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**EMPLOYEES FACTORS OF MOTIVATION IN SERI STAMFORD
COLLEGE KEPONG**



**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business, Universiti Utara
Malaysia,
in Partial Fulfillment of the Requirement for the Master of Sciences
(Management)**

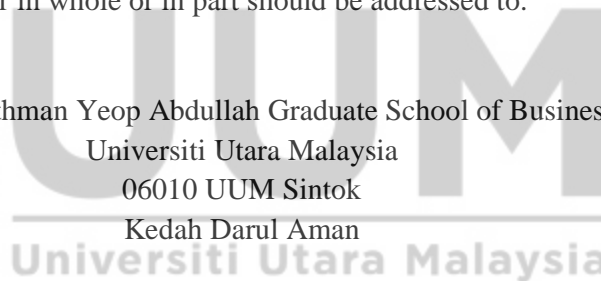
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ABSTRACT

Motivation is a set of energetic forces that comes from within and outside of the individual's being in order to establish work-related behaviours and to determine the form, direction, duration and intensity of these behaviours. As such, it becomes a factor that exerts a driving force on our actions and work and also becomes an important element in the productivity of employees. Therefore, the performance of the employees is highly concerned by the employer to achieve high performance and job commitment. The employees who are demotivated and lack of commitment can bring a negative effect to the learning platform in the education industry. In other words, the employees' attitudes will bring effect towards the students in the classroom who are in the process of learning. This will impact the future of the children. Therefore, the correlation between the motivation factors of the employees and job commitment and the ranking of the motivation factors of the employees were able to determine and analyse Stamford College's scenario. This study focused on the employees at Stamford College which is academic and non-academic staff to answer the questionnaire. These questionnaires contained 3 part sections where the first section covered the 6 independent variables, second section covered the job commitment and third section covered the demographic area. The questionnaire distributed to the employees at Stamford College, Kepong on sampling basis. The results from the study showed that the 'promotion' factor is the most important factor to motivate the employees. The results also showed that the motivation factors and job commitment have strong positive relationship and the coefficients between motivation factors and job commitment has shown that it is consistent with the hypotheses of having a significant relationship. Even with a positive relationship between motivation factors and job commitment, due to the limitations faced in this research, further research and more population has been included in the future study for better results and may want to focus on other existing types of motivations.

Keywords: Motivation, Job commitment, Interest work, High wages, Promotion, Recognition

ABSTRAK

Motivasi adalah satu set tenaga yang datang dari dalam dan luar individu dalam usaha untuk membina tingkah laku kerja dan untuk menentukan bentuk, arahan, jangka masa dan intensiti tingkah laku ini. Oleh itu, ia menjadi satu faktor yang menggunakan dorongan dalam tindakan dan kerja kita serta menjadikannya satu elemen yang penting dalam produktiviti pekerja. Oleh itu, prestasi pekerja amat dibimbangkan dengan majikan untuk mencapai prestasi yang tinggi dan komitmen kerja. Pekerja-pekerja yang tiada dorongan dan kurang komitmen boleh membawa kesan negatif kepada platform pembelajaran dalam industry pendidikan. Dalam erti lain, sikap pekerja akan memberi kesan terhadap pelajar di dalam bilik darjah yang tengah belajar. Ini akan memberi kesan kepada masa depan anak-anak. Oleh itu, hubungan antara faktor-faktor motivasi pekerja dan tugas komitmen dan kedudukan faktor motivasi pekerja dapat menentukan dan menganalisis senario Stamford College. Kajian ini memberi tumpuan kepada pekerja di Stamford College yang merupakan kakitangan akademik dan bukan akademik untuk menjawab soal selidik. Soal selidik ini mengandungi 3 bahagian di mana bahagian pertama meliputi 6 pembolehubah bebas, bahagian kedua meliputi komitmen kerja dan bahagian ketiga meliputi kawasan demografi. Soal selidik ini diedarkan kepada pekerja di Stamford College, Kepong secara persampelan. Hasil kajian menunjukkan bahawa faktor 'promosi' yang menjadi faktor yang paling penting untuk memberi motivasi kepada pekerja. Keputusan juga menunjukkan bahawa faktor-faktor motivasi dan komitmen kerja mempunyai hubungan positif yang kukuh dan 'coefficient' antara faktor-faktor motivasi dan komitmen kerja telah menunjukkan bahawa ia adalah selaras dengan hipotesis yang mempunyai hubungan yang signifikan. Walaupun dengan hubungan yang positif antara faktor motivasi dan komitmen kerja, disebabkan oleh kekangan yang dihadapi dalam kajian ini, lebih penyelidikan dan lebih penduduk dimasukkan ke dalam kajian masa depan untuk mendapat keputusan yang lebih baik dan mungkin tumpuan yang lebih kepada motivasi yang lain.

Kata kunci: Motivasi, Komitmen kerja, Gaji tinggi, Kerja yang menarik, Pengiktirafan, Kenaikan pangkat

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Thank you

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LIST OF ABBREVIATION

SPSS - Statistical Package for Social Sciences (version 18)



CHAPTER 1: INTRODUCTION

1.1 Introduction

One of the crucial elements for the success of the company is their employees as they are vital in the operation of a company. With a rapidly changing economy, majority of the companies faced with pressures and fluctuation in current world.

As such, education sector is affected due to the increase of the high expectation of the fresh graduates in the aspect of skills and knowledge. Therefore, higher institutions are facing various challenges in order to equip the graduates with the right skills, attitudes and competencies that are required by the current corporate world (Amen, 2014). The employees of the higher institutions including academician and non-academician are also pressured from various stakeholders. As a result, the employees' job performance is affected.

Based on Matthieu and Zajac (1990), in order to increase the job performance, employees must be ensured that they are committed to their job. Job commitment can be elaborated into three aspects; firstly, the employee must be determined to remain as part of the college; secondly, the willingness to sacrifice time and energy for college; and thirdly, uphold the values and goals of the college (Becker et al., 1995).

With them focusing and dedicate to their work, this increases the productivity of the college. Employees who are committed will improve the performance of the college. However, it will only be short term if no incentives or any other benefit given to employees and eventually they become less committed. Incentives and other benefits are considered as a form of motivation where it will drive the employees to achieve some specific goals. (Nadeem Iqbal et al., 2013) With motivation, employees are

more effective and higher productivity. However, their motivation tends to change from time to time. An example was given based on the research conducted by Kovach (1987), money as employees' motivator is less effective when their income increase. It shows that due to the changes in the income, the employees' motivation changes as well.

For this research, an educational institution, Seri Stamford College was chosen for this study. Seri Stamford College, formerly known as Stamford College PJ Sdn Bhd ("Stamford College") is one of the oldest higher education institutions in Malaysia that provides several courses from pre-university level to postgraduate levels in many disciplines. In line with the policy of establishing Malaysia as a center of educational excellence regionally and internationally, Stamford College currently has large group of foreign students from countries in the West (such as Germany and Finland), in the East (such as China, India, Pakistan, Bangladesh and Japan), in ASEAN (like Indonesia and Vietnam) as well as students coming from African countries and the Middle East.

Therefore, lecturers are required to be skillful and knowledgeable to educate the students in order to provide quality education to students all around the world and diligent administrators to assist in the process of the documentation to ensure the education run smoothly without any obstacles. Currently, there is approximately 100 staff in Stamford College, which is situated in Kepong.

1.2 Problem Statement

The challenge for the employees in the higher institution now such as Stamford College is to meet the high expectation placed by the government. With the changes made by government on the policy, higher institution will need to make changes to their own policies which impose greater pressure on the employees. Based on the National Development Policy (2001 – 2010), the education policy focused towards the Information Technology era by integrating Information and Communications Technology (ICT) into the Malaysian education system. In addition to that, the government also emphasised on improving English language proficiency in schools and higher institution (Ahmad Zabidi Abdul Razak, 2013). Based on the findings by Beckmann and Minaar (2010), the educators are piled up with various workloads other than teaching which include administrative duties, extra-curricular activities, classroom management, counselling and professional development. Therefore, with the change of the policy and the current workload they have, it may affect their job commitment.

According to Kayuni and Tambulasi (2007), employees who are not committed and lack of motivations can bring a negative effect to the learning platform. Without employees' commitment, they are willingly taking initiatives or put more effort in their work and thus, there will not be any improvement made in the college whether if there is any advancement of technological or development. With the current situation and the changes of education policies, the issue is whether the motivation factors being implemented in educational institutions today will affect the employees' job commitment or not.

Based on several studies by Van den Berg (2011), Gerald (2011), William (2011), Inusah Salifu and Joseph Seyram Agbenyega (2013), Bett et al. (2013), Awolusi (2013) and Smith (2015), the following table shows the summary of their motivation factors that affect the employees in the job performance and commitment in their findings:

Table 1: *Motivation factors that were researched*

| Motivation factors | Number of authors that studied on the motivation factor |
|------------------------------|---|
| High wages | 7 |
| Recognition | 6 |
| Interesting work | 5 |
| Job security | 2 |
| Promotion | 4 |
| Working condition | 2 |
| Student discipline | 1 |
| Educational policies | 2 |
| Relationship with colleagues | 3 |
| Desire to help public | 2 |

From the table, we could see that there are four motivation factors that most researchers have studied and obtained positive relationship between motivation and job performance and commitment which are high wages, recognition, interesting work and promotion. As such, this study will give an understanding on the relationship between the motivations and job commitment in the college and able to

determine which among those four motivation factors that motivates the employees the most in order for them to be committed in their work.

1.3 Research Questions

The research questions are:

- 1.3.1 What is the ranking of the factors that motivates employees to be committed in their job?
- 1.3.2 What is the relationship between motivational factors and job commitment of the employees in Stamford College?

1.4 Research Objectives

The objectives of this research are:

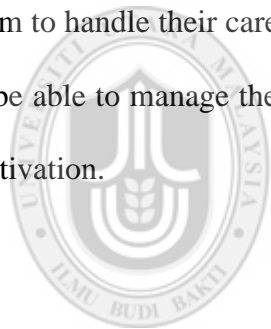
- 1.4.1 To determine the ranking of the factors that motivates employees to commit in their jobs.
- 1.4.2 To examine the relationship between motivation and employees' job commitment.

1.5 Significance of Study

There have been many research conducted to examine the factor of employee's motivation in organisations. Based from the previous research, factors of employee motivation derived from many aspects and different individuals are motivated due to different reasons.

The findings from this study gave an impact on the employees in an educational institution setting. This research also affects the management's field positively due to the new insights created in relation to the implementation of the various ways for employees to be motivated in an organisation and in an educational institution setting where strategies can be used.

Therefore, this research not only will help the top management but as well as the administration and academic levels in the educational institution environment to plan on the implementation and also the importance of employee motivation in the educational sector. In addition, this research study impacts the working environment in order for the employees to learn more on ways they can be motivated to assist them to handle their career positions in the nearest future. This research allows them to be able to manage their employees in a more effective and efficient manner using motivation.



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1.6 Scope and Limitation of the Study

This study focuses on the employees at Stamford College that includes academic and non-academic staff to participate in this research study. Data was collected among the 100 staff to identify factors that motivate employees at the work. All employees at Stamford College were included in this research to act as the population.

A number of limitations that are expected to affect the progress and movement of the research conducted and it can moderate the findings of this study. The limitations that may be expected to occur while conducting this research are as following:

1.6.1 Time Constraint

The time period for carrying out the study was short which caused many facts being left unexplored. Besides that, more time are needed to distribute the questionnaire and collect the data from each respondent. The availability time for the employees to participate in this survey becomes one of the limitations in this research. Academic staff was busy teaching in their classes and may have no time to participate.

1.6.2 Lack of Experiences

Beginning in doing the research makes the limitation happen in doing this research. A lot of important information needs to be learned with limited time to ensure the accrued information can be gained. Besides that, the researcher needs to spend more time in studying the process of doing the research.

1.6.3 Cost Constraint

The researcher had spent a lot in doing this research from beginning till the end in order to complete this research. It includes cost of transportation, printing cost and cost of binding.

1.6.4 Small Organisation

As Stamford College is considered as a small organisation, the population size is small. Therefore, the amount of respondents for this research is considered as a limitation.

1.7 Operational Definition

Motivation is something that moves individual from boredom to interest (Rafikul Islam and Ahmad Zaki Hj. Ismail, 2008). Amongst the motivating factors are high wages, recognition, promotion, and interesting work.

Job commitment is defined as having strong trust in the company's goals and values, able to sacrifice time and energy for the company and being part of the member of the company (Nadeem Iqbal et al., 2013)

The **high wages** or rewards that comprise of the monetary rewards, wage or salary and benefits, promotions and incentives can make the employees happy and satisfy in some extent (Tippet et al., 2009).

Promotion is considered as an emotional and tense issue with extensive implications. It means that one has journeyed steadily and has reached a place in an organisation where the process of growing has begun (Petroulos et al., 2010).

Recognition can be defined as an expression of gratitude given by the employers to the employees for their positive work attitude, efforts, contributions or excellent performance (Lai, 2009).

Interesting work will such as job enlargement and job enrichment that will be one of the methods that could be applied by the managers in order to make work more interesting for the employees by adding more variety of tasks performed (Williams, 2013).

1.8 Organisation of the Thesis

Chapter 1, explained on the background of the study, problem statement, the research's questions and objectives, significance of the study, operational definition and the scope and limitation in carrying out this research.

Chapter 2 discusses on critical reviews of literature and theories related to the topic of the thesis. It is meant to act as a base for the experimental of analytical section of the thesis. Literature selected must be related to the research as a base to guide the development of research framework. The research framework and hypotheses will be explained in this chapter.

Chapter 3 describes the methods and techniques as listed below:

- Research Design
- Measurement of Variables/Instrumentation
- Data Collection
- Sampling
- Data Collection Procedures
- Techniques of Data Analysis

Chapter 4 explains the findings and results. There is an analysis of data and findings of the research being defined in this chapter. It presents the results and analyses the study in the form of figures, tables or text in order to highlight the key information.

chapter five discusses on the main findings that are summarised in accordance to the research objectives. The findings and their theoretical, practical and policy implications are being highlighted. Recommendations for future research are included as well.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter describes and explains the applicable theories and concepts used which is necessary in order to present a comprehensive analysis in this study of motivation and job commitment

2.2 Job Commitment

Employee's commitment is a crucial instrument in order to improve the efficiency and productivity of the college. Based on Davis-Blake and Pfeffer (1989) as cited in Awolusi (2013), ethic at work, work involvement, continuance of their commitment and work characteristic that influences their attitudes that affects one's motivation and the behaviour fall under the category of work commitment. Committed employees are loyal and dynamic based on Porter et al. (1974), there will always be positive results being produced for individuals and employer (Smith, 2015). Commitment can be interpreted into two which are commitment-related attitudes and commitment-related behaviours. Commitment-related attitudes are where the individuals' and college's values and goals are aligned while commitment-related behaviours are the willingness from within the individuals to be involved with the college to improve together (Crosswell, 2006). With that, job commitment can be elaborated into three aspects; firstly, the employee must be determined to remain as part of the college; secondly, the willingness to sacrifice time and energy for college; and thirdly, uphold the values and goals of the college (Becker et al., 1995). However, based on Ware and Kitsantas (2007); Aydin et al., (2011); Chen et al. (2010) and Karakus and Aslan (2009), they categorised job commitment or organisational commitment into three other dimensions: having emotional

attachment towards the college to be committed; willing to continue committing without having the thought of leaving the college; and having a sense of responsibility to be committed. These are regarded as multidimensional. Even though they have different perceptions on the term 'job commitment', the concept does not differs much where it basically leads to employees being connected and wanting to be related or involved with the college.

2.3 Motivation

Motivation is defined as a set of energetic forces that comes from within and outside of the individual's being in order to establish work-related behaviours and to determine the form, direction, duration and intensity of these behaviours (Pinder, 2008). The term motivation is derived from the Latin word "movere" which means to move. Motivation is something that moves individual from boredom to interest (Rafikul Islam and Ahmad Zaki Hj. Ismail, 2008). Based on the definition given by Agarwal (2013), "motivation is the inner force that drives individuals to accomplish personal and organisational goals. It is a complex force inspiring a person at work in an organisation to intensify his or her desire and willingness to use his or her potentialities for the achievement of organisational objectives"

Motivation is such a factor that exerts a driving force on our actions and work. It becomes an important element in the productivity of employees. Men or women is motivated when he or she wants to do something and it covers all the reasons which underline the way of people will be act (Adair, 1990). Motivation also acts as an inner force to individual to accomplish personal and the organisational goal. Normally individual do something that they like if they are motivated to do it. Mills

et al. (2006) define work motivation as the individual's desire to direct and sustain energy toward optimally performing, to the best of his or her ability and the task required in order to be successful in a work position.

Motivation is a broad and complex concept. The organisational scientists have agreed on its basic characteristics where they summarised it as 'the set of processes that arouse, direct and maintain human behaviour toward attaining a goal' (Carraher, 2011)

2.3.1 Motivation theories

Motivation has big impact in an organisation especially for employees. It is important especially for managers to motivate their employees to perform. Many organisational behaviour experts have published and formulated various theories on motivation. Since 1940s, there was a research on human behaviour which suggested that people tend to be motivated according to the different need at work and personal life (Heller, 1998).

The Herzberg's two-factor theory differentiates the two elements of factor involved in employees' job satisfaction and dissatisfaction; which are motivating factors as the satisfiers and hygiene factors as the dissatisfiers (Pardee, 1990). Firstly, it is the motivator group that is present in the working situation that leads to satisfaction. It is considered as intrinsic. The factors in the group comprise of accomplishment, appreciation and the intrinsic interest of the work itself. The second group is hygiene factor where it is considered as extrinsic that include factors such as job security, compensation, working conditions and pay. When it is inadequate, it will lead to job dissatisfaction (Gruenberg, 1979). This is because it can cause negative impact in

long term as hygiene environment prevents dissatisfaction towards a job and positive impact to obtain job satisfaction comes from within that involves psychological growth according to Herzberg (1966) (Pardee, 1990). The two factors theory is summarised as below (Ball, 2003):

| Motivators (satisfiers) | Hygiene factors (dissatisfiers) |
|--|--|
| <ul style="list-style-type: none"> the sense of achievement and the intrinsic value obtained from the job itself the level of recognition by both colleagues and management the level of responsibility opportunities for advancement the status provided | <ul style="list-style-type: none"> perceived differences with others job security working conditions the quality of management organisational policy administration interpersonal relations |

Figure 1: Herzberg's Two Factors Theory

Aside from that, there is another motivation theory where the individuals will be motivated when they have a goal. With setting a goal in mind, they will work towards it in achieving them. This is known as the Goal-setting Theory Locke and Latham. The theory focuses on the connection between the goals and performance. Goals are able to influence an individual's behaviour and affect the performance in an organisation (Locke and Latham, 2002). Most managers perceive goal setting as a sign of improving and maintaining performance in an organisation (DuBrin, 2012). As defined by Locke and Latham (2002), a goal is defined as something that individual will do determinedly. The theory has two cognitive that determine the behaviour which are values and intentions or goals. Goals that are challenging will encourage one to put in more effort persistently as it will motivate individuals to

perform at the desired goal levels by having strategies developed. By achieving the goal, an individual will have satisfaction and be more motivated. If goals cannot be achieved, it will lead to frustration and motivation will be lowered (Lunenburg, 2011).

In order to aim for high performance and the college's success, it will be crucial to recognise the needs of the academic employees and non-academic employees. Therefore, it is vital for the college to put in time and efforts to identify the employees' personal, economic and non-economic satisfaction. The issue here is to know the strategies that could be applied to motivate employees.

2.3.2 High Wages

One of the most crucial aspects to attract and retain good quality teachers in higher institution is having competitive salaries and employee benefits. Based on Kazeem (1999), his research showed that employees in higher institutions are satisfied whenever they received their paycheck on time. With that, it is already sufficient to meet their needs and to boost their motivation (Imrab Shaheen et al., 2013). No doubt that the working conditions and environment alone do not assure good quality education but it also does not mean that poor remuneration or low salary can assure high quality educators and ensuring good students' academic outcomes (Salifu and Agbenyega, 2013).

Reward systems using monetary can affect an organisation to achievement in three ways; firstly, the amount of the wage or salary can motivate, energize and direct their employment. Secondly, the monetary reward plays the important role to retain and attract qualified, high-performance employees. Thirdly, the compensation cost could

impact the success of the company. In other words, it shows the relationship between the motivation and the reward however, if there is any change in reward offer, it will also change the employee work motivation and their performance levels (Khan et al., 2010).

The rewards including the monetary rewards, wage or salary and benefits, incentives and promotion are considered as the remunerations on effort and work done and it can make employees satisfy to some extent. Mostly, employees will be concerned with the satisfaction of their wage or salary but if they are uncertain with the payment, it will not become the prime source of motivator to them anymore (Tippet et al., 2009).

According to Carraher (2011), attitudes towards the money and benefits are meaningful predictor of turnover for employees. Employees probably are motivated to accept the new job offer if the new job proposed a greater monetary rewards and has similar job features compared to the existing job. Therefore without doubt, monetary reward is one of the effective motivator where it will be one of the main factors that employees will put into consideration when making career choices (Hossain and Hossain, 2012)

2.3.3 Promotion

Promotion is considered as an emotional and tense issue with extensive implications. It means that one has journeyed steadily and has reached a place in an organisation where the process of growing has begun. Many employers informed earlier on the benchmarks for promoting while others put effort in their work as well as one's desire to improve his performance. Based on an Australian study by Petroulas et al.

(2010), baby boomers tend to be more willing to forgo long-term awards like promotion. However, for Generations Y, they would want to be recognised and look for more rewarding position for what they have done.

According to Nhat Nguyen Cong and Dung Nguyen Van (2013), their study showed that pay and promotion is ranked the highest among ten other factors used in their study. Based on their findings, wage or salary and promotion is considered the most crucial factor to satisfy first when motivating the employees. The prospect of promotion encourages the good employees to stay and invest their time in a company doing the job.

In Manzoor (2011), all businesses use promotion as a type of reward to encourage high-level performances of the employees. By having promotions as a motivator for any extra effort that is put into the work, it will be less effective for older employees because they would not want to be stuck at lower paid port-of-entry work that to certain promotions after proving that they have performed. The promotion is designed to attract recruits to invest in specific human capital where the promotion ladders will be less effective with employees that have shorter return horizons on new skill investments and to those who preferred harvesting their existing human capital. This will then discourage jobs that use promotions to reward investments in specific capital. Nevertheless, promotion is one of the factors that cannot be removed when motivating employees is concerned.

2.3.4 Recognition

Normally, motivation factors that comprises of incentives, rewards and recognition will be given together to motivate the employees. For the effort and energy put to

achieve the goal, rewards and recognition will be given. Apart from rewards which were discussed, recognition plays a vital role as well even though it showed that recognition is not part of the major motivating factor for Malaysian employees. However, recognition is important to some employees as their motivating factor.

Recognition can be defined as an expression of gratitude given by the employers to the employees for their positive work attitude, efforts, contributions or excellent performance. Recognition will induce positive attitude and motivate the employees as it takes place only after the behaviour has occurred (Lai, 2009). Research studies by Muller et al. (2009) established that employees are motivated from satisfying the social relations and recognition. For Coolahan (2003), it was found that the academician prefers the high social status in Ireland and teaching profession is considered as high social status.

In order to appreciate on the work completed by the employees and including them in the decision making session, these will give them satisfaction in their job, company and the company's environment. Therefore, it will increase their passion and motivation towards accomplishment of responsibilities (Hossain and Hossain, 2012). Empirical studies that have been conducted by several authors have shown that there is positive relationship between employees' recognition and motivation concerning organisational responsibilities. It showed that gratitude and recognition of employees and employees' responsibilities achievement encourage them to work with commitment to the company (Manzoor, 2011).

2.3.5 Interesting Work

Environmental factors can be demotivating. Even if it is managed properly, improving these factors may not motivate people to put in more effort or being smarter. Employees seem to be motivated by intrinsic factors, including interesting work, challenge, and increasing tasks. Employees have been entrenched with the need for growth and achievement (Williams, 2013).

There was a study conducted and published by Kenneth Kovach of George Mason University in 1999. There was a comparison between associates' ranking of their importance in their job and their superiors' perception to the associates' importance. The outcome of the results was indeed unexpected. The first item in the associates' list was 'interesting work' followed by 'appreciation of work' after that. Managers usually perceive that the monetary incentives will be the best method to motivate the associates compared to non-monetary rewards. However, the survey by Kovach revealed a different result. Table 2 shows the results of Kovach's survey (Bessell et al. 2012).

Table 2: Associate motivation survey results

| Associates' Ranking | Items | Employers' Ranking |
|--------------------------------|-------------------------|-------------------------------|
| 1 | Interesting work | 5 |
| 2 | Appreciation of work | 8 |
| 3 | Feeling "in on things" | 10 |
| 4 | Job security | 2 |
| 5 | Good wages | 1 |
| 6 | Promotion/growth | 3 |
| 7 | Good working conditions | 4 |

| Associates' Ranking | Items | Employers' Ranking |
|--------------------------------|--------------------------------|-------------------------------|
| 8 | Personal loyalty | 6 |
| 9 | Tactful discipline | 7 |
| 10 | Sympathetic help with problems | 9 |

Source: Kovach, 1999.

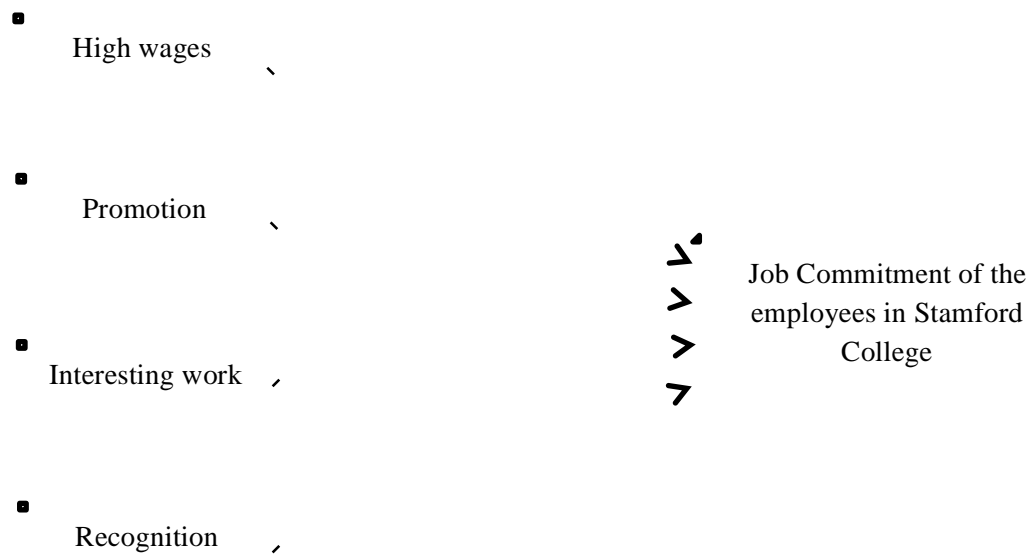
Based on another study by Lindner (1998), employees ranked their first motivating factor as interesting work. The main element in motivating the employees is to understand their motivating factors and form a motivation program or framework which will be based on those needs. Job enlargement is one of the methods that could be applied by the managers in order to make work more interesting for the employees by adding more variety of tasks performed. Other than that, job enrichment will make jobs more fascinating and salary or wages could be increased by adding more tasks to their job.

It is considered as an intrinsic factor where people are motivated by interesting work, challenges and increased responsibilities. It is mentioned by Lindner (1998) that factors such as interesting work will increase the employees' motivation more than financial compensation (Williams, 2013).

2.4 Theoretical Framework

A theoretical framework was developed involving two types of variable, independent variable and dependent variable. The diagram of the relationship between the independent and dependent variable are shown below in Figure 2:

Figure 2: Independent Variables and Dependent Variable



2.5 Hypotheses

Once important variables are established in the theoretical framework, statement of hypotheses are developed as below:

2.5.1 Hypothesis One

H1 : There is a significant relationship between high wages and employees' job commitment at Stamford College.

2.5.2 Hypothesis Two

H2 : There is a significant relationship between promotion and employees' job commitment at Stamford College.

2.5.3 Hypothesis Three

H3 : There is a significant relationship between interesting job and employees' job commitment at Stamford College.

2.5.4 Hypothesis Four

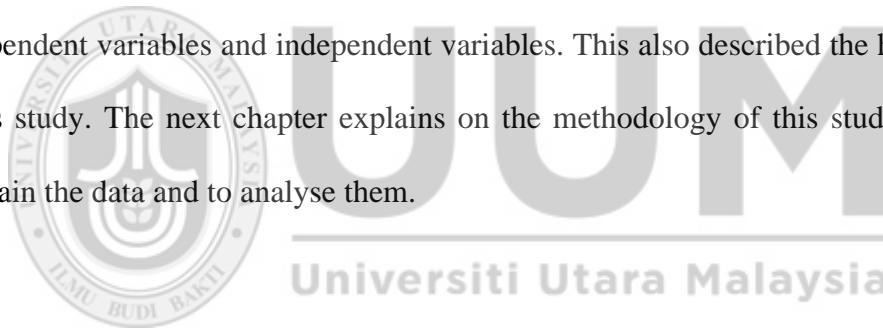
H4 : There is a significant relationship between recognition and employees' job commitment at Stamford College

2.5.5 Hypothesis Five

H5 : There is a significant relationship between factors of employees' motivation and job commitment at Stamford College

2.6 Summary

This chapter presented a literature review that explains how the motivation factors impact the job commitment of the employees and stated the framework of the dependent variables and independent variables. This also described the hypotheses in this study. The next chapter explains on the methodology of this study in order to obtain the data and to analyse them.



CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the research methodology of this study where it defines the body of research report consists of research design, hypotheses, theoretical framework, population and sampling, data collection and data processing, and analysis that were carried out.

3.2 Research Design

Table 3 below explains the research design adopted in this research study. The research design identifies the purpose of the study, investigation type, study setting, unit of analysis and time horizon.

Table 3: *Research design adopted for this study*

| No | Type | Method |
|----|-----------------------|-------------------------|
| 1 | Type of investigation | Correlational study |
| 2 | Study setting | Field study |
| 3 | Unit of analysis | Individual |
| 4 | Time horizon | Cross-sectional studies |

3.2.1 Correlational study

Sekaran (2003) claimed that correlational study occurs when the researcher is interested in outlining the significant variables relating to the issue. Therefore, correlational studies are being used as the type of investigation in order to find the answers to the issues arise in this research.

3.2.2 Field Study

Field study is clearly link to the sampling plan. Once sampling size is determined, the next step is to plan for field study. Field study has been used to analyze several independent variables, which are factors of employees' motivation.

3.2.3 Unit of Analysis

According to Sekaran (2003), unit of analysis refers to the aggregation level of the collected data through the following data study phase. The unit of analysis refers to the participants of this research. It specifically refers to 'what' or 'whom' that are being analysed where the data was obtained using these units.

Unit of analysis for this research is individuals because the data was gathered from each employee and the responses were treated as the individual data sources.

3.2.4 Time Horizon

Cross sectional is a snap shot research and the data are collected at one point in time. The data for this research was collected from 100 employees from Stamford College on sampling basis within a week to study on the factor that motivates respondent to work, and this data was collected at one point in time only.

3.3 Measurement of Variables/Instrumentation

The instrument was adopted from several sources which are William (2011), Van den Berg (2011) and Johnson (2005). This survey was designed to measure the two variables: motivation; and job commitment of the employees. It consists of three sections. First section covers the 4 independent variables with 4 to 6 questions for each variable. Second section covers the job commitment and last section covers the demographic area. These questions used the 5-point Likert scale where high scores (5) indicated the high level of employees' motivation towards job:

- 1-Strongly Disagree to 5-Strongly Agree

1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree.

3.3.1 Reliability Test

Table 4: *Reliability Statistics*

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| 0.939 | 0.935 | 35 |

Table 4 shows the reliability test of the questionnaires used for this research. The questions used for this survey were adopted from William (2011), Van den Berg (2011) and Johnson (2005)'s publication paper. According to Sekaran and Bougie (2009), the closer Cronbach's alpha is to 1, the higher the internal consistency reliability is. As the Cronbach's alpha of this result is close to 1, the internal consistency reliability of the measurement can be considered as good.

3.4 Data Collection

The purpose of developing a survey questionnaire is to gather data or information for the research study. A questionnaire is a written set of questions where the respondent wrote down the answers, rather closely outlining the alternatives (Sekaran, 2003). Data was obtained through the usage of a written questionnaire which is hand-delivered to the participants of the study. The questionnaire has three sections.

First section covers the four independent variables respectively. Second section covers the job commitment and third section covers the demographic of the respondents. These questions used the 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree) to record the responses. High scores indicated the high level of employees' motivation towards job. The questionnaire was distributed to the employees at Stamford College, Kepong on sampling basis.

3.5 Population and Sampling

3.5.1 Population

Target populations for this study are, all employees at Stamford College in Kepong campus. All employees in academic and non-academic in this campus were selected as population. The total of the employees are 100 people and each of the employee is the element of the population.

3.5.2 Sampling

In order to conduct this study, probability sampling is used to be subject of the sample. Probability sampling is one of the sampling techniques where every person

of the population had an equal chance of being included in the sample (Mahmud, 2009). It means all employees of Stamford College have a chance to be selected as the respondent.

For this study, stratified sampling was used where academic and non-academic employees are segregated to ensure that the percentage of sample respondents in each stratum matches the distribution in the population for the purpose of this study (Anderson, 2014).

The total population in the college is 100 people with 45 academic employees and 55 non-academic employees. Therefore, for this research, sample of $n = 80$ was taken from the list consisting of $N = 100$ of Stamford College in Kepong campus employees. The sample size is determined based on Sekaran and Bougie (2009)'s table. As such, the stratified sample of 80 respondents consists of the following:

- 36 employees (45% of 80)
- 44 employees (55% of 80)

3.6 Data Collection Procedures

Questionnaire was given out to 80 employees in the college ($N = 100$, $n = 80$) from different departments. The employees completed the questionnaires upon receiving it without delay and questionnaires sheet were collected on the same day. Questionnaires also were completed via online using the same set of questions in order to increase the response rate.

3.7 Technique of Data Analysis

The obtained data were analysed by using descriptive statistics, where the demographic of the respondents were able to be identified and able to present the data in a meaningful way. The usage of descriptive statistics enabled the data to be interpreted in a simpler manner where patterns can be seen and analysed based on it

Inferential statistics was also used by using a statistical tool, Statistical Package for Social Sciences (SPSS) version 18 in order to generate particular data. SPSS was selected to be used in this research because it is well suited to analyze survey research. In order to assure statistically reliable results, a questionnaire was distributed to employees to gain knowledge on factor that motivation employee at Stamford College Kepong campus and to smooth the way headed for better quality service and higher performance.

By using the SPSS, Pearson correlation (r) was used in this situation to measure the significance between the factors of motivation and job commitment of the employees in Stamford College. Besides that, multiple regression was also used to assess the degree and the character of the relationship between the dependent variables and independent variables.

3.8 Summary

This chapter explained on the research design, measurement of variables, data collection, population and sampling methods and the technique to do the analysis on the data obtained. This research used questionnaires to gather information based on stratified sampling and used SPSS and multiple regression to analyse the data.

CHAPTER 4: FINDINGS AND DISCUSSION OF THE RESULTS

4.1 Introduction

This chapter explains the findings for the study that was carried out based on the objectives stated in the chapter one earlier. The hypotheses that were stated in chapter two were tested and the strength of the relationship was reported in this chapter. First section describes the demographic of the respondents followed by the analysis of the employee motivation ranking. The last section describes the relationship between the dependent variable and the independent variables.

4.2 Demographic of Employees

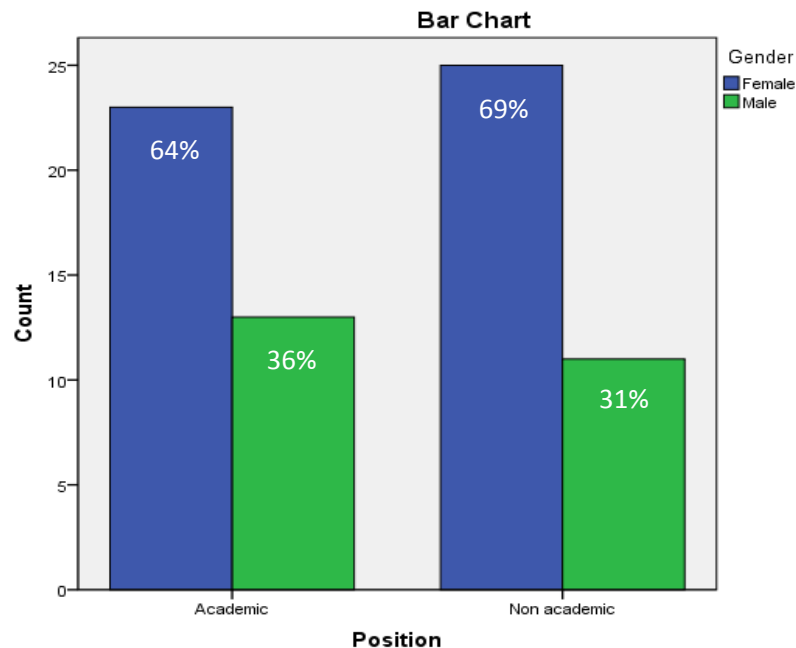
The sample size determined for this study is 80 people. However, the total respondents for this study were 72 employees. It is 90 percent of the total sample size that was analysed for this study. 72 employees have responded to the questionnaires and the results is analysed in this chapter.

The demographic of the employees was analysed using the descriptive table. Table 5 shows the role and the gender of the employees of this study.

Table 5: *Role and Gender of the Employees*

| | | Gender | | Total |
|-------|--------------|----------|----------|-------|
| | | Female | Male | |
| Role | Academic | 23 (64%) | 13 (36%) | 36 |
| | Non academic | 25 (69%) | 11 (31%) | 36 |
| Total | | 48 (67%) | 24 (33%) | 72 |

Figure 3: Role and Gender of the Employees



Based on Table 5 and Figure 3, there were more female (67%) compared to male employees (33%) amongst the 72 employees in the college, with a difference of 34%. By looking to the academic employees, there were 28% more females compare to male employees while for the non-academic employees, there were 38% more female than male employees. It shows that the college is dominated by female whether it is academic or non-academic. The trend of female domination can be represented from the data by The World Bank (2016), where there is an increase of percentage of female working in the education industry from the year 2011 to 2012 in Malaysia by 1%. It may be a slight increase over 2 years however, it is undeniably that it is gradually increasing.

Table 6: Role and Age of the Employees

| | | Age | | | | Total |
|-------------|--------------|-------------|-------------|-------------|--------------|-------|
| | | 21 - 25 | 26 - 30 | 31 - 35 | 36 and above | |
| Role | Academic | 2 (6%) | 9 (25%) | 11 (31%) | 14 (39%) | 36 |
| | Non academic | 8 (22%) | 14 (39%) | 3 (8%) | 11 (31%) | 36 |
| Total | | 10 (14%) | 23 (32%) | 14 (19%) | 25 (35%) | 72 |

Based on the Table 6, it showed most of the respondents were 36 years old and above (35%), followed by age between 26 – 30 years old (32%), age between 31-35 years old (19%) and age between 21 – 25 years old (14%). For the academic respondents, most of the employees are age between 36 and above (39%). However, for non-academic respondents, most of employees were age between 26 – 30 years old (39%). It shows that non-academic has younger employees who are age 26 – 30 years old compared to the academic employees in the college.

Table 7: Role and Race of the Employees

| | | Race | | | | Total |
|-------------|--------------|-------------|-------------|-------------|-----------|-------|
| | | Malay | Chinese | Indian | Others | |
| Role | Academic | 7 (19%) | 10 (28%) | 19 (53%) | 0 (0%) | 36 |
| | Non academic | 11 (31%) | 11 (31%) | 13 (36%) | 1 (3%) | 36 |
| Total | | 18 (25%) | 21 (29%) | 32 (44%) | 1 (1%) | 72 |

Table 7 shows the races of the employees in college. Majority of the employees in the college are Indian (44%) even among all academic or all non-academic employees. Among the academic employees, there are 53% of Indian race and among non-academic employees, there are 36% of Indian race.

Table 8: Role and Martial of the Employees

| | | Marital | | Total |
|-------|--------------|----------|----------|-------|
| | | Single | Married | |
| Role | Academic | 16 (44%) | 20 (56%) | 36 |
| | Non academic | 21 (58%) | 15 (42%) | 36 |
| Total | | 37 (51%) | 35 (49%) | 72 |

The marital status of all employees is quite equal between the single and married people with a slight different of 2% with single employees higher than married employees. Among academic employees, there are more married employees (56%) than single (44%). This is because based on Table 6, it shows that most of the employees are above 36 years old which is consider as the age where they would have settled down with a family.

On the other hand, the non-academic employees have higher single employees (58%) than married (42%). Table 6 shows that most non-academic employees are between 26 to 30 years old. Below 30 years old is still considered as relatively young where most people are still focusing on having better quality life and focus on their career according to The Star (2015).

Table 9: Role and Qualification of the Employees

| | | Qualification | | | | | Total |
|-------|--------------|------------------------|----------|-----------------|-----------------|------------------------------------|-------|
| | | High school (i.e. SPM) | Diploma | Bachelor Degree | Master's Degree | Others (Professional paper or PhD) | |
| Role | Academic | 0 (0%) | 0 (0%) | 11 (31%) | 20 (56%) | 5 (14%) | 36 |
| | Non academic | 4 (11%) | 11 (31%) | 19 (53%) | 2 (6%) | 0 (0%) | 36 |
| Total | | 4 (6%) | 11 (15%) | 30 (42%) | 22 (31%) | 5 (7%) | 72 |

Besides that, most of the respondents' highest qualification is Bachelor Degree level (42%), followed by Master Degree level (31%). For the academic employees, most of them have Master's degree qualification (56%) while non-academic employees, most of them have Bachelor Degree qualification (53%). There are more Master's Degree holders for academic employees as it is part of their role in order to teach in the education institution.

Table 10: Role and Years in Current Job of the Employees

| | | Years in current job | | | | | Total |
|-------|--------------|----------------------|-------------|-------------|------------|-------------------|-------|
| | | Less than a year | 1 - 3 years | 3 - 6 years | 6 -9 years | more than 9 years | |
| Role | Academic | 3 (8%) | 13 (36%) | 6 (17%) | 4 (11%) | 10 (28%) | 36 |
| | Non academic | 1 (3%) | 20 (56%) | 5 (14%) | 4 (11%) | 6 (17%) | 36 |
| Total | | 4 (6%) | 33 (46%) | 11 (15%) | 8 (11%) | 16 (22%) | 72 |

Looking at the length of working in college, most employees worked in the college with the same job is between 1 to 3 years (46%). Among the academic employees

and non-academic employees also most of them worked between 1 to 3 years in the current job with 36% and 56% respectively.

Table 11: Role and Years in the Industry of the Employees

| | | Years in the Industry | | | | | Total |
|-------|--------------|-----------------------|-------------|-------------|------------|-------------------|-------|
| | | Less than a year | 1 - 3 years | 3 - 6 years | 6 -9 years | more than 9 years | |
| Role | Academic | 1 (3%) | 3 (8%) | 13 (36%) | 6 (17%) | 13 (36%) | 36 |
| | Non academic | 0 (0%) | 12 (33%) | 12 (33%) | 6 (17%) | 6 (17%) | 36 |
| Total | | 1 (1%) | 15 (21%) | 25 (35%) | 12 (17%) | 19 (26%) | 72 |

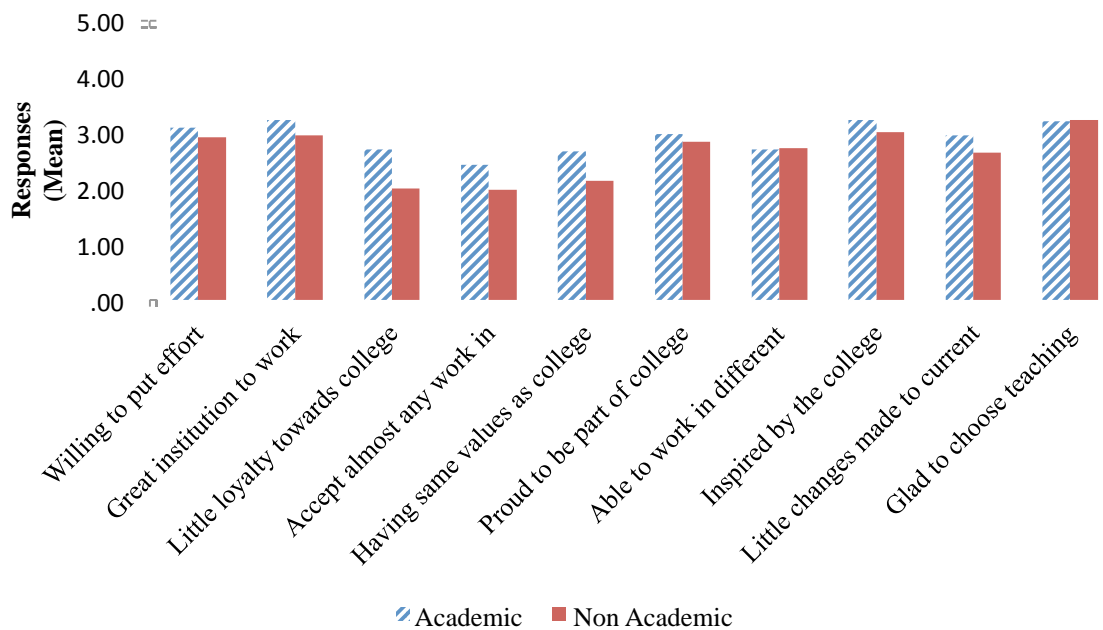
Lastly, the years of the most employees working in this industry are between 3 to 6 years (35%) and followed by 26% of all the employees working in this industry for more than 9 years. Academic employees mostly have been in the industry for 3 to 6 years (36%) and more than 9 years (36%). For non-academic employees most of them have been in this industry between 1 to 3 years (33%) and 3 to 6 years (33%).

4.3 Responses on Job Commitment

Table 12 shows the responses of the employees on their job commitment. The analysis will be compared between the academic employees and non-academic employees based on the mean values of the responses given. There were 10 questions on job commitment.

Table 12: Responses on Job Commitment

| Variables (Job Commitment) | Responses (Mean values) | |
|---|----------------------------|--------------|
| | Academic | Non Academic |
| Willing to put effort | 3.08 | 2.92 |
| Great institution to work | 3.22 | 2.94 |
| Little loyalty towards college | 2.69 | 2.00 |
| Accept almost any work in order to stay | 2.42 | 1.97 |
| Having same values as college | 2.67 | 2.14 |
| Proud to be part of college | 2.97 | 2.83 |
| Able to work in different organisation with same job | 2.69 | 2.72 |
| Inspired by the college | 3.22 | 3.00 |
| Little changes made to current will make employee leave | 2.94 | 2.64 |
| Glad to choose teaching profession over others | 3.19 | 3.22 |

Figure 4: Responses on Job Commitment

Based on Table 12 and Figure 4, the variables are based on the questionnaire that was given to the employees. From the result, it showed that the employees, both academic and non-academic, are neutral when it comes to willingness to put in effort in their current job and in agreeing that the college is a great institution to work in. However, when loyalty to the college is concerned, academic employees are neutral while non-academic employees are more loyal to the college. By looking at the following variable, academic employees are more neutral in accepting almost any work in order to stay with the college compared to non-academic employees who are less willing to accept. Academic employees have good chances of changing to another higher institution with better pay or overseas higher institution but they are willing to remain here despite the pay. This is because based on The Star (2014), the salary schemes for the academicians has been urged to be revised. This shows that the salary is not attractive in higher education. If the academic employees are willing to stay in the college despite of that, it shows that they are committed to the job in Stamford College.

Similarly to having same values as college, the academic employees felt that they are neutral when having same values as the college is concerned while non-academic employees feel otherwise. Both academic employees and non-academic employees are neutral on the job commitment where they are proud to be part of college, able to work in a different organisation with same job, being inspired by college and small changes would cause them to leave the college. Lastly, all the employees are slightly leaning towards agreeing that they are glad to choose teaching profession over others which shows that they are fairly satisfied with their job in this education industry.

4.4 Employees Motivation Ranking

In order to identify the preferences of the respondents in employees' motivation factors, Pearson's Correlation Coefficient is chosen to measure the significance between the factors of motivation and job commitment of the employees in the college.

These variables were ranked in sequence based on the Pearson's correlation coefficient scores which are depicted in the tables below based on this research:

Table 13: *Academic Employee Motivation Ranking*

| Correlations | | Commitment |
|------------------|---------------------|------------|
| Promotion | Pearson Correlation | .887** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| Interesting Work | Pearson Correlation | .846** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| High wages | Pearson Correlation | .799** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| Recognition | Pearson Correlation | .622** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |

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

Based on Table 13, it showed significant positive relationships between academic employee motivation and job commitment in Stamford College. Among all the motivation factors for the academic employees, the factor that has the highest positive relationships with the job commitment is 'Promotion' ($r = 0.887$, $p < 0.05$) compared to all other factors while the least motivating factor is 'Recognition' ($r =$

0.622, $p < 0.05$). This shows that the employees are more likely to be motivated when promotion is concerned compared to other factors including Interesting work ($r = 0.846$, $p < 0.05$) and High wages ($r = 0.799$, $p < 0.05$) which are ranked second and third respectively.

Table 14: *Non-academic Employee Motivation Ranking*

| Correlations | | Commitment |
|------------------|---------------------|------------|
| Promotion | Pearson Correlation | .915** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| Interesting work | Pearson Correlation | .891** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| High wages | Pearson Correlation | .808** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |
| Recognition | Pearson Correlation | .737** |
| | Sig. (2-tailed) | .000 |
| | N | 36 |

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

For non-academic employees in Table 14, it showed a similar ranking as the academic employees in Table 13. However, the correlation for non-academic employees has a slightly higher positive relationship than academic employees. The factor that has the highest positive relationships with the job commitment is 'Promotion' ($r = 0.915$, $p < 0.05$) while the least motivating factor is 'Recognition' ($r = 0.737$, $p < 0.05$). This shows that the employees are more likely to be motivated when promotion is concerned as well compared to other factors including Interesting work ($r = 0.891$, $p < 0.05$) and High wages ($r = 0.808$, $p < 0.05$) which are ranked second and third respectively.

Table 15: *Employee Motivation Ranking*

| No | Factors of motivation and Job commitment | Pearson's correlation coefficient (r) <i>Motivation and Job commitment</i> | |
|----|--|---|--------------|
| | | Academic | Non academic |
| 1 | Promotion | 0.887 | 0.915 |
| 2 | Interesting work | 0.846 | 0.891 |
| 3 | High wages | 0.799 | 0.808 |
| 4 | Recognition | 0.622 | 0.737 |

As shown in the Table 15, non-academic employees have significant stronger positive relationship between factors of motivation and job commitment compared to academic employees. Looking at the research questions, the ranking has been shown in Table 15 based on the results where the first ranking of the motivational factors that affect job commitment is Promotion followed by Interesting work, High wages and lastly, Recognition.

Hence, all the factors of motivations are significantly correlated to the dependent variable, which is job commitment. This shows that the five hypotheses that were stated in chapter two earlier which are H1, H2, H3, H4 and H5 are accepted based on the results in Table 15.

4.5 Relationship between Employees' Motivation and Job Commitment

The relationship between the factors of motivation and job commitment will be analysed in this section by using the multiple regression analysis where it is generally

used to determine the relationship between the single dependent variable and multiple independent variables.

Table 16 shows the squared multiple correlation coefficient (R^2) that explains the level of variance in dependent variable, which is job commitment in this model.

Table 16: Squared Multiple Correlation Coefficient (R^2)

| Model Summary ^b | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .931 ^a | .867 | .859 | .395 |

a. Predictors: (Constant), Promotion, Recognition, High wages, Interesting Work

b. Dependent Variable: Commitment

When the R-square value is high, it indicates a high level of success in the model that predicts the dependent variable. Therefore, based on the results in Table 16, R-square shows that the value is 0.867 which indicates 86.7% of the variance in Job Commitment is explained by the independent variables which are the factors of motivation.

Table 17: ANOVA

| ANOVA ^b | | | | | | |
|--------------------|------------|----------------|----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 68.106 | 4 | 17.026 | 108.914 | .000 ^a |
| | Residual | 10.474 | 67 | .156 | | |
| | Total | 78.580 | 71 | | | |

a. Predictors: (Constant), Promotion, Recognition, High wages, Interesting Work

b. Dependent Variable: Commitment

Based on the results of the ANOVA table in Table 17 shows that it is statistically significant with a p-Value/Sig. = 0.00 (<0.05).

Table 18: Coefficients

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | -.146 | .179 | | -.814 | .418 |
| Interesting Work | .337 | .076 | .392 | 4.427 | .000 |
| High wages | .190 | .080 | .194 | 2.375 | .020 |
| Recognition | -.097 | .071 | -.100 | -1.369 | .176 |
| Promotion | .502 | .107 | .485 | 4.680 | .000 |

a. Dependent Variable: Commitment

In Table 18, the coefficients show that 'Promotion' has 0.485 which is the highest value amongst others. It indicates that there are 48.5% influence towards the dependent variable (job commitment) followed by 'Interesting Work' with 39.2% and 19.4%. However, the negative value (-0.1) of 'Recognition' factor indicates that it is negatively correlated to job commitment. In other words, the negative value shows that Recognition factor does not affect job commitment and does not have any relationship with one another. The p-value for 'Recognition' (0.176) is greater than the common alpha level (0.05) which shows that it is not statistically significant ($p > 0.05$).

4.6 Summary

Based on this chapter, the data collected were analysed and has been interpreted in an understanding manner. First of all, the demographic of the respondents has been arranged and summarised into a simpler and understandable manner where it showed that there are more female employees than male employees in the college. Secondly,

the pattern of the responses on job commitment was shown. Next, using the Pearson correlation to determine the correlation between the independent variables and dependent variables and determined the ranking of the employees' motivation where the highest rank is Promotion which showed that there is strong positive correlation. Lastly, the multiple regression analysis was used to determine the relationship and significance between factors of motivation and job commitment where showed that 'Recognition' factor has no significant relationship.



CHAPTER 5: CONCLUSION AND RECOMMENDATION

5.1 Introduction

This final chapter indicates the summary of the key findings in this research. This chapter summarises the key findings, conclusions, recommendation for improvement and future research's recommendations.

5.2 Summary of the findings

Based on the findings, it showed that there were significant relationships between motivation factors and job commitment where the results analysed using SPSS and multiple regression showed the factor that has the highest positive relationships with the job commitment is 'Promotion' for academic and non-academic employees compared to all other factors. As for the multiple regression analysed in chapter four, the coefficients showed that 'Promotion' has 0.485 which is the highest value amongst others where indicates that there are 48.5% influence towards the dependent variable (job commitment).

5.2.1 Employees Motivation Ranking

The objectives of our study which was highlight in chapter one is to determine the ranking of the employees' motivation. Therefore, by using Pearson correlation to analyse the relationship of the variables between independent variables and dependent variable, the results showed that there is a significant positive relationship where the ranking is determined. The results showed that the employees are motivated by Promotion where academic employees has slightly lower positive

relationship ($r = 0.887$, $p < 0.05$) compared to non-academic employees ($r = 0.915$, $p < 0.05$). Nevertheless, the results by both academic and non-academic employees showed that Promotion has the highest rank followed by Interesting work, High wages and lastly, Recognition. The result obtained is also supported by the study by Williams et al. (2015), where the study agreed that 'Promotion' is a major factor that could increase the employees working morale and commitment where making advancement and growth in career as their goal to be achieved. It also supports the theories and concepts covered in chapter two where Locke and Latham (2002), and their Goal-Setting Theory mentioned that by having goal in mind, it would affect an individual's behaviour. In this case, the goal would be promotion and causing the employees to be committed in their job. The prospect of promotion actually encourages the employees to stay and invest their time in a company which leads to an increase of job commitment (Nhat Nguyen Cong and Dung Nguyen Van, 2013).

5.2.2 Relationship between Job Commitment and Employees Motivation

The second objective of this study is to determine the relationship between motivational factors and job commitment. By using Pearson correlation and multiple regression to analyse the data obtained, the results showed that there is a significant positive relationship between the independent variables and dependent variables. However, only one motivational factor showed a negative relationship based on the multiple regression which is 'Recognition'. The positive relationship was also determined in the study by Abnas Shaheen and Yasir Aftab Farooqi (2014), where their results obtained a significant positive relationship. It showed that employees who are motivated are more committed to their work compared to others.

5.3 Recommendations

It is unavoidable that employees choose to leave their current job from time to time as every employees will have their own personal reasons and own issues. However, it will be a problem if the higher institutions are the reasons for the employees to leave or demotivated as these factors are within the control of the higher institutions. It is recommended that they could survey other higher institutions on the management side in order to plan a better setting or environment for the employees to work in. For example, some higher institutions have implemented the flexible working hours for the employees. That concept can be considered to be implemented as well if it suits the values of the college and the higher institution's policy. This was proven in one of the case cited in Ministry of Manpower (2001) where an income insurance company showed that there was a reduced of the turnover rate from 15% to 9% since the company has implemented the flexible working hours.

The management may consider obtaining feedbacks from the employees on their satisfaction at their workplace. The employees may not be able to be honest if face by the management. Therefore, the management should consider having a mentor and mentee system where the mentee will be able to consult their mentor in case of any issues of unhappiness, as mentioned by Schooley (2010). This will benefits mentor and also mentee in their soft skills and relationship with one another.

5.4 Limitations and Suggestions for Future Study

In this research, the selected organisation has a small population causing the findings to be restricted and less variability. Therefore, for future research it should

concentrate on a larger group of population and sample size. By involving more than one college in the tertiary level of education would have better results and broader coverage.

Besides that, for this research, information obtained was not broad enough to have better analysis and rigid coverage. Many other factors were not studied upon. Hence, in future research, it would be better if open-ended questions or interview to be conducted as a supplemental to the questionnaires in order to obtain richer qualitative results and to gain a better understanding on the motivating factors in the industry.

5.5 Conclusion

It was concluded and contributed by research that each people who were highly committed in their work are likely to be more motivated, productive and satisfied where it is most unlikely for them to leave the organisation. The results from the research are believed to benefit the education industry, where small organisation faced issues with employees in the aspects of high turnover rate and demotivated employees. This will allow the education institution to enhance the motivation and increase the job commitment of the employees. This includes Stamford College in order for them to improve further and able to manage their employees' welfare.

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