null hypothesis (H_0) is rejected while alternative hypothesis (H_A) is accepted. Apart from this, neuroticism and employees' motivation has a slight but almost negligible negative relationship which can be concluded as employees with lower neuroticism have greater motivation in continuing education.

4.3.2 Independent Sample T-test

An independent sample t-test is used to test a hypothesis that mean scores on some interval-or-ratio-scaled variable will be significantly different for two independent samples or groups (Sekaran, & Bougie, 2010).

4.3.2.1 Gender and Employees' Motivation

Hypothesis 5

- H_0 = There is no significant relationship between gender and employees' motivation in continuing education.
- H_A = There is significant relationship between gender and employees' motivation in continuing education.

Table 4. 17: Group Statistics: Gender and Employees' Motivation

	Gender	Mean	Std. Dev.
Employees' Motivation	Male	4.1150	0.44581
	Female	4.1000	0.48577

Source : Developed for the research

Table 4. 18: Result on Independent Sample T-test: Gender and Employees Motivation

		Levene's Test for Equality of Variances	T-test for Equality of Means	
Employees' Motivation		Sig.	t	Sig. value, p (2-tailed)
	Equal variances assumed	0.339	0.177	0.859
	Equal variances not assumed		0.187	0.852

Source : Developed for the research

Independent sample t-test is used to identify the relationship between gender and employees' motivation in continuing education. Table 4.18 indicates the significant value of 0.339 under Levene's test for equality variances is higher than the alpha value of 0.05. Thus, it shows that the variances are equal. As the t-value of 0.177 under equal variances assumed is reported, the Levene's tests shows that the variance of the mean employees' motivation for male and female is equal. Hence, the null hypothesis (H_0) is cannot be rejected while alternative hypothesis (H_A) is cannot be accepted, with a p-value of 0.859 under equal variances assumed should be reported. As the p-value is greater than alpha 0.05, it can be concluded

as employees' motivation in continuing education has no significant relationship with gender.

4.3.2.2 Category of Employment and Employees' Motivation

Hypothesis 6

- H_0 = There is no significant relationship between category of employment and employees' motivation in continuing education.
- H_A = There is significant relationship between category of employment and employees' motivation in continuing education.

Table 4. 19: Group Statistics: Category of Employment and Employees' Motivation

	Category of Employment	Mean	Std. Dev.
Employees' Motivation	Managerial	4.1000	0.47657
	Non-managerial	4.1043	0.47889

Source : Developed for the research

Table 4. 20: Result on Independent Sample T-test: Category of Employment and Employees Motivation

		Levene's Test for Equality of Variances	T-test for Equality of Means	
Employees' Motivation		Sig.	T	Sig. value, p (2-tailed)
	Equal variances assumed	0.859	-0.058	0.954
	Equal variances not assumed		-0.058	0.954

Source : Developed for the research

Independent sample t-test is used to identify the relationship between category of employment and employees' motivation in continuing education. Table 4.20 indicates the significant value of 0.859 under Levene's test for equality variances is higher than the alpha value of 0.05. Thus, it shows that the variances are equal. As the t-value of -0.058 under equal variances assumed is reported, the Levene's tests shows that the variance of the mean employees' motivation for managerial and non-managerial is equal. Hence, the null hypothesis (H_0) is cannot be rejected while alternative hypothesis (H_A) is cannot be accepted, with a p-value of 0.954 under equal variances assumed should be reported. As the p-value is greater than alpha 0.05, it can be concluded as employees' motivation in continuing education has no significant relationship with category of employment.

4.3.3 One-way Analysis of Variance (ANOVA)

One-way ANOVA helps to examine the significant mean differences among more than two groups on an interval-or-ratio-scaled dependent variable by using F ratio or F statistic. Saunders, Lewis, and Thirnhill (2003) stated, if the probability of any differences between groups occurring by chance alone is low, this will be shown by a larger F ratio with a probability of less than 0.05 and this is termed statistically significant.

4.3.3.1 Length of Service with Organization and Employees' Motivation

Table 4. 21: Test of Homogeneity of Variances

Levene statistic	Sig.
1.447	0.220

Source : Developed for the research

Table 4. 22: Result on One-Way ANOVA: Category of Employment and Employees' Motivation

	F ratio	Sig.
Between Groups	0.093	0.985
Within Groups		
Total		

Source : Developed for the research

Table 4. 23: Bonferroni's Post hoc Multiple Comparison

Length of Service (I)	Length of Service (J)	Sig. value, p (2-tailed)
< 1 year	1 – < 4 years	1.000
	4 – < 7 years	1.000
	7 – < 10 years	1.000
	≥ 10 years	1.000
1 – < 4 years	< 1 year	1.000
	4 – < 7 years	1.000
	7 – < 10 years	1.000
	≥ 10 years	1.000
4 – < than 7 years	< 1 year	1.000
	1 – < 4 years	1.000
	7 – < 10 years	1.000
	≥ 10 years	1.000
7 – < 10 years	< 1 year	1.000
	1 – < 4 years	1.000
	4 – < 7 years	1.000
	≥ 10 years	1.000
≥ 10 years	< 1 year	1.000
	1 – < 4 years	1.000
	4 – < 7 years	1.000
	7 – < 10 years	1.000

Source : Developed for the research

Levene's test from table 4.21 indicates that the homogeneity of variances is not significant when the p-value of 0.220 is greater than 0.05, so researchers is confidence that the population variances for each group are approximately equal. From table 4.22, given the p-value of 0.985 is more than alpha value of 0.05. Therefore, the null hypothesis (H_0) is cannot be rejected while alternative hypothesis (H_A) is cannot be accepted that states that employees' motivation same

across the length of service with organization. Lastly, table 4.23 concludes that the five elements of length of service with organization have no significant different mean with employees' motivation in continuing education.

4.3.4 Multiple Linear Regression Analysis

Multiple linear regression analysis is performed to examine the simultaneous effects of several independent variables on a dependent variable that is internal scaled. In addition, it helps in understanding how much of the variance in the dependent variable is explained by R^2 value. Adjusted R^2 value is useful as a representative of R^2 when there are multiple independent variables in the model because it is adjusted according to the number of the variables in the model. It can also avoid overestimating the impact of adding an independent variable into the multiple linear regression analysis (Sekaran, 2003).

4.3.4.1 Core Self-evaluation (CSE) and Employees' Motivation

Hypothesis 7

- H_0 = The four independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are not significantly explained by variance on employees' motivation in continuing education.
- H_A = The four independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are significantly explained by variance on employees' motivation in continuing education.

Table 4. 24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.976	0.952	0.951	0.10523

Source : Developed for the research

Table 4. 25: ANOVA

Model		F ratio	Sig.
1	Regression	973.554	0.000
	Residual		
	Total		

Source : Developed for the research

Table 4. 26: Coefficients

Model		Sig. value, p (2-tailed)	Standardized Coefficients, Beta	Ranking
1	(Constant)	0.030		
	Self-esteem	0.408	0.018	4
	Generalized Self- efficacy	0.000	0.575	1
	Locus of Control	0.000	0.403	2
	Neuroticism	0.055	0.031	3

Source : Developed for the research

Based on table 4.24, R^2 for the regression of the model is 0.953, which means 95.3% of the variation in dependent variable (i.e. employees' motivation) has been significantly be explained by the independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism). The remaining 4.6% if the variance is covered by other factors which further study is required.

According to table 4.25, p-value of 0.000 is smaller than alpha value 0.05. The overall regression model is proven to be significant. Thus, the null hypothesis (H_0) is rejected while alternative hypothesis (H_A) is accepted.

Table 4.26 indicates that self-esteem and neuroticism are not significantly to predict the employees' motivation in continuing education because p-value for self-esteem is 0.408 whilst p-value for neuroticism is 0.055, which both are more than the alpha value of 0.05. On the other hand, generalized self-efficacy and locus of control are significantly to predict the employees' motivation in continuing education as p-value for both generalized self-efficacy and locus of control are 0.000 which are less than the alpha value of 0.05.

Furthermore, the independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are ranked according to the standardized coefficients of Beta in an ascending order as for how much they had contributed to the dependent variable (i.e. employees' motivation). Generalized self-efficacy makes the strongest unique contribution to explain the variation in employees' motivation in continuing education with its Beta value of 0.575. On the other hand, locus of control is the predictor variables that contribute the second highest to the variation of the employees' motivation in continuing education with the Beta value of 0.403. With a Beta value of 0.30, neuroticism makes the third strongest unique contribution to explain the variation in employees' motivation in continuing education. Last but not least, self-esteem makes the least contribution to the variation of the employees' motivation in continuing education compared to the other predictor variables with its Beta value of 0.018.

4.4 Conclusion

Before moving to Chapter 5, all the analysis of data had been completed through Statistical Package for Social Science (SPSS) version 19. The eight hypotheses proposed in this study were clarified through the tables, charts, and graphs shown. Further research finding regarding the result of this study will be discussed in next chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter highlights the discussion, conclusion, and implication which had been analyzed in Chapter 4. It provides a summary view of both descriptive and inferential analyses, and also discussion on the major findings in order to validate the research objectives and hypotheses, as well as limitations and recommendations of this study.

5.1 Summary of Statistical Analyses

Hypothesis 1

- H_0 = There is no significant relationship between self-esteem and employees' motivation in continuing education.
- H_A = There is significant relationship between self-esteem and employees' motivation in continuing education.

Result: There is a moderate positive relationship between self-esteem and employees' motivation with an r-value of 0.681. Therefore, H_A is accepted with a p-value of 0.000.

Hypothesis 2

- H_0 = There is no significant relationship between generalized self-efficacy and employees' motivation in continuing education.
- H_A = There is significant relationship between generalized self-efficacy and employees' motivation in continuing education.

Result: There is a strong positive relationship between generalized self-efficacy and employees' motivation with an r-value of 0.970. Thus, H_A is accepted with a p-value of 0.000.

Hypothesis 3

- H_0 = There is no significant relationship between locus of control and employees' motivation in continuing education.
- H_A = There is significant relationship between locus of control and employee's motivation in continuing education.

Result: There is a strong positive relationship between locus of control and employees' motivation with an r-value of 0.962. Hence, H_A is accepted with a p-value of 0.000.

Hypothesis 4

- H_0 = There is no significant relationship between neuroticism and employee's motivation in continuing education.
- H_A = There is significant relationship between neuroticism and employee's motivation in continuing education.

Result: There is a slight but almost negligible negative relationship between neuroticism and employees' motivation with a r-value of -0.160. Consequently, H_A is accepted with a p-value of 0.024.

Hypothesis 5

- H_0 = There is no significant relationship between gender and employee's motivation in continuing education.
- H_A = There is significant relationship between gender and employee's motivation in continuing education.

Result: As t-value of 0.177 under equal variances assumed is reported, there is no significant association between gender and employees' motivation in continuing education. So, H_A is rejected with a p-value of 0.859.

Hypothesis 6

- H_0 = There is no significant relationship between the category of employment and employees' motivation in continuing education.
- H_A = There is significant relationship between the category of employment and employees' motivation in continuing education.

Result: As t-value of -0.058 under equal variances assumed is reported, there is no significant association between category of employment and employees' motivation in continuing education. Therefore, H_A is rejected with a p-value of 0.954.

Hypothesis 7

- H_0 = The four independent variables (e.g. self-esteem, generalized self-efficacy, locus of control, and neuroticism) are not significantly explained by variance on employee's motivation in continuing education.
- H_A = The four independent variables (e.g. self-esteem, generalized self-efficacy, locus of control and neuroticism) are significantly explained by variance on employee's motivation in continuing education.

Result: 95.3% of the variances in employees' motivation significantly explained the four independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) with a R^2 value of 0.953. Hence, H_A is accepted with a p-value of 0.000.

5.2 Discussion of Major Findings

The overall objective of this study is to examine how the psychological state of an individual influences his/her motivation in continuing education. Elements of CSE are used as the independent variables, which are self-esteem, generalized self-efficacy, locus of control, and neuroticism, against the dependent variable (i.e. employees' motivation in continuing education). Besides, demographic variable (i.e. gender) and general information (i.e. category of employment) of the respondents had been used in order to determine the effects on respondents' motivation level.

5.2.1 Relationship between Self-esteem and Employees' Motivation

Hypothesis 1

- H_0 = There is no significant relationship between self-esteem and employees' motivation in continuing education.
- H_A = There is significant relationship between self-esteem and employees' motivation in continuing education.

Based on the result, there is significant relationship between self-esteem and employees' motivation in continuing education. The supporting statistic data shows that moderate positive correlation of 0.681 exists between self-esteem and motivation. This can be explained that the higher the self-esteem of an individual, the greater the motivation. This result is consistent with the research of Dossett et al. (1979), where individual with higher self-esteem attained their goals more often than lower self-esteem individuals, who are motivated through feedbacks of the results and participation in goal setting process. Apart from this, Baumeister and Tice (1985) further discussed Deci's (1971) finding in respect of higher self-esteem employees increased their intrinsic motivation to accomplish a task, individual with higher self-esteem would have greater motivation to upgrade their education level to achieve a higher satisfaction in life. Korman (1970) proposed that a higher self-esteem employee will engage in continuing education in order to enhance their knowledge and skills whilst increase their employability, compared to a lower self-esteem employee who tend to view challenging task as a chance to fail (Lock et al, 1996).

5.2.2 Relationship between Generalized Self-efficacy and Employees' Motivation

Hypothesis 2

- H_0 = There is no significant relationship between generalized self-efficacy and employees' motivation in continuing education.
- H_A = There is significant relationship between generalized self-efficacy and employees' motivation in continuing education.

The result from statistical data in Chapter 4 shows there are significant relationship between generalized self-efficacy and employees' motivation in continuing education. Furthermore, a strong positive correlation of 0.970 is reported between generalized self-efficacy and motivation. In other words, a high generalized self-efficacy individual has higher level of motivation in continuing education in order to maintain employability, compared to one that has lower generalized self-efficacy. This finding is supported with study in Judge, Erez, and Bono (1998) where an individual with higher generalized self-efficacy has strong belief with own capabilities and thus motivated to self-fulfilling. On the other hand, Bradley (2003) stated that generalized self-efficacy is the driver of motivation through its effect on the direction of the employee's behavior that an individual is more likely to see goals as achievable and worthy of their efforts when they feel confident in their abilities. Moreover, Frayne and Lathem (1987), and Lathem and Frayne (1989) found that job attendance and motivation can be increased by enhancing employees' generalized self-efficacy to overcome the problem which is affecting their ability.

5.2.3 Relationship between Locus of Control and Employees' Motivation

Hypothesis 3

- H_0 = There is no significant relationship between locus of control and employees' motivation in continuing education.
- H_A = There is significant relationship between locus of control and employees' motivation in continuing education.

Locus of control is another factor that can influence the employees' motivation level to continue with their education. According to the result, it shows a significant relationship between locus of control and motivation with a strong positive correlation of 0.962. This finding is consistent with the study of Salazar et al. (2006) that individual's locus of control will perceive the challenges as opportunities for learning and personal growth. Apart from this, finding of Dailey (1980) stated individuals that score higher in locus of control most likely to be concluded have internal locus of control, which usually have a greater motivation and higher level of participation within their jobs. Hence, employees who scored higher in locus of control most probably will improve themselves through engaging in higher education level. In addition, internal locus of control individuals tend to perceive that their own abilities and skills are the key to success most likely will work harder to improve one's skills and capabilities (Pawlik-Kienlan, 2007).

5.2.4 Relationship between Neuroticism and Employees' Motivation

Hypothesis 4

- H_0 = There is no significant relationship between neuroticism and employees' motivation in continuing education.
- H_A = There is significant relationship between neuroticism and employees' motivation in continuing education.

According to the result in Chapter 4, neuroticism and employees' motivation in continuing education has a significant relationship. It shows a slight but almost negligible negative correlation of -0.160. In other words, a low neuroticism individual most likely has a higher level of motivation. This result is consistent with the study of McCrae and Costa (1991) as it mentioned that neuroticism has a relationship with lower well-being where individuals with higher neuroticism are prone to experience adverse effects of secure, steady and confident (Judge, & Bono, 2001) most likely to have less job satisfaction, thus demotivated (Brief, 1998; Spector, 1997). Likewise, neuroticism and self-esteem had a correlation of -0.159, which is consistent with the study of Eysenck (1992) who discussed that self-esteem is viewed as an indicative of low neuroticism.

5.2.5 Relationship between Gender and Employees' Motivation

Hypothesis 5

- H_0 = There is no significant relationship between gender and employees' motivation in continuing education.
- H_A = There is significant relationship between gender and employees' motivation in continuing education.

Based on the finding of this study, there is no significant relationship between gender and employees' motivation in continuing education with a significant value of 0.859 which is greater than the alpha value of 0.05. Thus, this result is not consistent with the findings of Powers and Wagner (1984), Lightbody et al. (1996), and Georgiou (1999) where females are concluded as tend to emphasize effort when explaining their performance, while males appeal more to luck as a factor to their academic achievement (Burgner, & Hewstone, 1993) are also inconsistent with the result of this study. However, the result is consistent with those studies of Ryan and Pintrich (1997) which proposed that there are no differences in the type of goal pursued as function of gender. Moreover, Amezcua and Pichardo (2000) stated no evidence of such gender differences in academic self-concept.

5.2.6 Relationship between Category of Employment and Employees' Motivation

Hypothesis 6

- H_0 = There is no significant relationship between category of employment and employees' motivation in continuing education.

- H_A = There is significant relationship between category of employment and employees' motivation in continuing education.

Category of employment is another factor that has no significant relationship with the employees' motivation level to continue with their education. According to the result, it shows a significant value of 0.954 which is greater than the alpha value of 0.05. This finding is inconsistent with the study of Oliveira Pire (2009) who found that position in an organization seems to have a significant role in the motives for pursuing learning. Anyhow, individual is related to the motive to approach, and the expectation for success, that solely depends on one's own desire regardless differences in category of employment ("Motivation," 2006).

5.2.7 Discussion on Category of Employment and Gender Differences on Employees' Motivation

As result shown in Table 4.10, majority of the managerial and non-managerial employees' regardless male or female agreed with the statements under the fifth factor in the survey questionnaire (i.e. motivation), which mean they have same opinion and perception towards their motivation on setting career goal, subsequently motivated to continue with their education. Hence, this result provides further evidence that there are no significant differences between managerial and non-managerial employees regardless male or female in term of their motivation in continuing education.

5.3 Implications of the Study

CSE is new in determining the employees' motivation in continuing education. The implications of the four variables tested in this study are provided in below managerial implications. It can be useful to both human resource allocators and employees in term of better understanding on how the four independent variables (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) have an effect on employees' motivation in continuing education.

5.3.1 Managerial Implications

The results of this study highlight to human resource managers or allocators that employees' generalized self-efficacy plays the most critical role in employees' motivation. This indicates that it is necessary for employees to perceive themselves as capable of accomplishing a task in a given situation (Creed et al. 2009) in order to motivate them. The management can provide employees with opportunities for further studies or self-improvement to ensure that employees have the qualification to meet their current job expectation. Apart from this, continuous upgrading of employees knowledge and skills through on-the-job training and career development might help increase employees' generalized self-efficacy, and thus increase their motivation in continuing education.

Findings from Judge et al. (1998) determined that locus of control is highly correlated with self-efficacy, but the two concepts are different as generalized self-efficacy is concerned with the abilities of an individual to mobilize motivation, whereas locus of control is about one's confidence that he/she is able

to control the outcomes. Hence, employees need to change their perception from being external locus of control to internal locus of control, because individual with external locus of control will perceive that learning will not have an impact on oneself (Norviltis et al., 2003), and thus demotivated in continuing education. In order to encourage internal locus of control within employees, seminars and workshop can be organized to help employees to revert their mindset.

Moreover, neuroticism is also an important trait towards employees' motivation in continuing education. In the study of Judge and Bono (2001), and Srivastava et al. (2010) indicates that low neuroticism individuals who tend to be secure and confident most likely to have greater satisfaction on job and are motivated. Therefore, numerous positive mindset and stress free seminars can be organized to cultivate positive feelings among employees to drive down their insecurities and negative thoughts.

In order to build on one's strengths and overcomes the weaknesses, an employee need learn how to cultivate a logical view of things by setting a realistic career goal which is attainable and unnecessary comparison among peers should be avoided, as an individual who lacks of self-esteem is most likely to view him/herself in a negative way, thus demotivated when he/she seek no satisfaction in workplace (Brunborg, 2008). Self-esteem is critical in determining one's success in career, as it reflects the overall evaluation of an individual towards capability, significant, and worthiness (Schweitzer, Seth-Smith, & Callan, 1992)

5.4 Limitations of the Study

There are several limitations inherent in this study. First of all, the sample size of this study is relatively small corresponding to population parameters. A sample of 200 respondents is rather limited to compute or make assumption since the employees' population in Ipoh, Perak, Malaysia is huge and a larger sample size is required to reinforce the analysis result. Despite, self-selecting sample of organization is also a barrier for generalization. Furthermore, questions in the questionnaire survey form for this study are self-administered most probably cause bias.

The second limitation is an inadequate time frame. Researchers are lack of time to discover more prospective pool of respondents which may constraint a more precise result. In addition, respondents were not isolated according to their respective sector, where possibility of different perceptions and viewpoint of what influencing employees' motivation could be different. Researchers were not able to generalize to all industry sectors as this require an extensive time and thus unable to conduct an in-depth study.

Thirdly, this study may be absent of opinions from different ethnic groups as it does not take into account the ethnic groups of respondents. Ethnic group is one of the aspects that required attention due to individuals from different ethnic groups may have different views about things. In order to obtain a more precise result, all the respondents should be randomly choose from different ethnic groups.

Whilst, this study also neglected the age group of respondents as individuals in different age group may have a different way to view things in different situations. Therefore, feedbacks from different age group should be included. The possibility

of different sensitivity and stance of what influencing employees' motivation could be different in different age groups.

Lastly, the methodology used to obtain the result can be further improvised by comparing with other methodology, such as interview, as to boost the accuracy of the result.

5.5 Recommendations for Future Research

As previously discussed, an important limitation in this research study is the reliance on employees sample size. Therefore, the larger sampling size should be used to increase the significance of this study and to draw ultimate conclusion. In this way, more employees in various organizations can participate in the survey. This may avoid bias and unwanted incongruities. Accordingly, future study would benefit from using a larger sample size.

Furthermore, based on the reliability analysis, although the questionnaire survey form for this study demonstrated an adequate reliability, but some of the questions of independent variables (i.e. self-esteem and neuroticism) showed a moderate low reliability which may hinders the detection of expected effects. Consequently, future study must consider the development of more reliable measures to examine the employees' motivation towards organization in continuing education.

Moreover, future research should examine the basic demographic characteristic of respondents in the study, such as age group. By using inferential statistics,

difference between individuals' motivation and age groups can be determined. Comparative studies can also be used to have a clearer picture on how different age groups influence one's motivation.

Lastly, a longitudinal study is more likely to suggest cause-and-effect relationships than a cross-sectional study as data in longitudinal study are able to detect developments or changes in CSE on employees' motivation level. According to Pervin (1989), there is significance of fluid attitudinal, personality and behavioral processes. Although this dissertation sheds some light on the relationships between CSE and employees' motivation, however it does not show how these relationships unfold over time. Thus, the important avenue for future study is to design a longitudinal study which involves repeated observations of the same variables over long periods of time to accurately observe the changes.

5.6 Conclusion

This study had made a remarkable understanding on the variables that influencing the employees' motivation in continuing education. The analysis from the 200 respondents indicates that generalized self-efficacy as the most critical element in determining employees' motivation in continuing education.

This study is able to provide an overview of how the four variables of CSE (i.e. self-esteem, generalized self-efficacy, locus of control, and neuroticism) affect employees' motivation in continuing education. On the other hand, this study also determined that demographic factor (i.e. gender) and general information (i.e.

length of service with organization and category of employment) do not influence one's motivation level.

In conclusion, researchers hope that if this study helps will offer useful insights for human resource managers or allocators as well as employees to understand how one's psychological state can affects the motivation level of an individual.

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APPENDICES

APPENDIX A



UNIVERSITI TUNKU ABDUL RAHMAN

24th June 2011**To Whom It May Concern**

Dear Sir/Madam

Permission to Conduct Survey

This is to confirm that the following students are currently pursuing their *Bachelor of Business Administration (Hons)* program at the Faculty of Business and Finance, Universiti Tunku Abdul Rahman (UTAR) Perak Campus.

I would be most grateful if you could assist them by allowing them to conduct their research at your institution. All information collected will be kept confidential and used only for academic purposes.

The students are as follows:

Name of Student	Student ID	Mobile Phone No.
BOON CHI TENG	09ABB00417	017-6158587
DIANA LOW FOONG LING	09ABB01466	012-6869479
LIM SHENN YI	09ABB01537	016-5387552
NG XIAO QIAN	09ABB00376	012-4905221
WONG PEI PEI	09ABB00146	014-6048755

If you need further verification, please do not hesitate to contact me.

Thank you.

Yours sincerely

Fong Chee Yang
Head of Department
Faculty of Business and Finance
Email: fongcy@utar.edu.my

Claudia Lau Say Min
Supervisor
Faculty of Business and Finance
Email: lausm@utar.edu.my

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Tel: (603) 7958 2628 Fax: (603) 7956 1923 Homepage: <http://www.utar.edu.my>

APPENDIX B

QUESTIONNAIRE



UNIVERSITI TUNKU ABDUL RAHMAN
Faculty of Business and Finance
BACHELOR OF BUSINESS ADMINISTRATION (HONS)
FINAL YEAR PROJECT

TITLE OF TOPIC:

THE INFLUENCE OF CORE SELF-EVALUATION (CSE) ON
EMPLOYEES' MOTIVATION IN CONTINUING EDUCATION

Survey Questionnaire

Dear Respondent,

We are the final year undergraduate students of Bachelor of Business Administration (Hons), from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to examine how the specified variables of CSE influence employees' motivation.

Should you wish to clarify any matter pertaining to this survey, please feel free to contact us:

BOON CHI TENG	017-6158587 chiteng88@yahoo.com.my
DIANA LOW FOONG LING	012-6869479 dianalowfoongling@hotmail.com
LIM SHENN YI	016-5387552 shennyi@hotmail.com
NG XIAO QIAN	012-4905221 jocelyn2909@hotmail.com
WONG PEI PEI	014-6048755 pp_8754@hotmail.com

Thank you for your participation.

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer **ALL** questions in **ALL** sections.
- 2) Completion of this form will take you approximately 10 - 15 minutes.
- 3) Please feel free to contact us for any comments and opinions. The contents of this questionnaire will be kept **strictly confidential**

Section A: Demographic Profile

Please place a tick “√” or fill in the blank for each of the following:

1. Gender:

- ☐ Male
- ☐ Female

2. Working location: Perak, _____ (District)

3. Length of service with organization

- ☐ < 1 year
- ☐ 1 - < 4 years
- ☐ 4 - < 7 years
- ☐ 7 - < 10 years
- ☐ ≥ 10 years

4. Category of employment

- ☐ Managerial
- ☐ Non-managerial

Section B:

Please circle your answer to each statement using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

Factor 1: Self-esteem

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am not afraid of making changes in my life.	1	2	3	4	5
2	My opinions and ideas are respected by others.	1	2	3	4	5
3	I am satisfied with my career progression.	1	2	3	4	5
4	I believe continuing education can lead to higher achievement in career.	1	2	3	4	5
5	I do not refrain from sharing my opinions and feelings among my colleagues.	1	2	3	4	5

Factor 2: Generalized self-efficacy

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My current qualification meets my job expectation.	1	2	3	4	5
2	I am confident that I can deal with unexpected events at work.	1	2	3	4	5
3	I am capable to cope with problems I faced on the job.	1	2	3	4	5
4	Achievement in higher qualification gives me confidence to perform my work.	1	2	3	4	5
5	My goal is not affected by any obstacles I faced in work.	1	2	3	4	5

Factor 3: Locus of control

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My performance assessment is determined by the effort I put on job.	1	2	3	4	5
2	I believe luck does not play a role in attaining my career goals.	1	2	3	4	5
3	I am certain that my plans will work.	1	2	3	4	5
4	My work progress is within my control.	1	2	3	4	5
5	My own decision affects my career progression.	1	2	3	4	5

Factor 4: Neuroticism

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	One embarrassing experience can make me lose confidence to engage in a new task.	1	2	3	4	5
2	When faced with difficulty, I give up easily.	1	2	3	4	5
3	I am stress when asked to handle task that exceeded my capability.	1	2	3	4	5
4	Most of the times, things look pretty hopeless to me.	1	2	3	4	5
5	I feel insecure in my job.	1	2	3	4	5

Factor 5: Motivation

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I plan my career goals.	1	2	3	4	5
2	I am motivated to continue with my education.	1	2	3	4	5
3	I prefer to work on job with specified procedures.	1	2	3	4	5
4	I want a job that could provide opportunity to increase my knowledge.	1	2	3	4	5
5	In order to achieve personal growth, I will continue with my education.	1	2	3	4	5

Thank you for your time

~ The End ~

APPENDIX C**Reliability Test for Pilot Test****Table 1: Case Processing Summary for Self-Esteem**

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Table 2: Reliability Statistics for Self-Esteem

Cronbach's Alpha	N of Items
.691	5

Table 3: Case Processing Summary for Self-Efficacy

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Table 4: Reliability Statistics for Self-Efficacy

Cronbach's Alpha	N of Items
.741	5

Table 5: Case Processing Summary for Locus of Control

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Table 6: Reliability Statistics for Locus of Control

Cronbach's Alpha	N of Items
.753	5

Table 7: Case Processing Summary for Neuroticism

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Table 8: Reliability Statistics for Neuroticism

Cronbach's Alpha	N of Items
.713	5

Table 9: Case Processing Summary for Motivation

		N	%
Cases	Valid	30	100.0
	Excluded(a)	0	.0
	Total	30	100.0

a Listwise deletion based on all variables in the procedure.

Table 10: Reliability Statistics for Motivation

Cronbach's Alpha	N of Items
.772	5

Table 11: Reliability Statistics

Variables	Number of items (N)	Cronbach's Alpha
Self- esteem	5	0.691
Generalized self-efficacy	5	0.741
Locus of control	5	0.753
Neuroticism	5	0.713
Employees' motivation	5	0.772

Source: Developed for research

APPENDIX D**Table1: Mean, Median, Mode and Standard Deviation of Variable**

	Average summated score of self- esteem	Average summated score of self- efficacy	Average summated score of locus of control	Average summated score of neuroticism	Average summated score of motivation
N Valid	200	200	200	200	200
Missing	0	0	0	0	0
Mean	4.100	4.102	4.142	1.895	4.103
Median	4.000	4.000	4.100	1.8	4.000
Mode	4.000	4.000	4.000	1.80a	4.000
Std. Deviation	0.428	0.477	0.442	0.382	0.477

a multiple modes exist. The smallest value is show.