

THE ASSOCIATION BETWEEN EMPLOYEE
WELFARE AND JOB MOTIVATION:
A STUDY ON MALAYSIAN TERTIARY
EDUCATION INSTITUTIONS

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DECLARATION

We hereby declare that:

- (1) This UBAZ 3016 Research Methodology and Project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (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.
- (4) The word count of this research report is 9470 words.

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LIST OF ABBREVIATIONS

FS	Flexible Scheduling
HR	Human Resource
JM	Job Motivation
MOHE	Ministry of Higher Education
NGOs	Non Government Organizations
RP	Retirement Plan
SDT	Self Determination Theory
SH	Safety and Health
SPSS	Statistical Package for Social Science
TD	Training and Development
UTAR	Universiti Tunku Abdul Rahman

PREFACE

Employee welfare is defined as any resource that provides comfort and progress of employees over and above the wages. It is employed as a tool to maintain and promote morale and motivation of employees and thus retains them in the same organizations for a longer period.

Due to the issues of high turnover rate among academicians, there is an essential to develop appropriate welfare scheme for existing academicians in Malaysian Tertiary Education Institutions. In general, Malaysian higher education is crucial to cater future skilled workforce for the development of country. To achieve the institutional objectives, the institutional academicians are playing imperative roles in delivering knowledge to the future generation. Hence, it is crucial to provide welfare schemes in order to motivate the existing institutional academicians.

In accordance, employee welfare is indeed vital to motivate the Tertiary Education Institutions academicians in terms of retaining them in the same institutions. Human resource managements of all institutes have to identify and comprehend the types of welfare which will highly motivate the academicians, and thus minimizing the issues of high turnover rate.

By addressing this significant issue, the research provides a further understanding on the association between employee welfare and job motivation of academicians. It will also provide some guidance to the management on how to retain the academicians by implementing the appropriate welfare policy.

ABSTRACT

The purpose of research is to study on various types of employee welfare as motivation tools to the academicians in the context of Malaysian tertiary education institutions. Four variables are being examined which includes training and development, flexible scheduling, safety and health in the workplace, and retirement plans. The study provides an insight on the significance of welfare policy in motivating academicians to the existing institution management. According to Ministry of Higher Education (MOHE), its mission is to create a higher education environment which fosters the development of Malaysian academic and institutional excellence. As a result, the research contributes to MOHE in ranking the importance of each welfare and enhances implementation of those welfare which are perceived the most by existing Malaysian academicians. Self Determination Theory (SDT), one of the motivation-related theories is incorporated in the part of study. Furthermore, non-probability sampling technique is applied because there is no sampling frame. Self-selection sampling technique is selected. The results of data collected from target respondents is analyzed in the form of descriptive analysis, reliability and normality test, as well as inferential analysis such as Pearson Correlation and Multiple Linear Regressions analyses. The overall results reflected that training and development, flexible scheduling, safety and health in the workplace, and retirement plans have positive association with job motivation in Malaysian Tertiary Education Institutions.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

Chapter 1 is an introductory chapter which provides an overview of the study context and clarifies related research problems. It gives a preview of the research objectives to be achieved, questions to be answered and implications of the study.

1.1 Research Background

In the context of tertiary education institutions, Malaysian higher education is deemed to be critical for catering the future skilled employees in the development of country (Rosdi & Harris, 2011). An ideal objective of striving towards quality teaching is to fulfill the requirements of human capital for the progression of country development. According to Uda Nagu (2007), both private and public higher learning institutions are playing equally significant roles in the aspect of higher education.

Moreover, Huisman and Currie (2004) who studied on academic profession mentioned that there is a high intention to leave among the academicians in European higher education institutions. Further researches have been studied and highlighted that Malaysian government is concerning on the high turnover rate among academicians in Malaysian higher education (Siron, 2005; Morris, Yaacob, & Wood, 2004). Although there are no further studies in recent years, it is held that the issue of turnover rate still presents among the Malaysian academicians (Lew, 2010).

The academicians in tertiary education institutions are deemed to be vital assets to any of those higher education institutions as well as country. They are playing

vital roles in delivering knowledge and nurturing the future generation in achieving the institutional objectives (Capelleras, 2005). As a result, it is crucial to implement related benefits and welfare scheme to retain the existing academicians in Malaysian tertiary education institutions. According to Chen, Yang, Shiau, & Wang (2006), the study has emphasized that welfare benefits were motivating academicians and thus fully commit themselves to their respective institutions. However, the issue of job retention is still arose with condition that related benefits schemes are being provided (Bavier, 2002; White & Geddes, 2002).

1.2 Problem Statement

All institutional academicians are vitally important in supplying skilled employees in future and thus welfare schemes are required in order to motivate them. There is a variety of welfares such as training and development (Farnsworth, 2004), flexible scheduling (Perry-Jenkins, Repetti, Crouter, 2000), safety and health in the workplace (Kadir, Shaharuddin, Kadaruddin, Azhan, Azmi, Lukman, & Adabi, 2010), and retirement plans (Farnsworth, 2004) which are being provided by the existing institutions.

Nevertheless, several researchers found that welfare scheme were unable to motivate the employees as job retention is still an issue after the reform of welfare in year 1996 (Bavier, 2002; White & Geddes, 2002). Based on the study of Taylor (2000), pension scheme, one of the retirement plans has seldom been employed as a tool of staff retention. Moreover, Deckop, Konrad, Perlmutter, and Freely (2006) also concluded that there is no association between training and job retention.

Although the related past empirical studies reflected welfare scheme has negative relationship with job motivation, there are past studies still emphasized that welfares such as training and development (Rasheed, Aslam, & Sarwar, 2010; Wati, 2011), flexible scheduling (Umur, 2010; Quinn & Corry, 2004), safety and health in the workplace (Deckop et al., 2006; Painter, Haladyna, & Hurwitz, 2007),

and retirement plans (Ramachandran, Pal, Jain, Shekar, & Sandhan, 2005; Urwick, Mapuru, & Nkhoboti, 2005) has extensively contributed towards job motivation of institutional academicians. Therefore, it is a conflict among the findings of past empirical studies.

Furthermore, these four factors are scattered in the related past studies and thus lacking of systematic study on the welfares which may influence job motivation of academicians in Malaysian tertiary education institution. Besides, only few past studies have conducted relevant researches in education field especially tertiary education level. Most of the past studies were conducted in oversea such as Indonesia, India, Pakistan and others. Meanwhile, it concluded that there is relatively few similar researches have been conducted in Malaysia context.

1.3 Research Questions and Objectives

1.3.1 General Objective

To examine various types of employee welfare which motivate the academicians in Malaysian tertiary education institutions.

1.3.2 Specific Objectives

1. To investigate whether training and development motivates academicians in Malaysian tertiary education institutions.
2. To investigate whether flexible scheduling motivates academicians in Malaysian tertiary education institutions.

3. To investigate whether safety and health in the workplace motivates academicians in Malaysia tertiary education institutions.
4. To investigate whether retirement plans motivates academicians in Malaysian tertiary education institutions.

1.3.3 General Question

What types of employee welfare motivate academicians in Malaysian tertiary education institutions?

1.3.4 Specific Questions

1. Is there any association between training and development and academicians' job motivation in Malaysian tertiary education institutions?
2. Is there any association between flexible scheduling and academicians' job motivation in Malaysian tertiary education institutions?
3. Is there any association between safety and health in the workplace and academicians' job motivation in Malaysian tertiary education institutions?
4. Is there any association between retirement plans and academicians' job motivation in Malaysian tertiary education institutions?

1.4 Significance of the Study

1.4.1 Theoretical Significance

The research looks into the affiliation of employee welfare and job motivation among academicians of Malaysian Tertiary Education Institutions. Due to limited past researches on the relevant area, the data results will be useful and served as a reference or guideline for the potential researchers to conduct relevant studies in the future.

1.4.2 Practical Significance

Firstly, the research contributes to Ministry of Higher Education (MOHE) in the way that it aids in determining and ranking the significance of occupational welfare in tertiary education institutions. Based on the priority, MOHE can allocate appropriate portion of higher education subsidies on these occupational welfare aspect and eventually motivating the institutional academicians.

Secondly, the study practically contributes to the management of human resource in Malaysian tertiary education institutions. It provides extensive insights to the management about the significance of welfare policies in motivating academicians. Therefore, it assists the institutional managements to improve and enhance the implementation of welfare schemes respectively.

In tertiary education institutions, the academicians are being recognized as intellectual assets. They are the direct welfare recipients when appropriate welfare schemes are offered. Therefore, it motivates them in developing future talented human capital in Malaysia. Ultimately, it leads to the accomplishment of Malaysia's vision as a central of educational hub.

1.5 Chapter Layout

In Chapter 2, the research will be supported by Self-determination theory and followed by the reviews of past empirical studies. The theoretical framework and hypotheses will be constructed to reflect the association between the independent variables (training and development, flexible scheduling, safety and health in the workplace, retirement plans) and dependent variable (job motivation).

Chapter 3 will discuss about the research design of the study. The target population, sampling procedures, data collection method, and data analysis technique of the study will be incorporated in the study.

Chapter 4 will analyze the result of the data collected through Multiple Linear Regression (MLR) and Pearson Correlation with relevant interpretations and explanations.

Chapter 5 will include the summary of statistical analysis, discussions of major findings, implication which comprised of theoretical and practical, limitations and recommendations.

1.6 Conclusion

Chapter 1 discussed the background of issues underlying in the study. The study also includes the general and specific objectives as well as questions to be raised in the study. It is supported with the contribution of the study based on the significance of the topic.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

Chapter 2 is a chapter of literature review which comprised of various past empirical studies. The application of theories and various findings in past empirical studies is explained to support the study context. The model is illustrated by a proposed conceptual framework and hypotheses are developed to examine the association between independent variables and dependent variable.

2.1 Theoretical/Conceptual Foundation

According to Ryan, Kuhl, & Deci (1997), Self Determination Theory (SDT) is defined as an approach to human motivation and personality which applies traditional empirical technique and employs an organismic metatheory that emphasizes the significance of individuals' inner resources for personality development and behavioral self-regulation.

The applications of theory in different perspectives

SDT has been employed in several fields in the research such as *environment* (Weinstein, N., Przybylski, A. K., & Ryan, R. M. 2009), in *Health Care* (Ryan, R. M., Patrick, H., Deci, E. L., & Williams, G. C. 2008), in *Organization & Work* (Ryan, R. M., Patrick, H., Deci, E. L., & Williams, G. C. 2008), in *Psychopathology* (Moller, A. C., & Deci, E. L. 2010), in *Psychotherapy and Counseling* (Dwyer, L. A., Hornsey, M. J., Smith, L. G., Oei, T. P., & Dingle, G. A. 2011), in *Sport, Exercise, and Physical Education* (Hall, C. R., Rodgers, W. M., Wilson, P. M., & Norman, P. 2010) and in *Virtual Environments and Video Games* (Przybylski, A. K., Rigby C. S., & Ryan, R. M. 2010).

SDT makes a distinction between intrinsic and extrinsic motivation. It mainly focuses on intrinsic motivation, one of the major self-determined types of motivation. It is further categorized into three core concepts which are **autonomy**, **competence**, and **relatedness** (Beaumeister & Leary, 1995). Based on the research of Meyer & Maltin (2010), this theory can be explained in the way of **extrinsic motivation** is driven by external forces or regulation and which in turns, be transformed into inherently motivated by oneself when human perceives that these regulations are beneficial to themselves.

Beaumeister et al. (1995) studied that human beings feel satisfied when they behave in consistent with their interests and core values, that the actions or behaviors truly reflect one's true self without having the pressure of external constraints or regulations. (i.e., **autonomy**). Besides that, human being will feel motivated and contented as they believe they possess certain efficacy, ability and sufficient resources to complete their jobs effectively (i.e., **competence**). In the circumstance of a secure and mutually satisfying relationship, individuals tend to have regular and enjoyable social interaction and authentic affiliation with others. They will also perceive themselves being appreciated and valued by others. Occasionally, people fulfill the idea of relatedness as a result of experiencing the need of autonomy (i.e., **relatedness**).

The core concept of **autonomy** is related to the variable of flexible scheduling. In accordance with the schedule preferences, the employees might have greater freedom and control over their working time and eventually lead to superior satisfactions and happiness. Training and development and flexible scheduling are associated with the concept of **competence**. For instance, the academicians in higher education manage to perform their tasks effectively in subject to the provision of related rights and appropriate trainings. Furthermore, **relatedness** concept can be employed as the provision of training and development, flexible scheduling, and safety and health in the workplace stimulate the academicians to feel authentically related to the institutions. Those welfare schemes provide a sense of belonging because the academicians perceived that they are absolutely

valued by the management. In terms of extrinsic motivation, the retirement plans is a type of financial rewards which **extrinsically motivate** the academicians to continuously work hard for current job position.

2.2 Review of the Prior Empirical Studies

2.2.1 Job Motivation (Dependent Variable)

Motivation is a force which drives us to carry out an action (Kiziltepe, 2008). It can be measured by various types of indicators such as employee commitment, job satisfaction, engagement, intention to quit (Nohria, Griysberg, & Lee, 2008) and absenteeism (Andrisani, 1978). Based on Rasheed et al. (2010), the motivation level of academicians is significant in achieving the best performance in order to deliver essential knowledge to the future generation effectively. It is held that the reward scheme is functioning as a driver to enhance the job motivation level among employees. Eventually, the motivation factors can enhance the performances and positively influence the organizational effectiveness.

The workforces are willing to perform their best when they perceived their fundamental needs of satisfaction are being fulfilled. When the individual needs are aligned with the organizational goals, the employees are being motivated in such condition. Hence, the institutional goals can be achieved with the circumstances of the academicians are highly motivated in accomplishing their tasks.

According to Fuhrmann (2006), intangible value like empowerment and recognition are the elements that employees are pursuing besides monetary that can motivate the employees in all organizations. Furthermore, the provision of welfare given as reward to the academicians are deemed to increased their motivation level and eventually make them fully commit

themselves to the institutions whenever they perceive they are being valued by the institutions.

2.2.2 Training and Development (Independent Variable)

Swanson and Holton (2001) defined training and development as a process of developing work-related knowledge and expertise for the improvement of job achievement. To redefine the training and development, training is referred as an activity of developing individual expertise and knowledge base. The term of development is an activity of growing and expanding expertise of human capital and knowledge beyond the present requirements of job through the planned training. The provision of training and development programs can significantly enhance confidence and motivation level of educators (Wati 2011).

Based on the research of Metcalf, Rolfe, Stevens, and Weale (2005), they identified the determinants which influence the academic employment of English higher education sector in U.K. It also investigated on the recruitment and retention of full time, part time, permanent and temporary lecturing and research staff within the individual institutions. A total of 2805 academicians responded to the web-based surveys which are conducted in 10 universities. The result highlighted that training programs provided positive influences on turnover rate and eventually enhance the retention of academic staff.

Moreover, Rasheed et al. (2010) have examined several factors which can motivate the educators in Pakistan. 100 questionnaires have been distributed in Islamia University of Bahawalpur (IUB) where the target respondents are the members of Deans, Head of Departments and faculties in IUB. The interviews are conducted with 33 teachers to enhance the reliability degree of research. The findings emphasized that training is one

of the factors which motivate educators in higher education. It is deemed as the first priority for the growth of academicians as the confidence level is enhanced with greater knowledge based obtained in training programs.

The purpose of Kwan (2009) study is to research on the opinions of beginning teachers which concerned on various HR practices in schools and the linkage of perceptions and commitment. The questionnaires were distributed to 300 in-service beginning educators in The Chinese University of Hong Kong with 201 beginning educators were responded. The findings proved that respondents were satisfied with the training and development practices and eventually enhance their job productivity level in their institutions.

2.2.3 Flexible Scheduling (Independent Variable)

Flexible scheduling is referred to the working arrangement that allows employees to schedule their working hours respectively (Menezes & Kelliher, 2011). Schedule flexibility is an employee benefit which aids in retaining skilled human capital. It meets the needs requirements of human capital which boost their efforts, reduce the job absenteeism, and ultimately enhance their job satisfaction (Golden, 2009).

Umur (2010) studied on the determinants of job satisfaction and motivations level as well as factors overcoming demotivation issues among educators. The target respondents were 16 English language academicians in European University of Lefke, English Preparatory School (EULEPS). Quantitative and qualitative research was conducted through the distribution of questionnaires and interviews conducted. The result mentioned that flexible working scheduling is a positive motivational factor to the educators in the forms of productivity and job satisfaction.

Bellamy, Morley, and Watty (2003) aimed to examine how working conditions affect job satisfaction among the academicians. Mail surveys were used to collect the data from the academicians comprised of former tutors, lecturers, senior lecturers, associate professors, and professors in 38 Australian universities. A total of 3161 questionnaires are distributed to the targeted academicians with only 1328 are responded. The result emphasized that flexible scheduling is the most important factor to retain academic staff besides the factor of autonomy. With the provision of flexible scheduling benefits, the academicians are motivated to retain in the institutions.

The study of Froeschle and Sinkford (2009) determined the influences of positive and negative aspects on career satisfaction. Online surveys are conducted in 38 institutions and resulted of 451 full-time faculty members were responded. The result reflected the flexible working schedule is categorized as a positive aspect to retain the junior faculty in academic dentistry field. It is concluded that most of the dental faculty members are willing to remain in the institutions with the provision of flexible scheduling practices.

2.2.4 Safety and Health in the Workplace (Independent Variable)

The term safety and health in the workplace refers to the programs and policies including health promotion programs, safety programs such as injuries prevention programs and others (Grawitch, Trares, & Kohler, 2007). The health of workforce is clarified in terms of mentally and physically healthy and ultimately influences the organizational outcomes which measured in the form of the organizational commitment, absenteeism and turnover rate of workforce.

Furthermore, Allender, Colquhoun, and Kelley (2011) found that the workplace health leads to the job motivation and satisfaction despite of providing health benefits to the employees. Therefore, the academicians will be motivated in their teaching when safety and health benefits are being provided (Rasheed et al., 2010).

Eaton, Marx, and Bowie (2007) studied on various employee wellness programs in United States institutions and its impacts on health behavior and status of faculty and staff. The data is collected through the application of computer-assisted telephone interviews, self administered mail questionnaires and computer-assisted personal interviews. 67.2% of the result reflected health promotions can attract and retain skilled faculty and staff. The study concluded that employee wellness programs have positively impacted on the health and well being of employees.

Besides that, Grawitch et al. (2007) examined the affiliation between diverse workplace practices which comprised of safety and health practices and satisfaction level in terms of commitment and turnover intention in universities. A web-based survey had been conducted on 152 university faculties and staff through a college distribution list. The results mentioned that the health and safety practices are positively related to satisfaction in term of turnover intentions. As a result, it is significant to identify and understand the needs of human capital in order to enhance performances in the form of individual basis and organization as a whole.

Haines, Davis, Rancour, Robinson, Wilson, and Wagner (2007) aimed to study on the effectiveness of the 12-weeks walking program in improving the health of employees. After attending a study orientation, 125 college faculties and staff are requested to complete Godin Leisure Time Exercise questionnaires in order to seek their current physical activity status. The results emphasized that the health promotion programs have positively

impacted on the physical health of human capital, work productivity, job absenteeism and eventually improve the organizational effectiveness.

2.2.5 Retirement Plans (Independent Variable)

For the establishment of a non-wage reward system, the pension provision scheme is referred as an instrument of management to offer the incentives in valuing the human capital of organizations (Walker & Foster, 2006). Many academic researchers have found the significant associations between membership of pension scheme and reduction of turnover among human capital (Taylor, 2000).

The research of Chen et al. (2006) analyzed the satisfaction level of educators on six quality attributes and the priority of improvements in Taiwan. They distributed 248 questionnaires with only 192 surveys were collected. The findings stated the retirement provision scheme is the top three concerns of educators which enhance the job motivation level of educators in institutions.

According to Ramachandran et al. (2005), the study examined the determinants affecting motivation level and job satisfaction among educators and improvement required in India. The research involved interviews with administrators, teacher union leaders, educators, NGOs, researchers, focus group discussion and surveys in 10 schools of Tonk District of Rajasthan. The findings reflected almost all the educators felt satisfied to their work when government provided pension scheme.

The study of Urwick et al. (2005) aimed to investigate the factors determining motivation level lead to work satisfaction and means to improve them in Sub-Saharan Afrika and South Asia. By using focus groups, they interviewed the head teachers, teachers, and community

representatives. As a result, the interviewees agreed that the provision of pension scheme has boosted up their work motivation level.

2.3 Proposed Conceptual Framework

The Association between Employee Welfare and Job Motivation

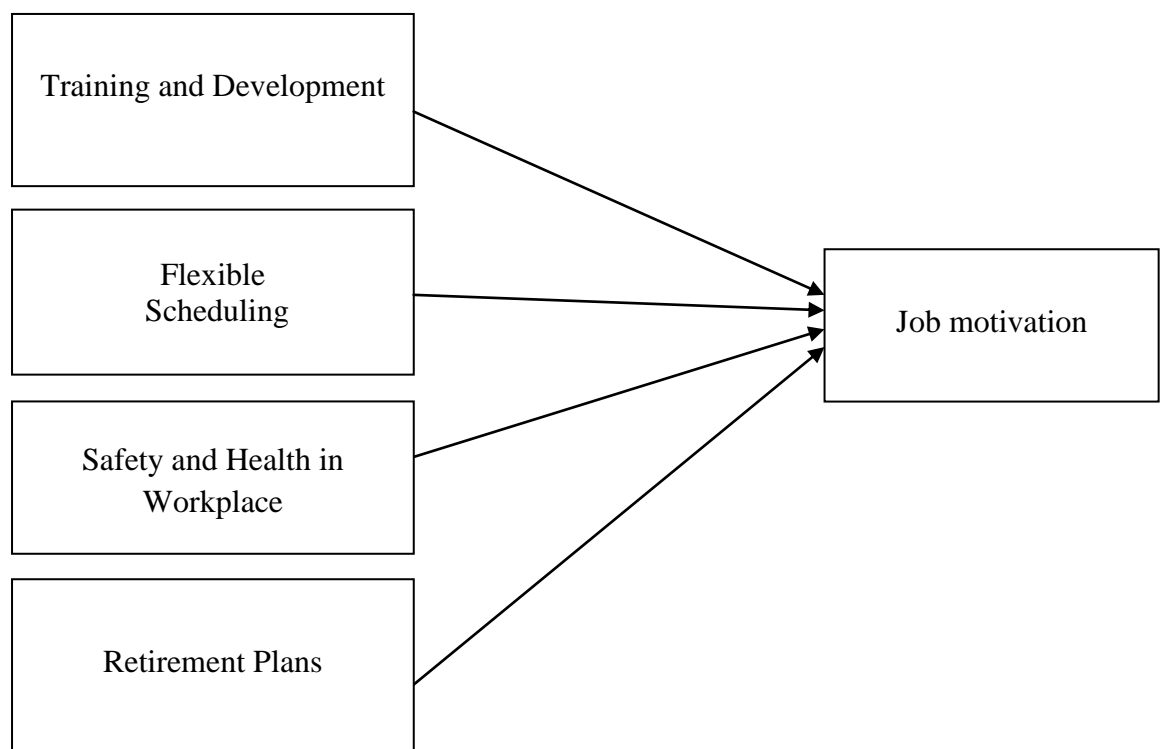


Figure 2.3.1 Framework adapted from: (Rasheed, Aslam, & Sarwar, 2010; Hall & Atkinson, 2005; Grawitch, Trares, & Kohler, 2007; Urwick, Mapuru, & Nkhoboti, 2005).

Due to the limited past researches studying in academicians welfare, a model framework is adapted from the above researchers to study more in-depth in this area. The Figure 2.3.1 illustrates the proposed model of the association between independent variables (Training and Development, Flexible Scheduling, Safety and Health in the Workplace, Retirement Plans) and dependent variable (Job

Motivation). It is adapted from Rasheed, Aslam, and Sarwar (2010), Hall and Atkinson (2005), Grawitch, Trares, and Kohler (2007), and Urwick, Mapuru, and Nkhoboti (2005).

2.4 Hypotheses Development

The hypotheses are formulated to explore the affiliation between various independent variables and dependent variable.

H1: There is a positive association between training and development and academicians' job motivation in Malaysian tertiary education institutions.

H2: There is a positive association between flexible scheduling and academicians' job motivation in Malaysian tertiary education institutions.

H3: There is a positive association between safety and health in the workplace and academicians' job motivation in Malaysian tertiary education institutions.

H4: There is a positive association between retirement plans and academicians' job motivation in Malaysian tertiary education institutions.

2.5 Conclusion

The Self Determination Theory is applied to demonstrate the intrinsic job motivation provided by different welfare schemes in the study. From the prior empirical studies, the findings are supporting the positive relationship between welfare schemes and job motivation. The development of hypotheses is to be examined in subsequent chapters.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Chapter 3 provides the overview of the entire research methodology. The design of research outlines the application of different research methods. The sample of study is selected from the target population. Subsequently, the sampling procedure is conducted and primary data collection approach is applied. Different data analysis techniques are utilized to analyze the collected data and eventually generate more accurate and precise findings.

3.1 Research Design

The research aims to examine various types of employee welfare as motivation tools among the academicians in Malaysian tertiary education institutions. Deductive approach which deals with the quantitative data is selected to examine the hypotheses formulated. It is an approach to look into the existing theory which is applied in this study context.

According to Kelley, Clark, Brown, & Sitzia, 2003, the distribution of survey is selected as data collection procedure because it considers wide coverage of people or event which eventually generalizes a population. Besides that, a large quantity of data can be collected in a short period with a relatively low cost through distribution of questionnaires.

A cross sectional study is applied because it studies the association between employee welfare and job motivation of academicians at a particular time. It is selected as an ideal approach to be applied because it shortens the consumption of

time, particularly in follow-up procedures. Moreover, fewer resources are required in carrying out the research through the application of cross sectional study.

An individual basis is applied as unit of analysis in this research because the target respondents are the academicians in Malaysian tertiary education institutions. The self-administered questionnaires are distributed to the academicians who are employed in Malaysian higher education institutions. The self-administered questionnaire is selected because it reaches wide coverage of people with relatively low cost and the standardized questions resulted high accuracy degree of measurements. Moreover, the data will be analyzed through the application of Statistical Package for the Social Science (SPSS) 16.0 software to transform the raw data into meaningful analysis.

3.2 Population, Sample and Sampling Procedures

3.2.1 Target Population

The population of the research is the academicians in total amount to 594 higher education institutions in Malaysia which listed in Statistics of Higher Education of Malaysia 2010. The group of target respondent is selected as they play significant roles in the operational core of higher education in order to determine the quality of the scholar which eventually contributes to society (Capelleras, 2005).

3.2.2 The Benefits of Sampling

Sampling approach is chosen because it reduces the consumption of cost and time (Black, 2009). Through sampling approach, the researchers can allocate more time spending on measuring instrument because it enhance overall accuracy than census (Weiers, 2010). Besides that, the detailed

data can be collected from the samples and thus generate useful findings (Saunders, Lewis, Thornhill, 2009).

3.2.3 Sample Size

Hair, Anderson, Tatham, and Black (1995) estimated a parameter ratio of 20:1 for the sample size as it is considered as sufficient and more representative for the relevant study context. Besides, 100 sample size or larger sample size is preferable based on the study of Hair, Black, Babin, and Anderson (2010). As a result, 300 questionnaires will be distributed to selected academicians in Malaysian higher education institutions.

3.2.4 Sampling Technique

Non-probability sampling approach is being applied since there is no sampling frame in the study context. Self-selection sampling technique has been utilized to request our target respondents in filling up the questionnaire because the technique aims to produce motivated respondents (Malatesta, 2008).

3.2.5 Sampling Procedure

First, a list of Malaysian Tertiary Education Institutions will be obtained from Statistics of Higher Education in Malaysia. Next, we search for the academicians in Community College Pasir Gudang, Southern College, Universiti Malaysia Sabah (UMS), Universiti Kuala Lumpur (UniKL), INTI International University and College, Nilai University College, Universiti Sains Malaysia (USM), UCSI University, Universiti Kebangsaan Malaysia (UKM), Multimedia University (MMU), Universiti

Tunku Abdul Rahman (UTAR Perak Campus), SEGi College Kuala Lumpur, Universiti Teknologi Malaysia (UTM), Monash University, and Universiti Putra Malaysia (UPM). Then, we will distribute 20 questionnaires to the targeted academicians in each higher education institution selected previously. Subsequently, we will briefly explain to them about our research topic to enhance their comprehension and allow approximately five minutes for each respondent to complete the questionnaire. Finally, we will collect them from the respondents with a total amount of 300 questionnaires.

3.3 Data Collection Method

Primary data collection approach has been selected in the research. According to Business Dictionary (2011), it refers to data obtained directly from first-hand experience. It can be gathered through one or a combination of questionnaires, observations, experiments, and interviews (Abdul Roaf, 2011). In the research, survey questionnaires will be utilized to collect relevant data.

A self-administered questionnaire is chosen because it is a convenient and more rapid mean to collect information from a large group of individuals in a shorter period. Besides that, the data is convenient to be analyzed with the application of computer software packages such as SPSS Version 16.0.

A pilot test is conducted by distributing 25 questionnaires to the academicians of Universiti Tunku Abdul Rahman (Perak Campus) in order to evaluate the applicability of the questionnaires. It aims to reduce unanticipated problems because the researchers can redesign the research when the pilot test reveals the difficulties in prior stage. After the conduction of pilot test, the questionnaires will then be distributed to all target respondents.

The questionnaires are distributed through face-to-face after contacting with the volunteered target respondents. The questionnaires will be collected either on the spot or collect them after few days. In addition, clarification will be made towards any inquiries from the target respondents. It may enhance the understanding of the target respondents on the questions provided when they are filling up the survey questionnaires.

3.4 Variables and Measurement

This study measures the relationship between various welfares provided and job motivation of academicians in Malaysian Tertiary Education Institutions. Welfare encompasses a broad range of social and benefit policies, including benefits related to training and development, safety and health in the workplace, retirement plans (Farnsworth, 2004), and flexible scheduling (Hall & Atkinson, 2005). Motivation can be defined as a criterion for one who is willing to stay or intend to leave the organization. (Lee, Hsu, & Lien, 2006).

Questionnaires are adapted from Gavin and Gauvin, 2001; Wati, 2011 (Training and Development, Retirement Plans), Hall, 2006; Umur, 2010; Bedi, Goldberg, & Gullett, 2007 (Flexible Scheduling), Hayes, Perander, Smecko, & Trask, 1998 (Safety and Health in the Workplace), Peters, Hutchings, Edwards, Minty, Seeds, & Smart, 2008 (Retirement Plans), Turkyilmaz, Akman, Ozkan, & Pastuszak, 2011; Bernaus, Wilson, & Gardner, 2009; Parfyonova, 2009 (Job Motivation). The questionnaire is designed and separated into three segments which are Section A, B, and C.

Section A is the demographic related data which comprised of the respondents' information on gender, age, marital status, highest education completed, years of teaching experience, current working institutions, and job position. In the study, the nominal and ordinal scale will be applied to measure the demographic related data.

Section B is the perceptions of respondents towards four employee welfares which are training and development, flexible scheduling, safety and health in the workplace, and retirement plans in this study. Questions are designed based on these five variables and measured by five-point Likert scale in this section (Tsia & Chuang, 2005). Five-point Likert scale is employed to illustrate respondents' opinions in relation to job motivation based on these four welfares. Besides that, respondents are being requested to rank the four variables according to their priority for the purpose of understanding their preferences in terms of employee welfare.

Section C consists of overall perceptions of job motivation among respondents. Five items for each variable will be questioned on their perceptions towards job motivation. The job motivation is also measured by five-point Likert scale in the study.

3.5 Data Analysis Techniques

Data analysis is a process of gathering and transforming data with the goal of highlighting useful information. The software of SPSS 16.0 is employed to analyze the data and generate useful findings.

3.5.1 Descriptive Analysis

It refers to transformation of raw data into a form of information that make users easy to understand and interpret. The descriptive analysis portrays the profile of academicians in Malaysian higher education institutions. The computation of averages, frequency distribution, and percentages distributions are the most common means of summarizing the data collected from respondents.

3.5.2 Normality Analysis

It is a univariate procedure which determines whether the data frequencies are normally distributed. In the research, normality assessment is conducted through the application of SPSS 16.0 software. Kolmogorov-Smirnov analysis is conducted since sample size of the study is greater than 100. The p-value of analysis indicates whether the data collected are normally distributed. If p-value is more than 0.05, the normality assumption is accepted (Saunders et al., 2009).

3.5.3 Reliability Analysis

According to Gliem and Gliem (2003), the reliability analysis will be conducted to ascertain the reliability level of the research. It is a measurement process which reflects the extent to which the measurement is neutral and no bias. A reliability assessment technique, Cronbach's alpha is employed to provide prediction of the reliability for a given test. The closer the coefficient is to 1.0, the higher the internal consistency of the variables (Gliem et al., 2003).

In the conduction of pilot test, the analysis of reliability on five variables will be prior conducted among academicians in UTAR. According to Zhao, Lloyd, Ward, and Goode (2008), the minimum acceptable reliability coefficient is 0.70 or above. The content of questionnaires is understandable to respondents if the reliability coefficient of analysis shown more than 0.70.

3.5.4 Pearson Correlation Analysis

The analysis measures the linear relationship between two metric variables. Based on Wei, Marthandan, Chong, Ooi, & Arumugam (2009), it ranges from -1.00 to +1.00 with zero represents absolutely no association between the two metric variables. In the research, it assesses the strength of association between each independent variable and one dependent variable. If the probability is less than 0.05, it is considered statistically significant relationship between two variables. If the probability is greater than 0.05, the relationship is not statistically significant (Saunders et al., 2009).

It also examines the presence of multicollinearity problems. Multicollinearity problems will occur when there is a high correlation of 0.9 or above among independent variables. The issue of multicollinearity reflects the significant relationship among independent variables and eventually the redundant variable will be eliminated.

3.5.5 Multiple Linear Regressions Analysis

It is an extension of bivariate regression analysis which computing coefficient of multiple determination and regression equation by using independent variables and dependent variable (Saunders et al., 2009). In the research, it examined the associative relationship between four types of welfare and job motivation. A low p-value which is less than 0.05 reflected that the independent variable is having statistically significant relationship with dependent variable.

3.6 Conclusion

The design of questionnaires is comprised of three segments which reflect vital information of respondents. The descriptive analysis is applied to demonstrate the profile of target respondents in form of tables and charts. Since there is a linear relationship between independent variables and dependent variable, Multiple Linear Regression analysis is applied in the study. Multiple analyses are employed to examine the association between independent variables and dependent variable in the study.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter reports the findings of our research while the charts, tables and figures are provided to give a clearer picture of the findings. The data is analyzed in different formats to reflect the findings in different perspectives.

4.1 Descriptive Analysis

4.1.1 Demographic Profile of Respondents

4.1.1.1 Statistics on Questionnaires

During the research, we have distributed 300 copies of questionnaires to the target respondents by face-to-face. Among total copies of 300 distributed questionnaires, there are only 280 copies of questionnaires being responded. However, 10 copies of questionnaires were found incomplete and unusable, resulting in reduction to 270 questionnaires which comprised 90% of total distributed questionnaires.

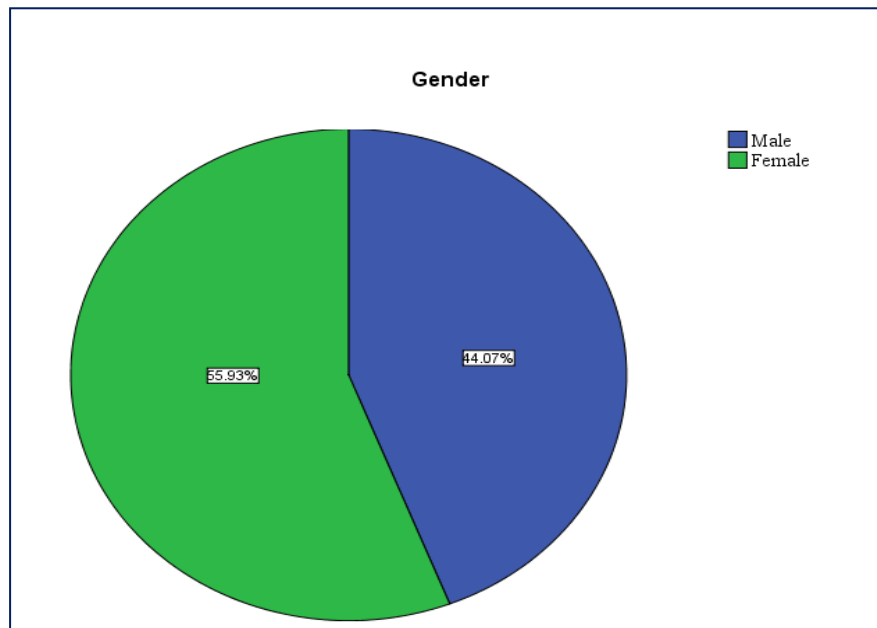
4.1.1.2 Demographic Profile

Table 4.1.1.2 (a) Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	119	44.1	44.1	44.1
Female	151	55.9	55.9	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (a) Gender



Source: Develop for Research

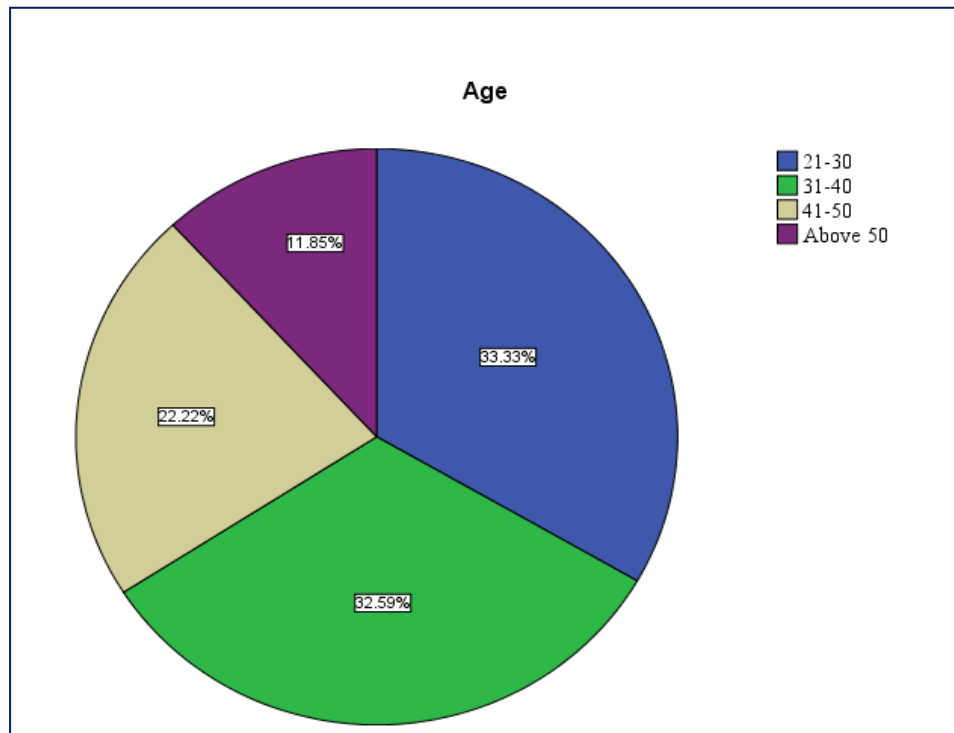
Table 4.1.1.2 (a) and Figure 4.1.1.2 (a) indicate the demographic profile of target respondents. In this research, the respondents are comprised of 44.1% of male and 55.9% of female.

Table 4.1.1.2 (b) Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21-30	90	33.3	33.3	33.3
31-40	88	32.6	32.6	65.9
41-50	60	22.2	22.2	88.1
Above 50	32	11.9	11.9	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (b) Age



Source: Develop for Research

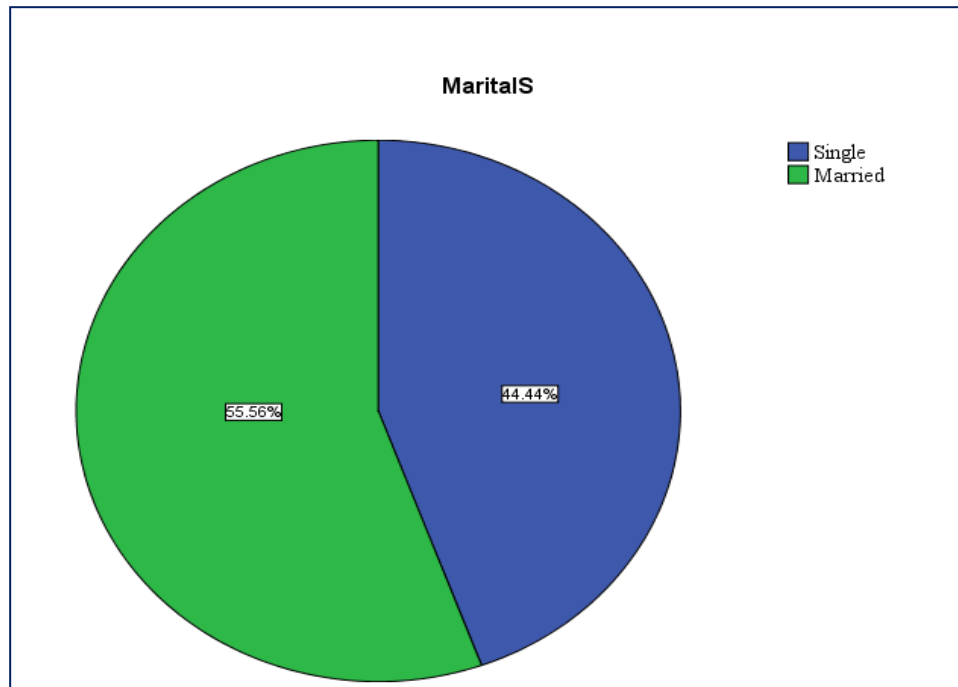
Besides that, Figure 4.1.1.2 (b) illustrates most of the respondents came from the age group of 21-30 years old (33.3%), following by the age of 31-40 years old (32.6%), 41-50 years old (22.2%), and above 50 years old (11.9%).

Table 4.1.1.2 (c) Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	120	44.4	44.4	44.4
Married	150	55.6	55.6	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (c) Marital Status



Source: Develop for Research

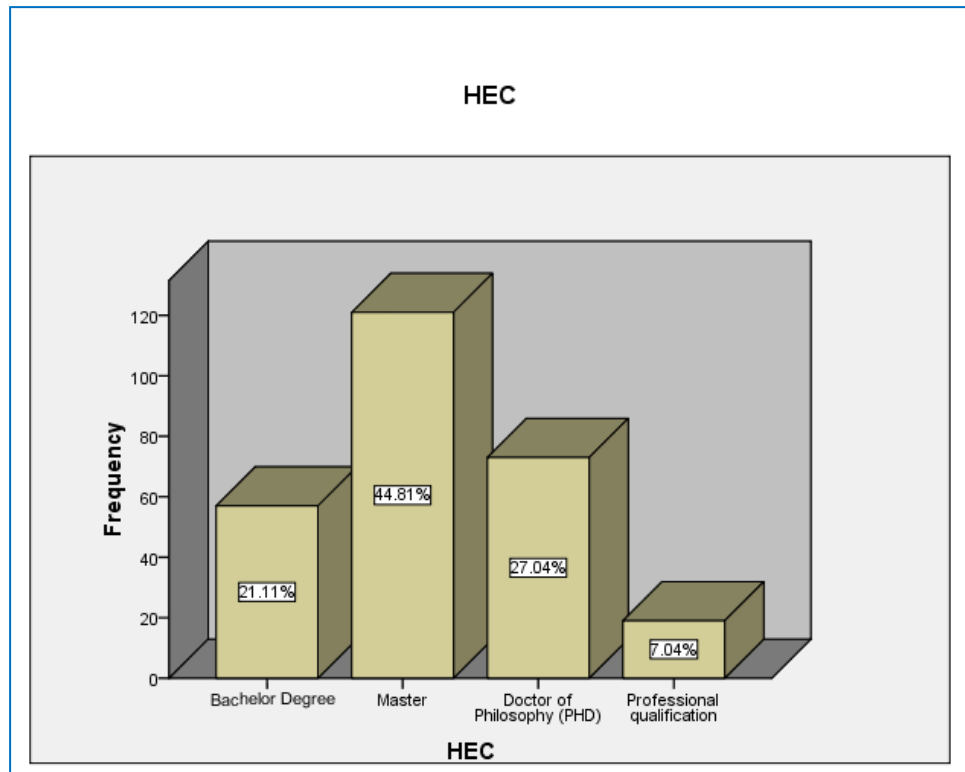
Figure 4.1.1.2 (c) exhibits the marital status of respondents. In this study, most of the respondents had married, resorting to 55.6%, following by the group of single (44.4%).

Table 4.1.1.2 (d) Highest Education Completed

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor Degree	57	21.1	21.1	21.1
Master	121	44.8	44.8	65.9
Doctor of Philosophy (PHD)	73	27.0	27.0	93.0
Professional qualification	19	7.0	7.0	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (d) Highest Education Completed



Source: Develop for Research

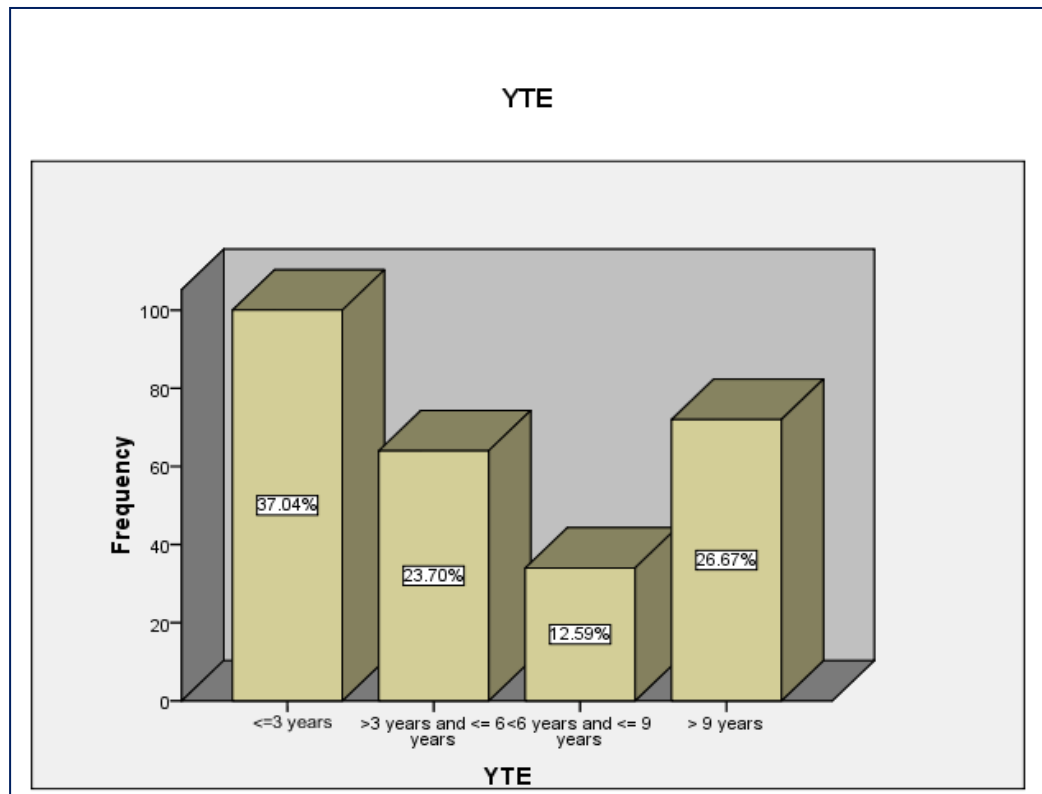
Figure 4.1.1.2 (d) indicates that most of the respondents are holding a master qualification (44.8%). However, the least respondents come from professional qualification (7.0%). The remaining two qualifications which are Bachelor Degree and Doctor of Philosophy (PHD) comprise of 21.1% and 27.0% respectively.

Table 4.1.1.2 (e) Years of Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid <=3 years	100	37.0	37.0	37.0
>3 years and <= 6 years	64	23.7	23.7	60.7
<6 years and <= 9 years	34	12.6	12.6	73.3
> 9 years	72	26.7	26.7	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (e) Years of Teaching Experience



Source: Develop for Research

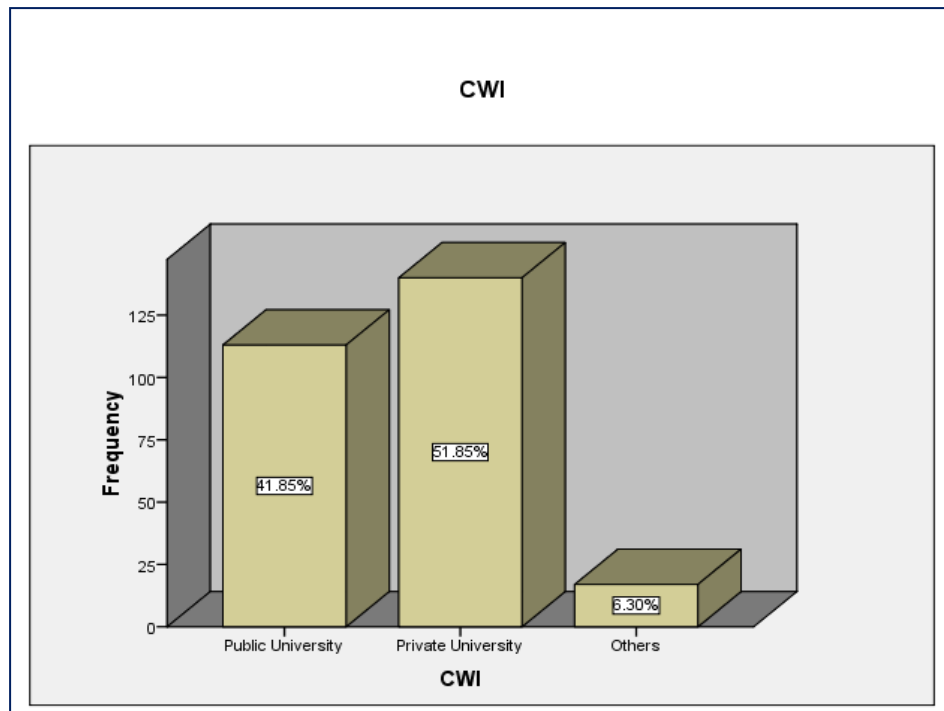
In this study, most of the respondents have less than three years teaching experience (37.0%), following by more than 9 years (26.7%), more than three years but less than or equal to six years (23.7%), and more than 6 years but less than or equal to 9 years (12.6%).

Table 4.1.1.2 (f) Current Working Institutions

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public University	113	41.9	41.9	41.9
Private University	140	51.9	51.9	93.7
Others	17	6.3	6.3	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (f) Current Working Institutions



Source: Develop for Research

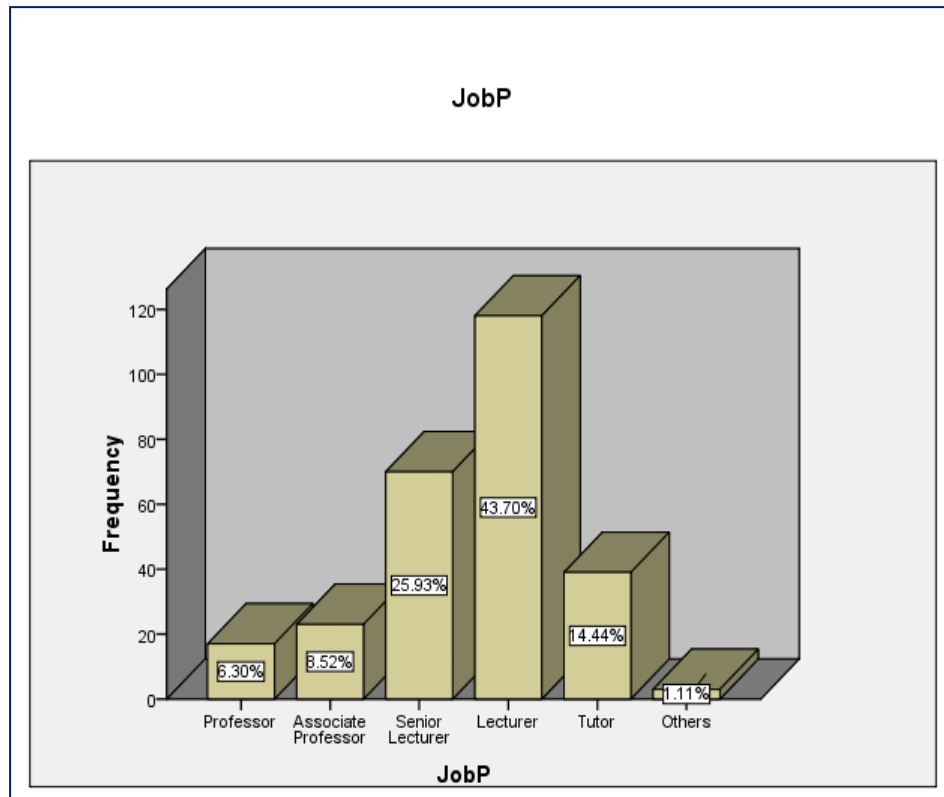
This bar chart shows that 51.9% of the respondents work in private university currently while 41.9% of respondents come from public university. The rest come from colleges and university college which have been grouped under others.

Table 4.1.1.2 (g) Job Position

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Professor	17	6.3	6.3	6.3
Associate Professor	23	8.5	8.5	14.8
Senior Lecturer	70	25.9	25.9	40.7
Lecturer	118	43.7	43.7	84.4
Tutor	39	14.4	14.4	98.9
Others	3	1.1	1.1	100.0
Total	270	100.0	100.0	

Source: Develop for Research

Figure 4.1.1.2 (g) Job Position



Source: Develop for Research

From the responses we have collected, most of the respondents are currently holding the post of lecturer (43.7%), following by senior lecturer (25.9%), tutor (14.4%), associate professor (8.5%), professor (6.3%), and the least come from others which is language instructor (1.1%).

4.1.2 Central Tendencies Measurement of Constructs

Mean and standard deviation had been selected as the measurement of central tendencies in the research. The mean is defined as the average value calculated by adding all the values for each case and dividing it by the total number of cases. Besides, it is also represent the average of mean scores for all the target respondents. Standard deviation is a statistic which

describes the extent of spread of numerical data values around the mean (Saunders et al., 2009). If the standard deviation is low, it indicated that the data points tend to be very close to the mean. If there is a high standard deviation, it indicated that the data points are spread out over a large range of values.

Table 4.1.2(a): Mean and Standard Deviation for Training and Development

No.	Questions	Mean	Standard Deviation
TD1	I think formal developmental training is crucial for the job.	4.0704	0.79418
TD2	I have received enough training to perform quality job.	3.6296	0.87289
TD3	My skills acquired during the training program are helpful for my career enhancement.	3.9000	0.74250
TD4	I am able to take advantage of the training programs provided to enhance my skills.	3.9111	0.66753
TD5	The training program provided by the institution has given me necessary skill needed.	3.8667	0.72962

Source: Develop for the research

Table 4.1.2 (a) is the summary of central tendency in terms of mean and standard deviation for each question in training and development (T&D) welfare. The researchers found that TD1 achieves the highest mean score of 4.0704 among the five questions. The second higher of the mean score is 3.9111, following by TD4 (3.9111), TD3 (3.9000) and TD5 (3.8667). While the lowest mean score achieved by TD2 (3.6296). Meanwhile, TD2

question has the highest standard deviation with 0.87289 and the lowest standard deviation with 0.66753 for TD4. Besides that, TD1, TD3 and TD5 obtain the standard deviation of 0.79418, 0.74250 and 0.72962 respectively.

Table 4.1.2(b): Mean and Standard Deviation for Flexible Scheduling

No.	Questions	Mean	Standard Deviation
FS1	I prefer flexible scheduling than fixed scheduling.	4.2667	0.63010
FS2	I desire to have the flexibility in balancing work and non-work commitment.	4.2333	0.64034
FS3	Flexible scheduling provides a relaxing working environment.	4.1926	0.74171
FS4	Flexible scheduling allows me to have autonomy over the work.	4.0519	0.74990
FS5	Flexible scheduling able to motivate me to perform more effectively.	4.1593	0.78117

Source: Develop for the research

Table 4.1.2(b) is the summary of mean and standard deviation scores for each question in flexible scheduling. FS1 attains the highest mean score with 4.2667 while its lowest standard deviation with 0.63010. Whereas FS4 obtains the lowest mean score of 4.0519 and the second higher standard deviation of 0.74990. Meanwhile, FS5 obtains the highest standard deviation of 0.78117 and the second lowest mean score of 4.1593. FS3 is the third highest in mean and standard deviation scoring of 4.1926 and 0.74171. For the FS2, it has the second highest mean score of 4.2333 and second lowest standard deviation of 0.64034.

Table 4.1.2(c): Mean and Standard Deviation for Safety and Health
in the Workplace

No.	Questions	Mean	Standard Deviation
SH1	My institution has provided a safe and healthy working environment. (e.g. provide sufficient portable fire extinguishers)	3.8074	0.72138
SH2	I feel satisfied that my office is adequately ventilated.	3.7370	0.78160
SH3	The institution management cares about my safety and health. (e.g. health insurance or other related insurance provided)	3.6370	0.83249
SH4	The institution management will repair the damaged equipment quickly to ensure my safety at workplace.	3.5296	0.89039
SH5	The hygienic condition is maintained in and around the cafeteria and workplace areas.	3.5815	0.81735

Source: Develop for the research

Table 4.1.2(c) is the summary of central tendency which included mean and standard deviation for each question of safety and health in the workplace. The researchers discovered that SH1 obtains the highest mean score (3.8074) and the lowest standard deviation (0.72138). Moreover, SH4 reaches the lowest mean score of 3.5296 and highest standard deviation of 0.89039. SH2 is the second highest mean score with 3.7370 and second lowest standard deviation with 0.78160. SH3 is ranked as the third highest mean score with 3.6370 and second highest standard deviation with 0.83249 as well as SH5 places third highest standard deviation with 0.81735 and second lowest mean with 3.5815.

Table 4.1.2(d): Mean and Standard Deviation for Retirement Plans

No.	Questions	Mean	Standard Deviation
RP1	I feel satisfied with the retirement benefit provided.	3.4741	0.83892
RP2	I feel motivated with higher Employee Provident Fund (EPF) rate/ pension rates.	3.9222	0.75013
RP3	In my opinion, the retirement benefit given is an essential welfare.	3.9815	0.71860
RP4	Retirement plans provided is able to retain me in this institution. (e.g. Pension/EPF)	3.7259	0.81737
RP5	I will be motivated if the EPF/pension rates are being revised every 3-5 years.	4.0593	0.78804

Source: Develop for the research

Table 4.1.2(d) is the overview of central tendency of retirement plans question in terms of mean and standard deviation. It reflects RP5 has the highest mean score of 4.0593 and ranked as third highest standard deviation with 0.78804. RP1 scores the lowest mean of 3.4741 and highest standard deviation of 0.83892. RP2 obtains third highest mean score of 3.9222 and second lowest standard deviation of 0.75013. RP3 is the second highest mean score of 3.9815 and the lowest standard deviation of 0.71860. Meanwhile, RP4 has the second lowest mean of 3.7259 and second highest standard deviation of 0.81737.

Table 4.1.2(e): Mean and Standard Deviation for Job Motivation

No.	Questions	Mean	Standard Deviation
JM1	I am pleased with the employee benefit package.	3.6259	0.69308
JM2	My job provides me a sense of belonging to the institution.	3.6481	0.77020
JM3	I desire to continue working in the same institution.	3.6407	0.78592
JM4	My present job helps me to fulfill all the objectives I have as an educator.	3.7296	0.73990
JM5	I am enthusiastic about my job.	3.9000	0.66874

Source: Develop for the research

Table 4.1.2(e) summarized the central tendency of mean and standard deviation for each question in job motivation. The researchers found that JM5 get the highest mean score with 3.9000 and lowest standard deviation with 0.66874. Furthermore, the lowest mean score falls on JM1 which is 3.6259 and the highest standard deviation of 0.78592 for the JM3. JM3 obtains the highest standard deviation of 0.78592 and JM1 attains the second lowest standard deviation of 0.69308. Next, JM2 is ranked as third highest mean score of 3.6481 and second highest standard deviation of 0.77020 as well as JM4 achieves third highest standard deviation of 0.73990 while second highest mean score of 3.7296.

Table 4.1.2(f): Mean and Standard Deviation of each Welfare

Welfares	Mean	Standard Deviation
Training and Development	3.8756	0.53006
Flexible Scheduling	4.1807	0.52527
Safety and Health in the Workplace	3.6585	0.62606
Retirement Plans	3.8348	0.52828

Source: Develop for the research

Table 4.1.2(f) is the summary of four welfares variables by the researchers which reflects flexible scheduling obtains the highest mean score with 4.1807 and this is the average mean score for the academicians in Malaysia. The second highest mean score is 3.8756 for the welfare of training and development. Follow by the second lowest mean score of 3.8348 for the retirement plans and the lowest mean score of 3.6585 by the safety and health in the workplace.

Moreover, the standard deviations for all the four welfares are less than 1.0. It ranges from highest figures to lowest figures which are 0.62606, 0.53006, 0.52716 and 0.52527 based on the Table 4.1.2 (f). Safety and health in the workplace obtains the highest standard deviation, training and development is the second highest, retirement plans is the second lowest and the lowest standard deviation falls on flexible scheduling.

4.2 Scale Measurement

4.2.1 Normality Analysis

Table 4.2.1(a) Normality Analysis

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.035	270	.200*	.996	270	.646

a. Lilliefors Significance Correction

Source: Develop for the research

Due to 270 of sample size, Kolmogorov-Smirnov is chose to analyze the normality of the study. If p-value is more than 0.05, researchers have to accept the normality assumption (Miller, 2009). Since the p-value of the study is 0.200 (> 0.05), it can be concluded that the data is normally distributed.

4.2.2 Reliability Analysis

Table 4.2.2 Reliability Analysis

No.	Construct	No. of items	Cronbach's Alpha
1.	Training and Development (TD)	5	0.730
2.	Flexible Schedule (FS)	5	0.793
3.	Safety and Health (SH)	5	0.831
4.	Retirement Plan (RP)	5	0.701
5.	Job Motivation (JM)	5	0.792

Source: Develop for the research

The reliability analysis is employed to ascertain the internal consistency level of its measuring (Field, 2005). Table 4.2.1 shown the reliability alpha coefficient values of the five variables with the highest 0.831 for safety and health, 0.793 for flexible schedule, 0.730 for training and development and 0.701 for retirement plan. The dependent variable, job motivation achieved 0.792 in terms of alpha coefficient value. According to Field (2005), we concluded that the reliability levels for all variables are acceptable since they achieved more than the benchmark of 0.70.

4.3 Inferential Analysis

4.3.1 Pearson Correlation Analysis

Pearson Correlation Test is to determine the relationship among each independent variable as well as the relationship between dependent

variable and independent variables. The correlation coefficient is significant when the p-value obtained is less than 0.05.

Table 4.3.1(a) : Pearson Correlation Analysis

		TD_Avg	FS_Avg	SH_Avg	RP_Avg	JM_Avg
TD_Average	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	270				
FS_Average	Pearson Correlation	.406**	1			
	Sig. (2-tailed)	.000				
	N	270	270			
SH_Average	Pearson Correlation	.318**	.375**	1		
	Sig. (2-tailed)	.000	.000			
	N	270	270	270		
RP_Average	Pearson Correlation	.312**	.400**	.379**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	270	270	270	270	
JM_Average	Pearson Correlation	.531**	.575**	.603**	.572**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	270	270	270	270	270

** . Correlation is significant at the 0.01 level (2-tailed).

*Correlation is less significant at 0.05 level (2-tailed).

Table 4.3.1(a) indicated that all four independent variables are associated positively with the job motivation. There is no multicollinearity problem among them since there is low correlation of which all the r values among the variables are less than 0.9.

According to Guilford (1965), r value with 0.41 to 0.70 reflects a positive correlation. Among the variables, safety and health in workplace (0.603) indicates the strongest relationship with job motivation followed by retirement plans (0.575), flexible scheduling (0.572) and training and development (0.531). Hence, all the independent variables showed the positive relationship with academician's motivation.

4.3.3 Multiple Linear Regression Analysis

Multiple Linear Regression analysis is applied to examine the relationship between independent variables (training and development, flexible schedule, safety and health and retirement schedule) and dependent variable (job motivation).

Table 4.3.3(a) Multiple Linear Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790 ^a	.624	.619	.33445

a. Predictors: (Constant), RP_Average, TD_Average, SH_Average, FS_Average

b. Dependent Variable: JM_Average

Source: Develop for the research

R is the values of multiple correlation coefficients between predictors and dependent variables which is 0.790. The R square (R^2) measures the degree of goodness a predictor regression equation will be. The coefficient of determination R^2 is 0.624 which indicated 62.4% of the variance in dependent variable (job motivation) can be explained by four independent variables (training and development, flexible schedule, safety and health and retirement plan). Meanwhile, other factors can explain the remaining 37.6% of variance in job motivation.

Table 4.3.3(b) ANOVA Analysis

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.277	4	12.319	110.136	.000 ^a
	Residual	29.642	265	.112		
	Total	78.919	269			

a. Predictors: (Constant), RP_Average, TD_Average, SH_Average, FS_Average

b. Dependent Variable: JM_Average

Source: Develop for the research

ANOVA test is employed as test of mean for more than three categories. Table 4.3.2 (b) illustrates the proposed model is adequate as the F-statistic is 110.136 with p-value less than 0.001. It indicated the overall model has statistically significant relationship between all independent variables and dependent variables.

Table 4.3.3(c) Coefficients Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.422	.204		-2.069	.039
	TD_Average	.247	.043	.242	5.708	.000
	FS_Average	.251	.046	.243	5.481	.000
	SH_Average	.286	.037	.330	7.739	.000
	RP_Average	.281	.044	.274	6.376	.000

a. Dependent Variable: JM_Average

Source: Develop for the research

Based on the Table 4.3.3(c), it reflects all the variables have significant impact towards the job motivation with all of their p-value less than 0.005. Hence, H_0 is rejected and accept H_1 , H_2 , H_3 and H_4 . Besides, the independent variable of safety and health has the highest value of 0.330 standardized coefficients to predict the value of job motivation and followed by the variable of retirement plan with 0.274 standardized coefficients.

Moreover, the following equation of model examines the relationship between dependent variable and independent variables:

$$JM = 0.247 (TD) + 0.251 (FS) + 0.286 (SH) + 0.281 (RP) - 0.422$$

Where,

JM = Dependent variable = Job motivation

TD = Independent variable 1 = Training and development

FS = Independent variable 2 = Flexible schedule

SH = Independent variable 3 = Safety and health in workplace

RP = Independent variable 4 = Retirement plan

4.4 Conclusion

In this chapter, researchers found out that all the independent variables (training and development, flexible scheduling, safety and health in the workplace, and retirement plans) are positively related to the dependent variable (job motivation). According to the analysis of Multiple Linear Regression, it was found that safety and health in the workplace has the strongest relationship with job motivation in the context of Malaysian Tertiary Education Institution. Subsequently, major findings, implications and limitations will be discussed in Chapter 5.

Chapter 5 DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

This chapter includes the abstract of the statistical analysis, discussion of the major findings, implications as well as limitations of the study and recommendations provided for future researches.

5.1 Summary of Statistical Analysis

According to the descriptive analysis, the first question of training and development obtains the highest mean score while the lowest mean score falls on the second question. For the standard deviation, the TD2 is the uppermost and the TD4 is the lowest among five questions in training and development welfare. Among five questions of flexible scheduling, the highest mean score and lowest standard deviation achieved by first question. Meanwhile, the lowest mean score is achieved by the FS4 and FS5 attains the highest standard deviation.

Among five questions of safety and health, SH1 scores the highest mean value and lowest standard deviation. While the lowest mean score and highest standard deviation falls on the fourth question. For the retirement plans, the first question obtains the lowest mean score and highest standard deviation. Whereas the RP5 scores the uppermost mean and third question score lowest standard deviation. Moreover, JM5 for the job motivation achieves the highest mean score and lowest standard deviation at the same time. The lowest mean score falls on the first question and JM3 is the highest standard deviation among five questions.

For the average mean and standard deviation, flexible scheduling attains the highest mean score and the lowest standard deviation whereas safety and health in the workplace obtains the lowest mean score and highest standard deviation.

Subsequently, inferential analysis consists of Pearson Correlation and Multiple Linear Regression tests. In Pearson Correlation analysis, all the independent variables are having positive relationship with job motivation in terms of significant p-value and there is no multicollinearity problem found. For Multiple Linear Regression analysis, the result for model summary indicates that 62.40% of job motivation is explained by all the four independent variables (training and development, flexible scheduling, safety and health, and retirement plans). In Anova Test, the result showed that job motivation with F-value 110.136 can be predicted by independent variables at a 5% significant level.

While in the Multiple Linear Regression for Independent and Dependent Variables, the result shows that every unit of training and development, flexible scheduling, safety and health and retirement plans change will result 0.245 unit, 0.241 unit, 0.331 unit and 0.276 unit change respectively in job motivation while other variables remain constant. All the alternative hypothesis is supported as the value of significant is less than 0.05. The model is as below:

5.2 Discussions of Major Findings

5.2.1 Hypotheses of the study

Table 5.2.2(a) : Hypothesis Testing

Hypothesis	Significant p-value	Result
H1 There is a relationship between training and development and job motivation.	0.000 < 0.050	Reject Ho
H2 There is a relationship between flexible scheduling and job motivation.	0.000 < 0.050	Reject Ho
H3 There is a relationship between safety and health and job motivation.	0.000 < 0.050	Reject Ho
H4 There is a relationship between retirement plans and job motivation.	0.000 < 0.050	Reject Ho

Source: Develop for the research

Table 5.2.2(a) has shown the summary of the hypothesis testing result. H1 is supported that training and development has a significant positive relationship with academician's motivation. The result is similar with the past studies, Rasheed et al. (2010) which suggested that training is one of the factors to motivate academicians in terms of performances. The past studies also highlighted that training aids to enhance the retention level of academic staff (Metcalf et al., 2005).

Besides, training and development enhance the job satisfaction level of academician and have impacts on their affective commitment (Kwan, 2009). The past studies concluded that training and development is crucial

to academicians and the skills acquired are helpful for their career enhancement and thus motivated them in performing their job.

H2 supports that flexible scheduling has positive association with academician's motivation. Based on the past studies, Umur (2010) shown that flexible working hours have positively motivated educators as they are allowed to carry out other tasks outside the campus. Flexible scheduling appears to be relevant as research found that it is the most significant factors in remaining the academic staff (Bellamy et al., 2003). Academicians realized that the significance of this welfare in providing a relaxing working environment and motivate them to perform more effectively.

H3 alleged that safety and health in workplace has a significant positive relationship with academician's motivation. Based on Grawitch et al (2007), it is positively related to job satisfaction level. It stated that safety and health in workplace was able to reduce work absenteeism (Haines et al., 2007). Moreover, it has motivated and improved faculty and staff performance (Eaton et al., 2007). The academicians are more motivated as they are feeling secure and protected when sufficient portable fire extinguishers and insurance plan provided.

H4 supported that retirement plan has a significant positive association with academician's motivation. According to Pal et al. (2005), academicians are satisfied with their job if retirement plans are provided. Retirement plan is a positive determinant to enhance motivation level (Urwick et al., 2005). Furthermore, the provision of retirement system is the third importance quality attributes in pay and benefits factor (Chen et al., 2006). The respondents perceived that retirement benefit is an essential welfare and higher rate of pension rates able to retain them in the institution.

5.3 Implications of the Study

5.3.1 Theoretical Implication

Based on the past researches which mainly focus on primary and secondary academicians' welfare in outside Malaysia, this study represents how academicians in Malaysian Tertiary Education Institution view the employee welfare. Moreover, this study has provided an overall picture of the association between employee welfare and job motivation. It also serves as a guiding material by any potential researchers who interested in studying this area.

5.3.2 Practical Implications

This research aids in finding out significant employee welfare factors which positively associate with job motivation. Consequently, it will assist the human resource management of Malaysian Tertiary Education in identifying significant and relevant employee welfare policy which essentially required by the existing academicians.

Based on this study, the result indicated that safety and health in the workplace is the most significant welfare for existing Malaysian Tertiary Education Institution academicians. They perceived that safety and health in the workplace is the most essential welfare which strongly related to their job motivation. Hence, Ministry of Higher Education (MOHE) and human resource personnel are able to put more effort on this particular welfare in order to motivate and retain the academicians in the institutions.

The following welfares from most significant to least significant are retirement plans, flexible scheduling, and training and development. From

this data output, human resource management in private Malaysian Tertiary Education Institution may want to provide higher Employee Provident Fund (EPF) to their employees in order to motivate academicians in terms of retaining and attracting more academic professions.

Besides, this study aids in deciding the way encountering the new trend of culture changing in existing environment. Flexible scheduling seems to be favoured by most of the respondents. The respondents perceived flexible scheduling as an important welfare which has a strong positive relationship with job motivation.

As for training and development, human resource personnel and MOHE can attempt different kind of trainings other than current existing trainings provided in order to identify which type of training is able to highly motivate academicians in Malaysian Tertiary Education Institutions.

5.4 Limitations of the Study

There are several limitations in the research which includes constraint of geographical coverage. Since the study was conducted in Malaysia, the result can only represent the viewpoint of academicians in Malaysian context. Hence, the result generated might not appropriate to utilize as the assumption for the viewpoints of all academicians over the world.

In the research, the approach of cross-sectional study is another limitation. It only studies the points of view present in certain moment of time. Meanwhile, the perspectives of academicians could change from time-to-time. Therefore, the result collected in that period might be different compared to the viewpoint developed by the approach of longitudinal study.

Besides that, the limitation of answer options is another constraint of the study. The target respondents are restricted to the certain range of answers provided in the distributed questionnaires. They are required to select only the extent to which they agree or disagree raised in the questions of surveys. Hence, the researchers might not able to gather more precise results and findings based on the questionnaires responded.

In addition, the research has not included any mediating variable and merely study the relationship between four independent variables and one dependent variable. Mediating variable is the mediator which transmits the effect of an independent variable on a dependent variable. It might intervene the association between independent variables and dependent variable with the presence of mediating variable. As a result, the findings might also different when compare with present result with the adoption of mediating factor.

5.5 Recommendations for Future Research

Based on the limitations of the study, the researchers are encouraged to expand the geographical coverage of the study. All respondents of questionnaires are from tertiary education institutions in Malaysia. It merely reflects the perspective of Malaysian academicians instead of academicians over the world. If the time given is allowed, researchers may spend time to obtain more accurate result by involving the respondents from other countries such as Japan, India, U.S and others.

Due to the limitation of cross-sectional study, there is only one perspective being studied at a particular time. Hence, a longitudinal study is being promoted in subject to considerable time and budgets are given. By applying longitudinal approach, the researchers may study the changes and development of the respondents' perspective. They may conduct interviews with respondents in order to obtain more reliable and precise findings of the study.

Apart from that, the researchers are recommended to provide wider range of question options in order to generate more reliable findings in the study. Most of the respondents are restricted to the standardized answer options stated in questionnaires. Hence, the researchers may provide more open-ended questions instead of close-ended questions to target respondents. With provision of open-ended questions, the respondents may raise their opinions in questionnaires and generate different new perspectives to the research.

Moreover, the mediating variable is recommended to be incorporated in the study. The past empirical studies are merely examining the affiliation between independent variables and dependent variable. As the incorporation of mediating factor, the external factors of study can be taken into account. Therefore, the presence of mediating variable may give better overview of the welfare scheme on affecting the job motivation level among academicians. As a result, it generates more accurate findings and enhances the reliability of the study.

5.6 Conclusion

The research objectives have been achieved after gone through the relevant analyses. It is encouraged to implement similar welfare policy as it is useful in motivating the academicians. The objectives are to investigate whether training and development, flexible scheduling, safety and health in workplace and retirement plans able to motivate academicians in context of Malaysian tertiary education institutions.

All the welfares have shown significant association with academicians' job motivation based on the Pearson's correlation analysis and multiple linear regression analysis. Therefore, all the welfares are considered as critical factor in affecting the motivation level of academicians. Safety and health in workplace has shown the most significant factor while others as moderate factors in the overall study.

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**Appendix A: Summary Of Past Empirical Studies On Employee Welfare And
Job Motivation Level**

Title of article	Authors (Year)/ Country	Data	Findings/ Conclusions
Training and Development (TD)			
Foundation of Human Resource Development	Swanson, R. A., & Holton, E. F. (2001)	Multiple data collection methods had been used which included questionnaires or surveys, interviews, direct observations and unobtrusive data which is organization records to 110 respondents from 154 firms.	Training can assist the recruitment process, reduce turnover and improve the retention rate of academic staff.
Motivational Issues for Teachers in Higher Education: A Critical Case of IUB	Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010)	100 questionnaires and interviews were conducted with 33 teachers.	Training is one of the factors that motivate teachers to perform effectively.
The effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation	Wati, H. (2011)	Questionnaires have been distributed to 55 teachers from 20 schools.	Training programs enhance educators' confidence and motivate them to improve their teaching quality.
Beginning teachers' perceptions of school human resource practices	Kwan, P. (2009)	201 beginning teachers were responded to the questionnaires distributed out of 300 in-service beginning teachers.	Respondents were satisfied with the training and development practices in their institutions.

Flexible Scheduling (FS)			
Flexible Daily Work Schedules in U.S. Jobs: Formal Introductions Needed?	Golden, L. (2009)	Out of 815 employed individuals, 601 were responded to the Work-in-America surveys distributed.	Employees are more preferable to the job with more flexible schedules.
A Study on Motivation and Job Satisfaction of Language Teachers at The European University of Lefke English Preparatory School	Umur, E. (2010)	Questionnaires and interviews were conducted to 16 English language teachers.	Flexible working hours has positive motivation to teachers.
Why Business Academics Remain in Australian Universities despite Deteriorating Working Conditions and Reduced Job Satisfaction: An intellectual puzzle	Bellamy, S., Morley, C., & Watty, K. (2010)	3161 questionnaires were distributed to academicians in 38 Australian universities and 1328 were responded.	Flexible working condition can retain academic staff.
Full-time Dental Faculty Perceptions of Satisfaction with the Academic Work Environment	Froeschle, M. L., & Sinkford, J. C. (2009)	Online surveys were conducted in 38 institutions and 451 full time faculty members were responded.	Flexible work schedules can offset negative aspects and thus retain junior faculty.

Safety and Health in the Workplace (SH)			
Faculty and Staff Health Promotion: Results from the school of health policies and programs study 2006	Eaton, Marx, & Bowie, 2007	Computer-assisted telephone interviews and self-administered mail questionnaires for 49 states and districts level while the computer-assisted personal interviews were being conducted in school-level.	Employee wellness programs such as the employee assistance programs and health risk appraisals have motivated and improved faculty and staff job performance. Over the years, various kinds of employee wellness programs offered to faculty and staffs have increased.
Healthy workplace practices and employee outcomes	Grawitch, Trares, & Kohler, 2007	A web-based survey has been conducted on 152 university faculties and staff from a college distribution list.	Health and safety practices are positively related to the satisfaction which can influence turnover intentions.
A pilot intervention to promote walking and wellness and to improve the health of college faculty and staff	Haines, Davis, Rancour, Robinson, Wilson, & Wagner, 2007	125 college faculties and staffs have attended a study orientation and have completed the Godin Leisure Time Exercise Questionnaires to find out their current physical activity status.	Health promotion program positively impacts on employees' health, increase staff productivity and reduce work absenteeism. It is stated that physical wellness activities will shown positive results on health status and this can reduce work absenteeism.

Competing discourses of workplace health	Steven Allender, Derek Colquhoun, & Peter Kelley, 2011).	1300 employees across 160 sites in Asia Pacific were being chosen using snowball sampling method and over 40 interviews were conducted with the description of health of the interviewees.	Personal health and organizational health are linked together. A healthy organization requires healthy employee in order to reduce organizational cost. Therefore, the organization is promoting workplace health in order to increase employee loyalty to the organization.
Retirement Plans			
The Development Of An Employee Satisfaction Model For Higher Education	Chen, Yang, Shiau, & Wang, 2006	248 questionnaires were distributed and resulted only 192 surveys were collected.	The provision of retirement scheme is the top three concerns which enhance the job motivation level of educators. Besides, a good retirement systems and long term work security enhance teacher confidence at institutions.
Teacher Motivation In India	Ramachandran, Pal, Jain, Shekar, Sandhan, & Jaipur, 2005	Interviews with stakeholders which are administrators, teacher union leaders, educators, NGOs, researchers. A focus group discussion with teachers and survey were conducted in 10 schools of Tonk District of Rajasthan.	Almost all of the educators were satisfied with their job when the government provided pension scheme to them. It proved that pension scheme can motivate educators in these 10 institutions.

Teacher Motivation And Incentives In Lesotho	Urwick, Mapuru, & Nkhoboti, 2005	Focus groups were conducted by interviewing with the head teachers, teachers, and community representatives.	The government attempts to improve the remuneration of educators by introducing the pensions and mountain allowance. The interviewees agreed that the pension scheme is a positive factor which has boosted up their work motivation level.
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Appendix B: Permission Letter to Conduct Survey



UNIVERSITI TUNKU ABDUL RAHMAN

12th August 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 Commerce (HONS) Accounting* 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.

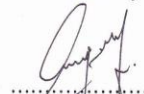
The students are as follows:


Name of Student	Student ID
Tan Swet Nie	09ABB08003
Cynthia Ng Hui Min	09ABB07461
Loo Boon Ching	09ABB06548
Ng Chai Nee	09ABB06499
Yap Chun Ling	09ABB06074

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

Thank you.

Yours sincerely


.....
Ms Leong Lai Ying
Head of Department,
Faculty of Business and Finance
Email: leongly@utar.edu.my


.....
Mr Wong Tai Seng
Supervisor,
Faculty of Business and Finance
Email: wongts@utar.edu.my

Appendix C: Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

BACHELOR OF COMMERCE (HONS) ACCOUNTING

FINAL YEAR PROJECT

TITLE: The Association between Employee Welfare and Job

**Motivation: A Study on Malaysian Tertiary Education
Institutions**

Survey Questionnaire

Dear respondents,

We are final year undergraduate students of Bachelor of Commerce (Hons) Accounting, from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is **to collect data pertaining to the academicians' welfare and its impacts on your job motivation level**. Please answer all questions to the best of your knowledge. There are no right or wrong responses to any of these statements. All responses are **strictly confidential** and will only be used for academic purposes.

Thank you for your participation.

Instructions:

- 1) There are **THREE** (3) sections in this questionnaire. Please answer **ALL** questions in **ALL** sections.
- 2) Completion of this form will take you approximately 10 to 15 minutes.
- 3) Please feel free to share your comment in the space provided. The contents of this questionnaire will be kept **strictly confidential**.

Section A: Demographic Profile

In this section, we are interested in your basic information in brief. All information gathered from this research is strictly confidential. Please place a tick “√” or fill in the blank for each of the following:

1. Gender:

- Male
- Female

2. Age:

- 21-30
- 31-40
- 41-50
- Above 50

3. Marital status:

- Single
- Married
- Others: _____

4. Highest education completed:

- Bachelor Degree
- Master
- Doctor of Philosophy (PHD)
- Professional qualification

5. Years of teaching experience:

- ≤ 3 years
- > 3 years and ≤ 6 years
- > 6 years and ≤ 9 years
- > 9 years

6. Current working institution:

- Public University
- Private University
- Others (*Please state*): _____(e.g. University college)

7. Job position:

- Professor
- Associate Professor
- Senior Lecturer
- Lecturer
- Tutor
- Others (*Please state*): _____

Section B:

In this section, we are interested in your perceptions of employee welfares.

Please circle one number per line to indicate the extent to which you agree or disagree with the following statements by using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree].

Training and Development

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
TD1	I think formal developmental training is crucial for the job.	5	4	3	2	1
TD2	I have received enough training to perform quality job.	5	4	3	2	1
TD3	My skills acquired during the training program are helpful for my career enhancement.	5	4	3	2	1
TD4	I am able to take advantage of the training programs provided to enhance my skills.	5	4	3	2	1
TD5	The training program provided by the institution has given me necessary skill needed.	5	4	3	2	1

Flexible Scheduling

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
FS1	I prefer flexible scheduling than fixed scheduling.	5	4	3	2	1
FS2	I desire to have the flexibility in balancing work and non-work commitment.	5	4	3	2	1
FS3	Flexible scheduling provides a relaxing working environment.	5	4	3	2	1
FS4	Flexible scheduling allows me to have autonomy over the work.	5	4	3	2	1
FS5	Flexible scheduling able to motivate me to perform more effectively.	5	4	3	2	1

Safety and Health in the Workplace

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
SH1	My institution has provided a safe and healthy working environment. (e.g. provide sufficient portable fire extinguishers)	5	4	3	2	1
SH2	I feel satisfied that my office is adequately ventilated.	5	4	3	2	1
SH3	The institution management cares about my safety and health. (e.g. health insurance or other related insurance provided)	5	4	3	2	1
SH4	The institution management will repair the damaged equipment quickly to ensure my safety at workplace.	5	4	3	2	1
SH5	The hygienic condition is maintained in and around the cafeteria and workplace areas.	5	4	3	2	1

Retirement Plans

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
RP1	I feel satisfied with the retirement benefit provided.	5	4	3	2	1
RP2	I feel motivated with higher Employee Provident Fund (EPF) rate/ pension rates.	5	4	3	2	1
RP3	In my opinion, the retirement benefit given is an essential welfare.	5	4	3	2	1
RP4	Retirement plans provided is able to retain me in this institution. (e.g. Pension/EPF)	5	4	3	2	1
RP5	I will be motivated if the EPF/pension rates are being revised every 3-5 years.	5	4	3	2	1

Please rank the significance of the four types of employee welfare in this section. [1 = 1st priority; 2= 2nd priority; 3= 3rd priority; 4 = 4th priority].

Training and Development	
Flexible Scheduling	
Safety and Health in the Workplace	
Retirement Plans	

Section C: Overall reflection of Job Motivation

In this section, we are interested in your overall motivation level if the welfares in Section B are all provided.

Please circle one number per line to indicate the extent to which you agree or disagree with the following statements by using 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree].

Job Motivation

No.	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
JM1	I am pleased with the employee benefit package.	5	4	3	2	1
JM2	My job provides me a sense of belonging to the institution.	5	4	3	2	1
JM3	I desire to continue working in the same institution.	5	4	3	2	1
JM4	My present job helps me to fulfill all the objectives I have as an educator.	5	4	3	2	1
JM5	I am enthusiastic about my job.	5	4	3	2	1

Comments:

Thank you for your time, opinion and comments.

~ The End ~

Appendix D: Sources Of Variables

Title	Questions	Source
Independent Variable 1: Training and Development (TD)		
TD1	I think formal developmental training is crucial for the job.	Adopted from The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation by Wati, 2011.
TD2	I have received enough training to perform quality job.	Adapted from The First Industry-Wide Work Satisfaction Study of Fitness Professionals by Gavin, & Gauvin, 2001.
TD3	My skills acquired during the training program are helpful for my career advancement.	Adapted from The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation by Wati, 2011.
TD4	I am able to take advantage of opportunities to enhance my skills.	Adapted from The First Industry-Wide Work Satisfaction Study of Fitness Professionals by Gavin, & Gauvin, 2001.
TD5	I have the capability and knowledge to perform my job well.	Adapted from The First Industry-Wide Work Satisfaction Study of Fitness Professionals by Gavin, & Gauvin, 2001.
Independent Variable 2: Flexible Scheduling (FS)		
FS1	I prefer flexible working hours than fixed working hours.	Adapted from Improving Effectiveness, Academic Growth and Collegiality among Faculty by Bedi, Goldberg, & Gullett, 2007.
FS2	I desire to have the flexibility in balancing work and non-work commitment.	Adapted from Temporary Agency Work and HRM in Australia by Hall, R. 2006.

FS3	Flexible working hours provide a relaxing/adaptable working environment.	Adapted from Improving Effectiveness, Academic Growth and Collegiality among Faculty by Bedi, Goldberg, & Gullett, 2007.
FS4	Flexible working hours allow me to have autonomy over the work.	Adapted from A Study on Motivation and Job Satisfaction of Language Teachers at the European University of Lefke English Preparatory School by Umur, E. 2010.
FS5	Flexible working hours able to motivate me to perform more effectively.	Adapted from Improving Effectiveness, Academic Growth and Collegiality among Faculty by Bedi, Goldberg, & Gullett, 2007.
Independent Variable 3: Safety and Health in the Workplace (SH)		
SH1	My institution has provided a safe and healthy working environment. (eg. provide sufficient portable fire extinguishers)	Adapted from Measuring Perceptions of Workplace Safety: Development and Validation of the Work Safety Scale by Hayes, Perander, Smecko, & Trask, 1998.
SH2	I feel satisfied that my office is adequately ventilated.	Adapted from Health and Safety Questionnaire by Environmental Health Unit.
SH3	The institution management cares about my safety. (eg. health insurance or other related insurance provided)	Adapted from Measuring Perceptions of Workplace Safety: Development and Validation of the Work Safety Scale by Hayes, Perander, Smecko, & Trask, 1998.
SH4	The institution management will repair the damaged equipment quickly to ensure my safety at workplace.	Adapted from Measuring Perceptions of Workplace Safety: Development and Validation of the Work Safety Scale by Hayes, Perander, Smecko, & Trask, 1998.

SH5	The hygienic condition is maintained in and around the cafeteria and workplace areas.	Adapted from Health and Safety Questionnaire by Environmental Health Unit.
Independent Variable 4: Retirement Plans		
RP1	I feel satisfied with the retirement benefit provided.	Adapted from The First Industry-Wide Work Satisfaction Study of Fitness Professionals by Gavin, & Gauvin, 2001.
RP2	I feel motivated with higher Employee Provident Fund (EPF) rate/pension rates.	Adapted from The First Industry-Wide Work Satisfaction Study of Fitness Professionals by Gavin, & Gauvin, 2001.
RP3	In my opinion, the retirement benefit given is an essential welfare.	Adopted from The Effectiveness of Indonesian English Teachers Training Programs in Improving Confidence and Motivation by Wati, 2011.
RP4	Retirement plans provided is able to retain me in this institution. (eg. Pension/EPF)	Adapted from Behavioural Impact of Changes in the Teachers Pension Scheme by Peters, Hutchings, Edwards, Minty, Seeds, & Smart, 2008.
RP5	I will be motivated if the EPF/pension rates are being revised every 3-5 years.	Adapted from Behavioural Impact of Changes in the Teachers Pension Scheme by Peters, Hutchings, Edwards, Minty, Seeds, & Smart, 2008.
Dependent Variable: Job Motivation (JM)		
JM1	I am pleased with the employee benefit package.	Adapted from A Study on Motivation and Job Satisfaction of Language Teachers at the European University of Lefke English Preparatory School by Umur, 2010.
JM2	My job provides me a sense of belonging to the institution.	Adapted from Empirical study of Public Sector Employee Loyalty and Satisfaction by Turkyilmaz, Akman, Ozkan, & Pastuszak, 2011.

JM3	I desire to continue working in the same institution.	Adapted from Empirical study of Public Sector Employee Loyalty and Satisfaction by Turkyilmaz, Akman, Ozkan, & Pastuszak, 2011.
JM4	My present job helps me to fulfill all the objectives I have as an educator.	Adapted from Teachers' Motivation, Classroom Strategy Use, Students' Motivation and Second Language Achievement by Bernaus, Wilson, & Gardner, 2009.
JM5	I am enthusiastic about my job.	Adopted from Employee Motivation, Performance and Well-Being: The Role of Managerial Support for Autonomy, Competence and Relatedness Needs by Parfyonova, 2009.

Measurements of Variables

Variables		Measurement	Scale of Measurement
Demographic Profile	Gender Age Marital status	Nominal	
	Highest education completed	Ordinal	
	Years of teaching experience Current working institution	Nominal	
	Job position	Ordinal	
Independent Variables	Training and Development Flexible Scheduling Safety and Health in the Workplace Retirement Plans	Interval	Five-point Likert Scale
Dependent Variable	Job Motivation		

Table of Abbreviation	
CMT	Chin-Min Institute of Technology
SDT	Self Determination Theory

Appendix E: Frequency Distribution of Respondents Demographic Profiles

		Frequency	Percent
Gender	Male	119	44.1
	Female	151	55.9
Age	21-30	90	33.3
	31-40	88	32.6
	41-50	60	22.2
	Above 50	32	11.9
Marital Status	Single	120	44.4
	Married	150	55.6
Highest Education	Bachelor Degree	57	21.1
	Master	121	44.8
	Doctor of Philosophy (PHD)	73	27.0
	Professional qualification	19	7.0
Years of Teaching Experience	<=3 years	100	37.0
	>3 years and <= 6 years	64	23.7
	>6 years and <= 9 years	34	12.6
	> 9 years	72	26.7
Current Working Institute	Public University	113	41.9
	Private University	140	51.9
	Others	17	6.3
Job Position	Professor	17	6.3
	Associate Professor	23	8.5
	Senior Lecturer	70	25.9
	Lecturer	118	43.7
	Tutor	39	14.4
	Others	3	1.1

Appendix F: Central Tendencies Measurement of Constructs

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TD_Average	270	1.80	5.00	3.8756	.53006
FS_Average	270	1.80	5.00	4.1807	.52527
SH_Average	270	1.00	5.00	3.6585	.62606
RP_Average	270	1.40	5.00	3.8348	.52828
JM_Average	270	1.60	5.00	3.7089	.54164
Valid N (listwise)	270				

Appendix G: Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual	.035	270	.200*	.996	270	.646

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Appendix H: Test of Reliability

Independent Variable 1: Training and Development

Reliability Statistics

Cronbach's Alpha	N of Items
.730	5

Case Processing Summary

		N	%
Cases	Valid	270	100.0
	Excluded ^a	0	.0
	Total	270	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 2: Flexible Scheduling

Reliability Statistics

Cronbach's Alpha	N of Items
.793	5

Case Processing Summary

		N	%
Cases	Valid	270	100.0
	Excluded ^a	0	.0
	Total	270	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 3: Safety and Health in the Workplace

Reliability Statistics

Cronbach's Alpha	N of Items
.831	5

Case Processing Summary

		N	%
Cases	Valid	270	100.0
	Excluded ^a	0	.0
	Total	270	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 4: Retirement Plans

Reliability Statistics

Cronbach's Alpha	N of Items
.701	5

Case Processing Summary

		N	%
Cases	Valid	270	100.0
	Excluded ^a	0	.0
	Total	270	100.0

a. Listwise deletion based on all variables in the procedure.

Dependent Variable: Job Motivation

Reliability Statistics

Cronbach's Alpha	N of Items
.792	5

Case Processing Summary

		N	%
Cases	Valid	270	100.0
	Excluded ^a	0	.0
	Total	270	100.0

a. Listwise deletion based on all variables in the procedure.

Appendix I: Pearson's Correlation Coefficient Analysis

Correlations

		TD_Avg	FS_Avg	SH_Avg	RP_Avg	JM_Avg
TD_Average	Pearson Correlation	1	.406**	.318**	.312**	.531**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	270	270	270	270	270
FS_Average	Pearson Correlation	.406**	1	.375**	.400**	.575**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	270	270	270	270	270
SH_Average	Pearson Correlation	.318**	.375**	1	.379**	.603**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	270	270	270	270	270
RP_Average	Pearson Correlation	.312**	.400**	.379**	1	.572**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	270	270	270	270	270
JM_Average	Pearson Correlation	.531**	.575**	.603**	.572**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	270	270	270	270	270

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix J: Multiple Linear Regressions

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.790 ^a	.624	.619	.33445	.624	110.136	4	265	.000	1.816

a. Predictors: (Constant), RP_Average, TD_Average, SH_Average, FS_Average

b. Dependent Variable: JM_Average

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.277	4	12.319	110.136	.000 ^a
	Residual	29.642	265	.112		
	Total	78.919	269			

a. Predictors: (Constant), RP_Average, TD_Average, SH_Average, FS_Average

b. Dependent Variable: JM_Average

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	-.422	.204		-2.069	.039						
	TD_Average	.247	.043	.242	5.708	.000	.531	.331	.215	.789	1.267	
	FS_Average	.251	.046	.243	5.481	.000	.575	.319	.206	.720	1.388	
	SH_Average	.286	.037	.330	7.739	.000	.603	.429	.291	.778	1.286	
	RP_Average	.281	.044	.274	6.376	.000	.572	.365	.240	.765	1.307	

a. Dependent Variable: JM_Average

SPSS output- Pilot test

Appendix K: Test of Reliability

Independent Variable 1: Training and Development

Reliability Statistics

Cronbach's Alpha	N of Items
.655	5

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 2: Flexible Scheduling

Reliability Statistics

Cronbach's Alpha	N of Items
.895	5

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 3: Safety and Health in the Workplace

Reliability Statistics

Cronbach's Alpha	N of Items
.788	5

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Independent Variable 4: Retirement Plans

Reliability Statistics

Cronbach's Alpha	N of Items
.746	5

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Dependent Variable: Job Motivation

Reliability Statistics

Cronbach's Alpha	N of Items
.839	5

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.