RELATIONSHIP BETWEEN COMMUNICATION, RECOGNITION AND REWARD, TRAINING AND DEVELOPMENT AND JOB MOTIVATION AMONG FOREIGN LECTURERS IN UUM, KEDAH

By

ABDELHAK BOUKERIKA

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ABSTRACT

The purpose of the study is to examine the influence of communication, recognition and rewards, training and development on job motivation among foreign lecturers in University Utara Malaysia (UUM). Based on the existing literature review conducted, a conceptual framework was developed to test the relationship between these variables. The ERG theory was used to explain the relationship among the constructs considered in this conceptual model. A survey method was used in this study and a total of 95 foreign lecturers at UUM in Kedah were drawn through Total Population Sampling (TPS) method. Each individual foreign lecturer at UUM has been taken as the unit of analysis. 95 questionnaires were distributed and 62 responses were received. A combination of descriptive and inferential statistics was used to analyze the data collected using the Statistical Package for Social Science (SPSS) software. The findings of this study revealed that recognition and reward have a significant relationship with job motivation. However, communication was found to be insignificantly related to job motivation. In the same vein, training and development was found to be not significant in terms of its relationship with job motivation. Finally, recapitulation of the study, discussion, implications for managerial and policy, as well as recommendations and suggestion for future research were also highlighted in the study.

Keywords: job motivation, communication, recognition and rewards, training and development

ABSTRAK

Kajian ini bertujuan untuk memeriksa hubungkait di antara faktor komunikasi, ganjaran dan pengiktirafan, latihan dan perkembangan terhadap motivasi kerja bagi pensyarah-pensyarah warga asing di Universiti Utara Malaysia (UUM). Berdasarkan beberapa kajian yang telah dijalankan sebelum ini, kerangka konseptual telah dibina bagi menerangkan hubung kait di antara setiap pemboleh ubah. Teori ERG juga telah digunakan untuk menguji setiap pemboleh ubah yang berkaitan. Kajian ini turut menggunakan kaedah soal selidik dimana seramai 95 orang pensyarah warga asing di UUM telah diambil melalui Kaedah Populasi Jumlah Sampling. Pensyarah pensyarah warga asing yang bekerja di UUM telah dipilih sebagai responden kajian. Sebanyak 95 borang soal selidik telah diedarkan dan mendapat maklum balas dari 65 orang pensyarah. Gabungan kaedah statistik deskriptif dan statistik inferensi telah digunakan bagi tujuan analisis yang menggunakan aplikasi SPSS. Hasil kajian telah mendapati bahawa faktor ganjaran dan pengiktirafan mempunyai hubungan yang relevan dengan motivasi kerja. Walau bagaimanapun, factor komunikasi didapati tidak mempunyai hubungan dengan motivasi kerja. Begitu juga dengan factor latihan dan pembangunan yang didapati tidak ada hubungan dengan motivasi kerja. Kesimpulanya, rekapitulasi kajian, perbincangan, implikasi pengurusan dan dasar serta cadangan untuk kajian masa depan juga telah diketengahkan di dalam kajian ini.

Keywords: job motivasi, komunikasi, pengiktirafan dan ganjaran, latihan dan pembangunan

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LIST OF ABBREVIATION

JM	Job Motivation
CM	Communication
RR	Recognition and Reward
TD	Training and Development
UUM	University Utara Malaysia
HE	High Education
FL	Foreign Lecturers
RO	Research Questions
RQ	Research Objectives
IV	Independent Variable
DV	Dependent Variable
SPSS	Statistical Package for Social Science
MMU	Multimedia University
ETP	Economic Transformation Program
QS	Quacquarelli Symonds
WUR	World University Rankings
THES	Times Higher Education Supplement
MHES	Malaysian Higher Education system
HRM	Human Resource Management
ASTD	Association for Training and Development
ERG	Existence, Relatedness and Growth theory
OYAGSB	Othman Yeop Abdullah Graduate School Of Business
PB	Language Centre -Pusat Bahasa-
CAS	College of Arts and Sciences
COB	College of Business
COLGIS	College of Law, Government and International Studies
TPS	Total Population Sampling
RW	Reverse-Worded
SD	Standard Deviation
M	Mean

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter discusses the background of the research which explains the environment of the Malaysian Higher Education system (MHES) and the importance of job motivation among foreign lecturers in University Utara Malaysia (UUM) in Kedah. In addition, this chapter highlights the problem statement of the research, research questions, and as well, the purposes of the research. The focal point of this study is about job motivation among foreign lecturers in UUM.

The concept of hedonism dominates human motivation in the earliest views: the idea that people look for consolation and pleasure and attempt to avoid pain and discomfort (James, 1890). This author claimed that unconscious motivation and instinctive behavior are also indispensable in human conduct. Historical views on motivation, even though not for all time accurate, are of benefit in many scales. First and foremost, they present a basis for groundbreaking and new thinking about the motivation. Secondly , for the reason that they mostly centered on general logic and intuition, an evaluation of their strengths and weaknesses may help supervisors to get useful perceptions into workers' motivation at workplace (Moorhead & Griffin, 1995). Taylor (1947) took in leading the broader weight and methodology of the science to suggest a pattern of what the director has to serve. The distinction of work between the employee and the supervisor was found as far as taking apart of the task of planning from the execution task (Taylor, 1947). It tries to relay prize to the effectiveness of effort and outcome that has driven lots of to claim that Taylor put a main motivational value on financial compensation (Knights & Willmott, 2007). In this study the researcher attempts to find out the main factors that motivate foreign lecturers in UUM to contribute efficiently to achieve the UUM goals.

1.2 Background of Study

The implementation of Economic Transformation Program (ETP) established by the Malaysian government in the previous 2010 has the objective to transform the Malaysian economic from middle income country to high income country in order to compete in the rapidly changing world economy by the year 2020 (Malaysia, 2007). Besides, 3.3 million talented workforces from various industries, sectors and organizations need to be involved to fill up those new jobs to take on the ETP objective. However, in the competitive world, the important role of education in producing quality graduates should be taken into consideration by enhancing the lecturing system to increase the graduate standard quality (Malaysia, 2007).

Besides, there is a general recognition that the world is rapidly changing and higher education is one of the sectors that confronting unprecedented challenges. The higher education sector will witness a remarkable difference between the past and future trends. The expected changes and transformations will happen more often, more strongly, and in an intense competitive universal environment (Ismail, 2010; Tham, 2013). Ismail (2010) reported that these changes would get close to a fresh definition of scholars, academic and administrative staff members' offices, requests and expectations. The launches of private universities and twinning degree programs with celebrated foreign universities, which provide first class services and tailor-made programs became an additional add to the challenges confronting public universities.

These create an intense competition between the private universities in one side and the public universities on the other side, which leads the top management of public universities to think of ways to improve and enhance the competitive advantages against the private universities.

Nowadays, managing modern universities is a huge challenge as university leaders have to strive on monitoring costs while working forcefully to ensure high-quality education (Ismail, 2010). For this reason, some local universities in Malaysia tend to employ foreign lecturers as one of the criteria to win Accelerated Programme for Excellence status (APEX). The methodology used to rank universities in the international ranking list gives consideration to international faculties and international staff ratio of rated universities and thus, influence their Quacquarelli Symonds (QS) World university ranking (5% of the Times Higher Education Supplement -THES- and Quacquarelli Symonds World University Rankings -QS WUR- index is allocated to the foreign staffs number and 5% in the number of international students) (Shuib, Md Yunus, & Abdul Rahman, 2013; Tham, 2013). When a university is accorded apex status, it will receive additional government funding to transform it into a world-class university (Hoque et al., 2010; Shamsudin, Moktharuddin, & Sook, 2012; Zakaria, 2013). While employing foreign lecturers to teach in Malaysia's universities leads to healthy competition in terms of work quality, overseas lecturers bring the skills and knowledge of latest technology from their country to local universities (Shephard, 1996; Tahir & Ismail, 2007).

As the foreign lecturers are considered as employees belonging to education organizations, lecturer objectives must be achieved to enhance the workplace and enable them to realize outstanding research and teaching performance (Chen, Yang, Shiau, & Wang, 2006).

Therefore, Idris (2009) stated that academician might suffer from the situation leads to low motivation towards their job due to overwhelming workload arising from rapid growth of Malaysian tertiary education sector. He also argued that, the rapid growth in the Malaysian tertiary education sector creates negative environment which increases stress and pressure among Malaysian public academicians. Consequently, this situation may lead to increase turnover and absenteeism rates as well as lowering the motivation among foreign lecturers.

The turnover and foreign lecturers' outcome behavior might have an impact on the institutions of higher education in attaining the goals. It also has an effect on the objective of Economic Transformation Programme (ETP) for producing talented workforce in which as performance lecturer decrease, this leads to lower motivation towards their job (Ismail, 2010). These problems have a negative impact on university, lecturers, graduates, and can affect the ETP in shaping the high-income class by the year 2020. Therefore, to reduce turnover and increasing the number of foreign lecturers, the researcher thought about alternatives that can be used to make UUM attractive in the views of foreign lecturers. That can help to obtain workforces needed in high education sector as mentioned in the ETP. Besides, the crucial role of motivation on employees engagement, commitment and performance in the organization leads to the chosen job motivation as the key player to overcome the problem in this research (Springer, 2011).

Therefore, Zahra, Iram, and Naeem (2014) noted that most of the companies have encountered many problems regarding their employees such as absenteeism, turnover, lack of commitment and motivation. However, by motivating employees, this may help to provide wider awareness to employees that leads them to enhance their personal growth and also reduce employees' turnover intentions (Zahra et al., 2014). Thus, this project aims to determine the factors that influence job motivation among foreign lecturers.

This study involved a total of 95 foreign lecturers as respondents representing a sample. This research aims to explain the meaning and the underlying concept of motivation, and helps UUM management in terms of reviewing and updating policies and strategies. It is also beneficial in understanding the main motivating factor for foreign lecturers in UUM to increase their productivity.

1.3 Problem Statement

Literatures have identified and revealed job motivation (JM) as the most significant particularly in the 21st century. Researchers argued that JM is interconnected to intention to stay as well as job execution among foreign lecturers in the institute of higher training. This became a serious problem in the management of institutions of higher education (Blunt, 1987; Chen et al., 2006). Therefore, previous studies have focused on the positive relationship between high levels of job motivation that lead to the employees being actively engaged, having high commitment and improve performance of their jobs (Achim, Dragolea, & Balan, 2013; Afful-Broni & Nanyele, 2012; Springer, 2011). While a negative relationship with low level of the job motivation leads to stressful working environment and feeling of disengagement towards job involved in the organization (Achim et al., 2013; Afful-Broni & Nanyele, 2012; Springer, 2011).

The table shows a sudden decrease in the number of foreign lecturers for the first time in 2016. Previously, the number had been increasing since 2010 with 47 lecturers until 2015 with 122 lecturers. Figure 1.1 below shows the details about the number of visiting lecturers between 2010 and 2016 (Appendix A: UUM Registrar department, 2016).

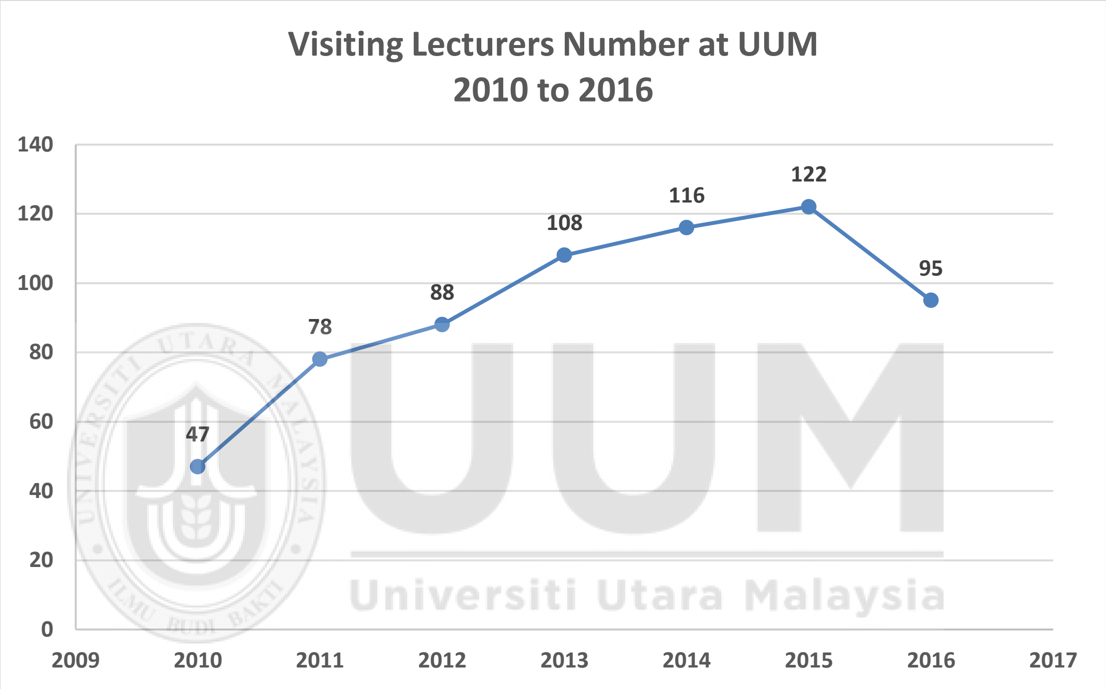

Figure 1.1

The Number of Foreign Lecturers at University Utara Malaysia

Additionally, according to Michailidis and Georgiou (2005), many studies on work stress in different places in the world had been done just to illustrate the importance of evaluation and work management to the harms can caused by stress and which may affect the wellbeing of individual and organizations. Consequently, the researcher adopts this study to examine that factors influence job motivation among foreign lectures in UUM. on the other side, researchers have considered several methods in which having employees with high level of motivation are reliant on practices of management that enhance communication, recognition, staff training, and reward (Song, Wang, & Wei, 2007). The previous subjects are correlated and also essential to consider that motivation is not attainable by only one particular factor but a mixture of actions (Green, Chivers, & Mynott, 2000).

For that reason, if the managers of UUM do not invest in the foreign lecturers, it is probable that they do not wish to stay in UUM for long time. As a matter of fact, dealing with turnover is too costly because it also comprises not only the expenditures linked to the employing and ensuring training, it comprises also the intangible cost like departure of brilliant lecturers and the expertise from the university is quite difficult to be controlled. Consequently, the researcher is attracted to study and identify which factors may influence job motivation among the foreign lecturers who are working in UUM.

From another view, previous studies have shown inconsistency in the results of the effects of communication, recognition and rewards, and training and development on job motivation. Thus, there is a need for more investigation in this area (Song et al., 2007). Furthermore, Mathur, Zhang, and Neelankavil (2001) found out important differences in the factors that influence the job motivation level across four countries (China, India, the Philippines and the United States). Additionally, as per the best knowledge of the researcher, there is a lack of studies on job motivation among foreign lecturers particularly in UUM. Indeed, this project will contribute significantly by overcoming this gap of study.

Several studies investigating motivation have been carried out on workplace. Numerous of these studies recognize the complication of the interactions among the external motivators, internal processes, and self-actualization processes (Green et al., 2000). Scholars suggested that motivation requires to be continued and improved as personal and organizational aspects vary through time (Green et al., 2000; Schein, 1980). Thus, this is clearly evidenced by the lack of understanding in the findings of previous researches as easily as by the fact no study incorporated all three variables simultaneously with job motivation in UUM.

As it could be ascertained from the idea of job motivation, there is a need to study the "driver" of motivation. In some other direction, what do UUM managers must practice to get their foreign lecturers feel motivated to help their university?

1.4 Research Questions

To determine the factors that influence job motivation among foreign lecturers in UUM. This research will try to provide answers for the following questions.

1- Does Communication has a relationship with job motivation among foreign lecturers?

2- Do Recognition and Rewards have a relationship with job motivation among foreign lecturers?

3- Do training and development have a relationship with job motivation among foreign lecturers?

1.5 Research Objectives

This study attempts to enhance the understanding of factors that motivate the foreign lecturers in UUM to contribute efficiently in realizing the UUM goals. Specifically, the purpose of this research is to attain the following aims;

1- To determine the relationship between communications and job motivation among foreign lecturers.

2- To examine the relationship between Recognitions and Rewards and job motivation among foreign lecturers.

3- To determine the relationship between training and development and job motivation among foreign lecturers.

1.6 Significance of Study

This study point is to identify and gain good understanding about motivational factors that have an impact on the foreign lecturers in order to contribute efficiently to front and step up efforts to bring UUM to the international scene through Phase 2 of the UUM Strategic Plan (2016-2020) which emphasized the four core thrusts among internationalization, developing Human Capital and Talent Management, after attaining numerous successes at the internal stage (UUM, 2016).

The implication of this work would increase the understanding of the relationship between the communication, recognition and rewards, training and development and the job motivation among the foreign lectures in UUM.

The study will be useful in shedding light on the significance and the underlying concept of motivation, it can be also useful as well for management of higher institutions and establishments responsible in term of reviewing and renovating policies and legislation. Ather (2007) pointed out in his study about the need for more researches on the job motivation area and mentioned that employees' motivational issue is much more complicated and challenging than the concerns of employees' ability and resource problem. This study attempted to offer answers to the question of what should be done to sufficiently motivate foreign lecturers to contribute their optimal quota to their efficiency and productivity.

Finally, the findings of this research could contribute as well to improve the competitive capacity of Malaysian educational organizations. These findings offer valuable information for the policy makers in education, human resource managers, as well as the local and foreign lecturers and students. It is also expected that this study will provide a basis for a superior working relationship between the organization's management and the staff.

1.7 Scope of the Study

The narrow scope of the study environment considerably affects the limitation of this study, which only focuses on job motivation among foreign lecturers in University Utara Malaysia. The number of foreign lecturers in University Utara Malaysia is 95 lecturers in different faculties and specialties, the small number of samples analyzed limit the generalizability of this research to the UUM foreign lecturers. Besides, this study is constrained to limited time to be conducted. The researcher only has one semester to complete the research. Therefore, the researcher needs to manage the time properly to make sure understanding of the relevant research topic and previous research information is achieved with the results in order to complete the study in a short period of time.

1.8 Definitions of Key Terms

1.8.1 Motivation

Motivation is recognized as a group of values and attitudes which impact an individual to take action on a precise, goal-directed way (Furchtgott & Furchtgott, 1999; Hellriegel, Slocum, & Woodman, 1998; Song et al., 2007).

1.8.2 Communication

Communication is used as tool between employees and employers among different levels (e.g.: from top to down) and same level (e.g.: from base to up) to be reliable, so that everyone can clearly comprehend about the firm's goals, following steps and growth (Berger, 2008; Kennan & Hazleton, 2006).

1.8.3 Recognitions and Rewards

Workers forcefully contribute in related plans. Thus, the organization seeks to be top perform, and then gain recognized for the efforts done. Career advancement and incentive, planning and promotion as well as must be emphasized to remain the opportunities of growth amongst the skilled staff, whilst to keep as much as good workers (Rowley, 1996a, 1996b).

1.8.4 Training and Development

Training and development are merely recognized as 'the formal, ongoing efforts that are made inside an organization to increase the performance of its employees' (Gould, 2009). Training and development may be defined as 'an educational procedure which includes the changing of behavior, sharpening of skills, concepts, and acquiring further knowledge to augment the efficiency of employees (Olaniyan & Ojo, 2008).

1.8.5 Higher Education

The higher education is defined as the final step of formal learning which occurs after secondary education, it is known also as after-secondary education, or third level education (Veblen, 2015). The higher education usually offered through universities, colleges, academies, and also at institutions of technology (Miller & Malandra, 2005).

1.9 Organization of the Study

This is the first chapter in the research. In this chapter, it briefly explained about the introduction to this research, which offers a general introduction to the problem areas. In addition, the background of the study and the problem statement have also been discussed. This subtopic shows the issue of this problem and the need for it to be addressed. Then, this chapter also outlines the research questions, the objectives of the study, significance of study, scope of study, followed by the definition of the terms and eventually presents the research structure.

Chapter two provides a general revision of the previous article associated with this research. It also incorporates the reviews in detail regarding the involvement of duties and also discusses all the elements that contribute to job motivation.

Chapter three shows the theoretical framework, which include factors that influence the work motivation. This chapter also explains the evolution of the research hypothesis.

This section explains the method used by the researcher in this study, the research design, measurement parallel with data collection procedures and data analysis techniques.

Chapter four discusses the results of the study. The findings are transformed into tables for easy interpretation. There are a lot of measurements used to obtain results which establish the legitimacy, reliability tests and so on.

Chapter five discusses the interpretation of the research findings and conclusions followed by issue-based research and a final recommendation which is to be in accordance with the interests of research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, several literatures that are related to this research has been searched, which include job motivation, communication, recognition and rewards, and training and development. As stated by Sekaran and Bougie (2013), a literature review is the body of knowledge accessible to the researcher. It may assist the researcher to think about and/or better understand the problem. A careful critique of texts, journals, conference proceedings, and other printed and unpublished materials, which are obtained from the sources of data information collected along the specific case of the researchers. This section therefore would look at the factors which decisively affects foreign lecturer job motivation in Universiti Utara Malaysia.

2.2 Job Motivation

The term motivation is derived from the earliest Latin mover, which means, "to go". As the term is used in the area of employee motivation, this definition has been suggested by Janssen, De Jonge, and Bakker (1999), Job Motivation (JM) is the degree to with an individual desires to do well in his or her job, in order to realize intrinsic satisfaction" (Janssen et al., 1999; Moody & Pesut, 2006; Warr, Cook, & Wall, 1979). Another definition provided by Dieleman, Cuong, and Martineau (2003), identifies job motivation as level of preparedness of individuals to provide and sustain efforts toward organizational goals. Moreover, motivation is a complex concept and there are many theories that explain and analyze the motivation of employees. Summarized, staff motivation factors are determined at various levels.

On the other hand, some authors offer the next description for motivation: "Motivation is a value-based, psycho-biologically stimulus-driven inner urge that activates and guides human behavior in response to self, other, and environment, supporting intrinsic satisfaction and leading to the intentional fulfillment of basic human drives, perceived needs, and desired goals" (Moody & Pesut, 2006). Furthermore, the motivated individuals are those who on their own free will, are able to sustain their actions in relation to themselves and the environment by keeping close to their set of goals and perceived needs and desires (Locke, 1997; Moody & Pesut, 2006).

Rabey (2001), in his study defined motivation as the internalized force of the leading thought of the minute; people cannot motivate everyone, while they may entirely cause a situation to which persons will react for the intellect that they opt to. According to Rabey (2001), the components of motivation are inbuilt within each person. As long as we are conscious, our motivation to act is reactive to three forms of signs, including neutral, forward or overturns. With internal and external stimulation, everything can be achievable.

In addition, motivation is one of the most important aspect of organization behavior in human resource management (HRM) studies. It is the characteristic that helps the employees to achieve their own goals. Likewise, it fires the thrust that pushes an employee to work hard. It is the push that gives workers the strength to get up and keep going, even when things are not going their way. Motivation is considered as the fuel that promotes people to understand their objectives, needs, and desires. Besides, motivation is a necessary ingredient for a successful leadership in helping to move people to do their best. It has a very essential character in the workplace for the manager in one side, and for the staff on the other side, in parliamentary procedure to accomplish the personal aims of both managers and staff, as well as establish the organization's objectives. Additionally, motivation is a complex process, which involves unsatisfied needs, direction of behavior, actual effort, evaluation of performance and the resulting rewards. There is no singular motivation theory till date that comprehends all constituents of the motivation process. In fact, motivation starts with physiological or psychological urge, which activates the behavior or drive of an individual to steer towards a goal (D. Mathur & Gupta, 2014).

Besides, motivation is one of the factors that use power driving with actions and work. According to Greenberg and Baron (2003), It is the accumulation of different processes that influence and direct our behavior to achieve certain goals. It is dynamic in today's environment that clearly creates and includes a positive impact in the workplace. In organizations, the best performance can be implemented with most staff are committed which can only be achieved through motivation employee. Kreitner and Kinicki (2006), assume that the motivation to contain "the psychological processes that lead to the encouragement, direction, and persistence of voluntary action that are goal directed." Particular reliance on intrinsic motivation, and also, extrinsic factors will result in cooperation among fully committed employee.

Several researches have been practiced in the motivation field of the system. Some of these studies recognize the complication of the interactions between the external processes like financial rewards and the environment (Taylor, 1947), and the interior motivators as well as psychological contracts (Schein, 1980), individual values and prospects (Vroom, 1964) and self-actualization methods (Maslow, Frager, Fadiman, McReynolds, & Cox, 1970). Scholars also recommended motivation as a process that need to be sustained and advanced like personal and organizational factors adjusting through time (Schein, 1980).

Moreover, some authors identified the researches on motivation area as connected to what makes individuals act in a same manner, and by which they decide persistence and guidance of their perseverance. In other words, the levels of job performance are not just defined by the capability of employees, but by the employees motivation strengths. If employees are capable to complete to the greatest of their capabilities, it is also required to give attention to the work motivation nature (Mullins, 2001).

(Rowley, 1996a, 1996b) stated in her studies that motivation is a key in the creation and extra growth of the quality in higher education and/or quality service. Motivation also creates a vital element when going through the human learning process (Osteraker, 1999). Furthermore, other researcher mentioned in his study that (motivation) is known as a group of powers that lead individual to act in a some modes (Griffin, 2005; Mohammad Ather, Aktaruzzaman Khan, & Hoque, 2011). Meanwhile, others stated that motivation is a universal word utilized to signify the entire group of needs, wants, wishes, drives and similar forces. Saying that managers motivate their assistants means they do such things which they assume will assure these needs and drives and convince the assistants to behave in a wanted way (Koontz & Weihrich, 2001; Mohammad Ather et al., 2011).

Additionally, the set of independent/dependent variable relationships have always linked to motivation. These variables explain the amplitude, direction, and perseverance of an attitude of individual, holding continuous impacts of skills, aptitudes, and comprehending of the job, and the constrictions functioning in the environment (J. P. Campbell & Pritchard, 1976; Song et al., 2007).

According to Mohammad Ather et al. (2011), motivation is known as a crucial tool in the traditional management as well as the Islamic management, by this tool the practitioners of management release their tasks efficiently and in that way attain the predetermined organizations goals. It is the readiness to the elevated stages of effort to arrive at the objectives of the organization, conditioned by the ability of effort to persuade certain personal needs (Mohammad Ather et al., 2011; S. P. Robbins & Coulter, 2000).

Besides that, Rowley (1996a) noted in his study that effective manager has to bear in mind that the variety of motivators are relevant for multiple staff and this last one will show differing constitutional stages of encouragements in writing down their own objectives and striving to achieve them. Good management requires the recognition of the use of every single variation (Green et al., 2000; Rowley, 1996a, 1996b). Furthermore, one of the important points for the managers is to discover whether their employees are de-motivated in any sort of way, and work on recognizing it, then overcoming the factors that lead to this de-motivation. Managers have to gather the multiple needs of the organization with the needs of their own employees to keep them highly motivated (Green et al., 2000).

According to Song et al. (2007), their study determined that many experts and practitioners have always been concerned in job motivation. This interest arose from the fact that incentive practices may rise the performance of employees (Meyer, Becker, & Vandenberghe, 2004).

In this regard, The owner of company or organization can apply motivation techniques through incentive to inspire employees on the grounds of motivation to influence the representative's practices that focus errand execution and logical execution (Song et al., 2007).

2.3 Communication

Communication is one of the keys of successful job motivation among all employees in the organization. It helps in building relation between employees, allowing the cooperation and boosts an appropriate working environment. In contrary, the lack of communication could be a direct source of learning barrier, distrust and insecurity (Green et al., 2000). If the information is widely provided in any way among the employees, it could make them highly motivated and be the true part of the organization. In fact, good managers will always let their employees be notified about any updates. While, the development of technology nowadays helps to make the diffusion of the information among the employees easier and clearer than before for instance utilization of tools of the electronic mail when used efficiently (Green et al., 2000).

Furthermore, communication is one of the crucial ways in the continuous improvement, which is the goal and duty of every person in the firm. Thus, effective communication is often seen as appropriate (Rowley, 1996a). Rowley (1996a) also, argued that communication is essential to guarantee that expectations of staff change with the environment changes, in such situation the supervisors play an important role in reducing and eliminating dissatisfaction. This usually accomplished by the use of allocation and negotiation of resources, and managers look to reduce the effects and communicate the restraints.

In addition, communication manifests itself at work place, where managers help to set up an open space for interaction just by talking to the workers about their functions and job. That could make the employees feel more confident about giving feedback and recommending some enhancements which can positively affect the completion of the tasks (Green et al., 2000). Not only that, Rowley (1996a) considers communication as the only tool that can be used to correct the situation when conflict arises due to possibility of an expectations dissimilarity between the employees and their manager.

Moreover, Luthans (1998), mentioned in his research that the company's internal processes significantly affected by the amount of communication between employees. This can also establish strong unity among the workers inside or outside the firm. The author also pointed that communication has crucial functions in several types of disagreements inside the organizations, organizational divergences and gossips (Luthans, 1998). Indeed, proper communication is one of the key elements in creating a good team (Bùi & Wangmo, 2015).

On the other side, to build trust and confidence to the employees, the organization must make employees know about the strategic plans and the business performance of their organization. Whereas, the direct communication between the departments is highly recommended at all stages. It is necessary for senior management team in the organization to maintain every single individual of the company informed, mainly when various departments are included within the company (Glen, 2006; Tomlinson, 2010).

2.3.1 Relationship between Communication and Job Motivation

In improving communication between employers and employees, provided data must be specific and appropriate in a constructive manner for both employees and superiors. Assessments of employees for good performance helps to sustain their motivation and help them to continue in this direction (Hackman, 1980). In addition, communication with employees in a positive way can improve performance and avoid the problem of employment (Bakker & Demerouti, 2007).

In one work group or organization, communication can control the motivation of employees for decision making. Besides, for most workers, group is the most important source in social communication (reciprocity or interaction) and they are able to reduce their pressures. Lastly, communication can provide information for individuals and groups who need them to reach determinations and can exchange information through a variety of methods of public presentation and then assess and select the best method or solution (Scott & Mitchell, 1976).

Effective communication is not inevitable and activities of individuals, groups, organizations and communities bind in all human societies. In one study conducted by Hersey and Blanchard (1993), the authors identified four major indicators of effective communication which are: empathy, openness, support and social skills. In organizations today, because of the changing needs of employees, the environment should stimulate and satisfy more than just to fulfill the physiological and safety needs (Hersey & Blanchard, 1993).

2.4 Recognitions and Rewards

Recognition, reward, and achievement are important elements of motivation (Herzberg & Mausner, 1959). Managers have to discover the methods to recompense employees considering the distinction of each member's characters and that every one of them will have his own reaction towards reward and recognition. (Green et al., 2000). Schein (1988) recognizes the usefulness of pointing the personal needs of employees. If the motives and capabilities of the individuals are low, it makes them feel instable, the delicacy and diagnostic ability to realize and consider the differences are one of the requirements of effective management. (Schein, 1988).

The manager might also have to deal with reward more fundamentally. Pay and promotion are essential motivators. Meanwhile, relevancy and justice in delivery is necessary, and the managers should be aware of the de-motivation. The least that the systems of reward can do is to avoid de-motivation in case it could not achieve the total motivation among the employees, especially when there is a rarity of the promotion opportunities (Holbeche, 1998).

In addition, recognition is one of the tools to handle motivation in a “flat” company or structure, and managers must consider some form of evaluation system. They can use repeated recognition in informal methods. For instance, the managers could reward the employees when the accomplishment of some tasks just by saying “thank you” or “well done”, with a sense of appreciation and a confirming smile. Recognition can be given through several methods which the managers must learn which method the employees prefer to be rewarded by. Moreover, it can help the employees to develop motivation. By acknowledging achievement, it drives for more endeavours. In case when the workers behave wrongly or at unsuitable moments, appreciation and recognition could keep them away from experiencing a probable de-motivation (Green et al., 2000).

Furthermore, recognition can be either monetary or non-monetary rewards form, or just a simple acknowledgement of some tasks well accomplished. By using the rewards and recognition in the organization, the managers powerfully communicate with the team or the individual rewarded about what sort of actions, accomplishments and activities the organization appreciates. In other words, the recognition can be used to clearly show what the company expects from the employees in terms of efforts, attitudes, and behaviors. In theory, the organization use rewards and recognition as a force to lead the employees towards needed attitudes and behaviors and eliminate the unwanted behaviors.

Additionally, recognition and rewards as a method are also used by organizations to ensure that workers feel valued and respected. In case the staffs are not often recognized for a work well completed, or they received an inappropriate recognition, the level of motivation will be reduced. Managers can help their workers just by recognizing their current positions and trying to assist them in their progression.

When the organization gives recognition or rewards to their employees, they will positively react through their high motivation level towards the job with their company. According to some researchers, the appropriate recognitions and rewards is very important to engage employees, therefore, the absence of recognitions or rewards may drive burnout in the organization (Bhattacharya & Mukherjee, 2009; Maslach, Schaufeli, & Leiter, 2001).

Besides, the recognition and rewards strategies have a major role in showing the organizational culture of the company. The organizations must update their strategy of rewards to fit their own objectives. Based on both organizational and individual performance, the organizations could boost a culture of rewards and recognition for their employees. The regularity of praise is one of the important informal forms of the recognition, while, it provides a profound sense on the individuals' contribution and their participations. Meanwhile, the rational-economic model, recommend that individuals are encouraged essentially by monetary financing towards oneself, and will follow up to boost their own particular financial and material prizes (Rowley, 1996a; Taylor, 1947). Individuals' inspiration might be controlled generally by withholding or offering money related prizes. Besides, the underlying of this model are the suppositions that individuals are: aloof, slanted to declare less as opposed to more exertion, unwilling to assume ownership, intrigued by work for what they can receive in return fiscally (Rowley, 1996a; Taylor, 1947).

Mathur and Gupta (2014) stated that financial motivational practices have important impact on the motivational level of teachers as compared to non-financial motivational practices and the prevalent motivational practices implemented in financial sector provide enough motivation to induce better performance.

2.4.1 Relationship between Recognitions and Rewards and Job Motivation

Before presenting the theory about the influence of recognition and rewards on job motivation, it worth to mention that some previous research in behavioral psychology advised against using incentives as extrinsic rewards because they appear to undermine intrinsic motivation, which is considered better for performance than extrinsic rewards (Deci, Koestner, & Ryan, 1999; Wenemark, Persson, Noorlind Brage, Svensson, & Kristenson, 2011). Nevertheless, some studies suggest that such conclusion is far from straight ahead. Meanwhile, a positive effect on motivation is expected to be praised, a negative result is limited to the real rewards (Carton, 1996). Moreover, the rewards seem to enhance motivation for low-interest tasks and also for high-interest tasks if they are tied to the levels of performance (Cameron, Banko, & Pierce, 2001). As stated by Rowley (1996a), the common methods for monetary inspiration are execution related to pay and promotion.

Furthermore, a lack of appropriate rewards for the work people do (the insufficient financial rewards) leads to make the workers demotivated to do their task efficiently.

As when employees, do not experience the remuneration or benefits equal to their accomplishments. Even more important at times is the lack of social rewards, as when one's hard work is ignored and not valued by others. This lack of recognition devalues both the work and the workers. In addition, the lack of intrinsic rewards (such as pride in practicing something of importance and doing it well) can likewise be a vital component of this mismatch. Lack of reward is closely associated with feelings of inefficacy (Maslach et al., 2001; Saks, 2006).

According to Blume, Board, and Kawamura (2007), a real incentive is effective in improving achievement for the task that was not done before, to encourage "think smarter" and supports both the quality and quantity outcome to achieve the goal. Incentives, rewards and recognition are a prime factor influencing job motivation. As employees engaged in their work activities deliberately for the sake of his own, he will be intrinsically motivated in their behavior as their activities will be fun and satisfying (Vansteenkiste, Simons, Lens, Soenens, & Matos, 2005). Thus, factors like incentives and rewards are the most used options for employee motivation program.

2.5 Training and Development

Training and development are integral part of human being life span. With proper training, one can develop and sharpen his skills. Training and development always attracts researcher to do more studies.

The earlier researches have been done by J. P Campbell (1971), Goldstein (1980), Wexley (1984), Latham (1988), and Tannenbaum and Yukl (1992) in their studies that focused on the training and development in the organizations, where they found the content of training is too varied, counting instruction in equipment maintenance , equipment operation , medical procedures, science education, military operations, and interpersonal talents.

Additionally, training and development are the important contributors to person and team motivation. If learning and development professionals place greater emphasis in developing organizational talent in this way, team engagement and motivation are all very likely to be enhanced (Glen, 2006). Moreover, the proper training could boost the staff involvement in organizations. On the other hand, recent research pointed out that the absence of the chance of training in certain areas is seen as a big obstacle to the development of professional career (Dalton, Mynott, Nankivell, & Reardon, 1999). Furthermore, training and development are among the crucial functions of HRM. Which are concerned with various tasks such as recruiting competent people, training them, aiding them to perform at high levels, and providing mechanisms to guarantee that these employees maintain their performance affiliation with the organization (Hoque et al., 2010).

In addition, some literatures consider professionals who do not have chance for promotion in their organizations are not able to change to another company or another industry because they do not have the required skills. Such people do not expect any development in their careers and they keep thinking that they are stuck in some posts (Green et al., 2000). Meanwhile, the de-motivation level could be diminished by an effective training. Nevertheless, the training method has a direct impact on its success. the training and development management necessitate a proper balance between the individuals aspirations on one side, and the organization's needs on the other side (Odini, 1996).

The debate between the managers and their employees about training and career development was considered as a significant part of the yearly individual performance assessment. That could help to define the employees' needs and interests to highlight any worker concerns about the job, as well as guiding the employees towards suitable training chances. One of the positive point in staff training is that all company members are concerned and they can participate, whatever their post in the organization. It is critical for the organization's success to adopt an effective training program, training may well bring employees collectively, enabling colleagues to assist each other in their advancement on the way to their common objective.

In the other hand, managers should be aware about any sort of training that could motivate the employees as well as what the organization provides. That also involves training about safety and health, crucial skills and disability. This training can build knowledge, stimulate interest and provide a chance for participation of group and discussion. In other words, to motivate staff using training, managers have to provide the right training not just "any course" to please the organization's needs.

As stated by Allan (1996) in his book on motivating individuals, he wrote on motivating individuals and spots the light on possible matters for the manager to defeat, including a precise need to bring in new skills, make sure that the employees grasp the interest of developments and learning new skills, set development and skill goals and give daily feedbacks on the improvements, and regularly assess the situation.

Green et al. (2000) illustrate in their study on the necessity of the involvement between managers and their employees in all training stages, including the establishment and planning. If training could enhance workers' commitment and restore communication among employees within the organization, then the likelihood for the workers to get motivated will arise. Besides that, Osteraker (1999) stated in her study that each successful organization aims to define the elements which could positively affect their staff motivation to constantly learn and to take advantage of this knowledge in order to guarantee its surviving. Consequently, individual employee will be highly engaged with the organization and will work hard if he understands that his behaviors can directly affect and satisfy some needs. Therefore, there are many methods used by companies to motivate the staffs, which are known as motivation methods (pay, benefits, promotion, training, praise and so on). It can drive to assure the needs and wants of employees, which among this methods the training and development (Song et al., 2007).

The aspect of training locations makes the human resource development (HRD) become pressured to plan for decent training methods, programs, instructional systems and to conduct evaluation that shows a rigid return from their trainings investment (Rush, 1996).

One of the studies conducted in higher education area highlighted the efforts done by Multimedia University (MMU) in training and development. Per HRM officer, MMU offers special programs of training aimed at leadership development and functional aspects, to build management capability and knowledge at a devoted facility of training. The training faculty is drawn from primary national and internationally-renowned organizations (Shamsudin et al., 2012). However, one study conducted on training in companies mentions that "companies in the United States spend more money annually on training than do all the public school systems in the country combined" (O'Connor, Bronner, & Delaney, 1996). In the Industry Report of the

Association for Training and Development (ASTD) it is showed that many American firms (USA) fixed more than $2 million as annual budget specifically for training (Bartlett, 2001).

2.5.1 Relationship between Training and Development and Job Motivation

The organizations go for training programs to improve productivity and quality, to increase organizational and employee morale, to motivate employees, to achieve financial gains, for prevention from industrial accidents, to provide wider awareness to employees that leads them to enhance their personal growth, to reduce employees' turnover intentions, for enhancement of company's image through conducting ethics training, and for updating employees skills to align them with company's goals and objectives (McDougall & Beattie, 1998).

Employees get motivated through training as they are clear about their roles, boundaries and expectations from them, they know very well about what to do in which situation or circumstances (Zahra et al., 2014). Additionally, they provide variety of skills, knowledge and talents to a company and they consider the most important and useful asset of any company, so organizations are needed to retain such human asset by keeping them motivated through effective trainings for further development and to enhance their skills for betterment and success of the company (Mann, Brown, & Price, 2005).

Moreover, employee training is becoming an important factor for organizations' success over the world. The costs of employee training are high but of course these costs are far lesser than high profits which can be achieved through proper training. Most of our organizations do not go for their employees' training and almost no studies have been carried out on determining various training models which can be used to propose a new model for organizational assistance. Hence problem is how to develop an effective model for employee training leading to better outcomes through high job motivation and commitment (Zahra et al., 2014).

According to Zahra et al. (2014) every organization faces many challenges of the changing nature of work and the workplace environment due to technological advances or any other factor. Rapid changes require a competent, efficient, skilled, flexible and knowledgeable workforce to achieve organizational goals and long-term profitability. To develop the skills and efficiency of such employees, training plays an important role together with motivation and encouragement. The training is getting more important by day to many companies for their survival, their growth and to gain a competitive advantage among competitors. Training provide assistance to the organization growth or survival of various departments' who rely on this exercise. Both employees and organizational goals are influenced by the results of the exercise in which, human resource practices are regarded as important and affects the success of the organization.

2.6 Underpinning Theories

2.6.1 The Need Hierarchy Theory:

is the most well-known theory of motivation, The psychologist Abraham Maslow created this theory in 1943 (Mullins, 2008; Wilson, 2013). This theory demonstrated that the needs of individuals are taken as a pyramid (pyramid of needs), then arranged according to priority to satisfy the basic needs first before looking to please the higher needs. The principal needs arranged in Maslow's pyramid include two sorts of needs which are the physiological and safety needs, and the social and affiliation needs. The greater needs comprise other groups of needs such as esteem needs, self–

actualization, curiosity and the need to understand (Cole, 2004). Maslow's appeal to managers has been his debate that the higher-order needs can first be carried out to a larger or lesser extent through work. When the workplace is properly designed and the workers are properly recognized and rewarded for his or her achievements, self-esteem or self-actualization needs are met (Holtzman, Bland, Lansky, & Mack, 2001). This theory supported the independent variable recognition and rewards as an important ingredient to motivate the employees.

2.6.2 Acquired Needs Theory via Macclelland (1961):

McClelland's work noted the concept of three principal sorts of needs, and then he showed the socially developed motives as following: the affiliation needs, needs of power and needs of achievement. Individuals have these three sets of needs, yet the difference in occupations has a direct impact on the relative intensity of these three motives (McClelland, 1987). Additionally, McClelland mainly focused on the way the managers may improve the achievement needs among their subordinate employees. The motivation's degree of achievement differs among people, it is based on some factors such as cultural influences, the organization type in which they are working, and also occupational experiences (Mullins, 2001). Moreover, under this theory the researcher can chose Communication as independent variable which is associated to the affiliation need and also the independent variable Training and development which is associated in this theory by the demands of power sets.

2.6.3 Motivation-Hygiene Theory of Herzberg:

Based on previous studies, The two-factor theory of Herzberg (Herzberg's Motivation-Hygiene Theory) was advanced by Federik Herzberg in the 1966 (Wilson, 2013; Wood et al., 1994; Yang, 2011). Moreover, this hypothesis separates the variables which are identified with work motivation into two bunches which incorporate motivator components and hygiene elements. Hygiene Theory considered as one of the most controversial motivation theories. It contains two different groups of motivator factors. Which are the intrinsic factors, including the nature of the job, responsibility, advancement, and recognition. These motivator factors are linked to a positive sense of the individual with his job and with the content of that work. These factors represent the first set named principal motivators, while the second group called hygiene factors appears with the extrinsic factors including the administration and policy of the company, compensation, working conditions, employment security, and the interpersonal relation (relations-manager, relations-associates, relations-subordinates). For this group of factors, the factors are related to the negative sense of the individual with the environment or the context in which the work is executed (Herzberg & Mausner, 1959). Referring to Robbins and Judge (2010), intrinsic motivators in Herzberg's theory include recognition, advancement and achievement. This theory supports the framework of this study, which includes two factors (The independent variables recognition and rewards and the training and development) as motivator factors (Rowley, 1996a, 1996b). Besides, the third independent variable communication is also supported by Herzberg's Motivation-Hygiene Theory under the hygiene factor group as an extrinsic factor (Rowley, 1996a, 1996b).

2.6.4 Existence, Relatedness and Growth theory (ERG) by Clayton Alderfer (1969):

The Alderfer's ERG theory showed that person possess three sorts of basic needs including the need for relatedness, existence needs, and the need for growth. This approach provided by Alderfer is more flexible than the theory of Maslow. These theories vary in their view of the way individuals could satisfy their different sorts of needs. The ERG theory argued when an individual is frustrated, he will react by trying to assure his needs for relatedness, existence and growth need, where in this case based on ERG theory, the individual will reemerge with a considerable power of motivation (Hellriegel et al., 1998). The ERG theory obviously supports the recognition and rewards variable under the existing needs sets, and the independent variable training and development as well which is the demand for growth set.

The researcher chose the ERG theory firstly because it includes all the variables of this research, and secondly it fits with the nature of this research and the work place in the university. Moreover, UUM managers must understand that visiting lecturers have various needs that must be satisfied simultaneous. According to the ERG theory, if the managers focus exclusively on one need at a time, this will not effectively motivate the visiting lecturers. Also, the frustration- regression aspect of ERG Theory has an added effect on workplace motivation. For instance- if growth opportunities are not provided to the visiting lecturers, they may revert to the relatedness needs, and socialize more with co-workers, if the environment or circumstances do not permit, they may revert to the need for money to fulfill those socializing needs. The sooner the managers realize and discover this, the most immediate steps can be taken to fulfill those needs until the employees can to pursue growth again.

2.7 Chapter Summary

In this chapter, the debate was made about the definition of factors that influence the level of motivation among the foreign lecturers in UUM. Then, the researcher discussed and explained the aspects of those factors such as communication, recognition and reward, and training and development. The next chapter will discuss the methodology as well as explaining more deeply about the data collection meant for this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter encompasses the methods used to conduct this study. An appropriate research methodology is crucial for the credible completion of the research project. In this chapter, the method, an instrument used and variables are determined. Furthermore, in this chapter, it was also discussed about the questionnaire development, data collection procedure, measurement of variables and as well as detailed explanation on techniques of data analysis procedures. This research takes on a quantitative methodology based on questionnaire to achieve its purposes.

This chapter also consists of theoretical framework, appropriate hypotheses, research design, and the suitable approach to fulfill the study targets. The chapter then spotlights on the sampling technique relevant to the selected method and the data collection process as well.

3.2 Theoretical Framework

The theoretical framework is a conceptual model that explains the relationship between several factors or matters that have been identified as important for the study area. According to Sekaran and Bougie (2013) a theoretical framework is the foundation on which the whole deductive research project is based to identify a logical relation estimated between two or more variables expressed in the form of statements that can be tested. A theoretical framework enables the researcher to hypothesize as well as to test the relationship between variables involved and understanding of the related investigation area.

This research identified the important variables in a situation and established the relationships among them through logical reasoning in the theoretical framework. The Dependent variable is primary interest to researchers while independent variable can affect the dependent variable either in a positive or negative manner (Sekaran & Bougie, 2013).

This research is specifically analyzing the relationship between Job Motivation among foreign lecturers in UUM as a dependent variable and independent variable which consists of Communication, Recognition and Reward, and Training and Development.

This framework is linked to ERG Theory, which includes and supports obviously the relationship between the independent variables communication, recognition and reward (relatedness needs), training and development (growth needs) and the dependent variable represented by the job motivation in this work.

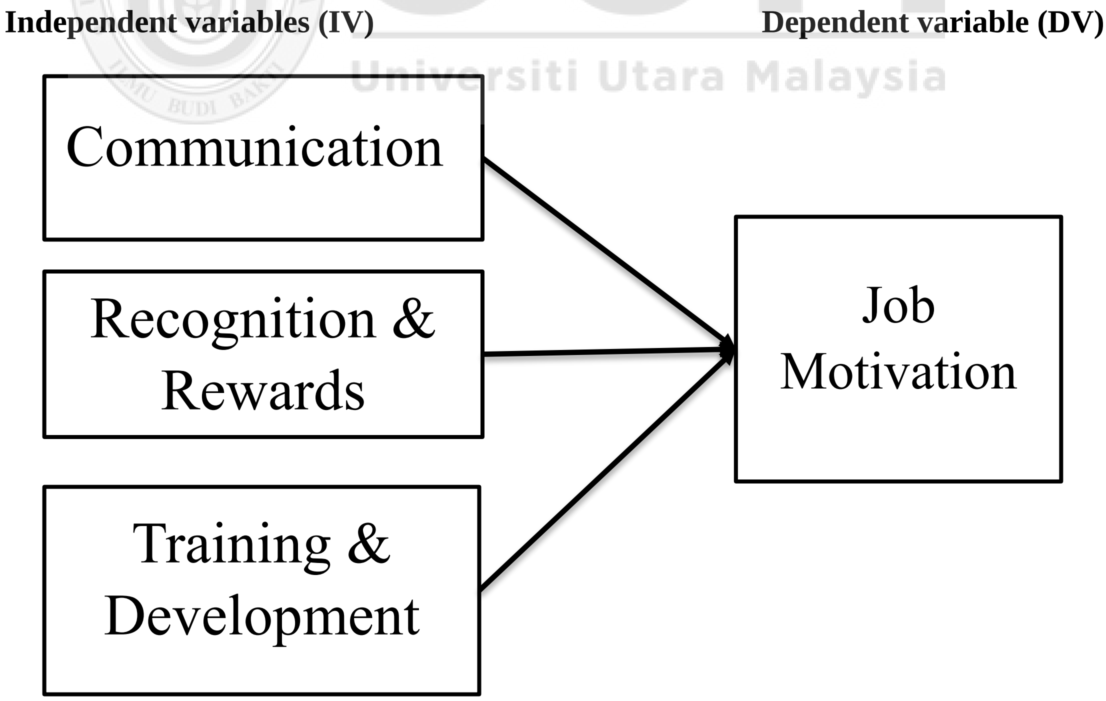

Figure 3.1

Research Framework of Job Motivation

3.3 Hypotheses

According to Clark and Creswell (2011) "hypotheses are statements in quantitative research in which the researcher makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics". Hypotheses allow researcher to be able to obtain reliable information on what kinds of relationships exist among the variables operating in problem statement (Sekaran & Bougie, 2013). In this study several hypotheses have been built that are related to the research framework and the objective of the study that needs to be tested.

This study contains four variables, namely Job Motivation among foreign lecturers in UUM as dependent variable, Communication, Recognition and Reward, and Training and Development as independent variables. So the hypotheses of this study are:

Hypotheses1: Communication

The great role of communication was highlighted in many studies as an important player to create a good professional environment in work place. They also argued the necessity of communication to ensure the consistency between staff expectation and environment changes, in order to keep the continuous improvement as responsibility of both staff and management (Dieleman et al., 2003; Rowley, 1996a). The diffusion of the information among the employees makes them feel highly motivated and consider themselves as part of their firms goals and plans, support and motivate them to accomplish their tasks efficiently and effectively (Green et al., 2000). That leads the researcher to establish the following hypothesis:

$H1_o$: There is no significant relationship between communication and job motivation among UUM foreign lecturers.

$H1_A$: There is a significant relationship between communication and job motivation among UUM foreign lecturers.

Hypotheses2: Recognition and Reward

Researchers reported that people vary in their grade of job motivation towards their work, a sense of return on investments can occur from external rewards and recognition in addition to meaningful employment. Therefore, one might expect that employees' will be more motivated at work to the extent that they perceive a greater amount of rewards and recognition for their role performances (Kahn, 1990; Saks, 2006). Maslach et al. (2001) have also mentioned that lack of rewards and recognition can lead to burnout, the appropriate recognition and reward is important for motivation and engagement. When employees receive rewards and recognition from their organization, they will feel obliged to respond with higher levels of motivation and engagement (Dieleman et al., 2003; Maslach et al., 2001; Saks, 2006). Thus, the second hypothesis is as follows:

$H2_o$: There is no significant relationship between Recognition and Rewards and job motivation among UUM foreign lecturers.

$H2_A$: There is a significant relationship between Recognition and Rewards and job motivation among UUM foreign lecturers.

Hypotheses3: Training and Development

There are many motivation's methods used today by the organizations to motivate the employees. One of this methods which has a direct impact on level of individuals' motivation known as training and development (Song et al., 2007). Training plays an important role on the motivation and encouragement of staff once a proper balance between the employees aspirations and the organization's needs is provided (Odini, 1996; Zahra et al., 2014). In addition, Dieleman et al. (2003) highlighted the significant impact that training and development may have on employees motivation. Based on the above discussion the researcher established the third hypothesis as below.

$H3_o$: There is no significant relationship between Training and Development and job motivation among UUM foreign lecturers.

$H3_A$: There is a significant relationship between Training and Development and job motivation among UUM foreign lecturers.

3.4 Research Design

The well-known two approaches in conducting research used by researchers, namely are quantitative and qualitative research approaches (Fenton & Neil, 2012). Research design as defined by Fenton and Neil (2012) affects the overall organization and methods employed in conducting the test to examine the theory according to the standards maintained for information accumulation and analytic thinking.

Qualitative research according to Zikmund (2003) is the research design employed by researchers which is done without requiring any of the numerical measurements in order for more honest understanding of the special issues. This research method is generally applied by collecting information about respondent’s opinions and view regarding to the situation of the study (Sekaran & Bougie, 2013).

Muijs (2010) cited in his book that quantitative research explains phenomena by collecting numerical data that are analyzed using mathematically based methods (statistics). In other word, quantitative research according to Sekaran and Bougie (2013) is a research design employed by researchers referring to the data descriptive in nature and not restricted. Researchers widely apply this research method in order to show the relationship between dependents variable and independent variable among the prey population (Zikmund, 2003). Both qualitative and quantitative research designs are important for suitable nature of the research study (Zikmund, 2003).

This study aims to examine the relationship between independent variables, which are Communication, Recognition and Reward, and Training and Development with the dependent variable, which is the Job Motivation among foreign lecturers in UUM. This study uses cross-sectional survey design instruments were adapted from the existing literature and applying quantitative research, which is well known on business research since it enables researchers to collect quantitative data on many types of research questions (Sekaran & Bougie, 2013), In this study, data were collected from the foreign lecturers in UUM and then analyzed using SPSS software.

3.5 Population and Sampling Technique

3.5.1 Populations

According to Sekaran and Bougie (2013) population refers to the researcher intention to analyze the total figure of people, things or event, and also defined by Zikmund (2003), the researcher require that this population usually shares a common feature. Zikmund (2000) in addition, it is likewise the total category of a matter which is the focus of attention on a research topic. In this field, the population is 95 foreign lecturers lecturing at Universiti Utara Malaysia (Refer Appendix A for Visiting Lecturers Statistics, UUM Registrar department, 2016).

3.5.2 Sample and Sampling Technique

As stated by Zikmund (2003), and Sekaran and Bougie (2013) sample is the subset of the population. While, it is defined by J. Creswell (2008) sample is studied in order for the research to be generalized on the overall population of study. For conducting a research, it is important to determine sample size to ease difficulty in gathering all the data and information from respondents (Zikmund, 2003).

The actual sample size to conduct a research according to Roscoe (1975) usually is above 30 and less than 500 generally is accepted. A sample size can be referred to the number of parts to be counted in the study. Additionally, if a comparison between a big and small sample was made, the bigger sample will offer more reliable results if compared to the smaller sample.

Sampling is an important characteristic in conducting a research that entails in-depth examination (Zikmund, 2003). While, for the use of sampling in business research to examine the unidentified characteristics of the population various sampling methods have been widely applied in the academic research. Probability and non-probability sampling both are basica categories in sampling method (Sekaran & Bougie, 2013; Zikmund, Babin, Carr, & Griffin, 2013).

Sampling techniques include cluster sampling, systematic sampling, stratified sampling and simple random sampling is subject to randomization, providing the equal opportunity for the elements of the population to be included in the study.

In this work, the researcher decided to use Total Population Sampling method (TPS), which is a type of Purposive Sampling Technique (also known as judgmental, selective or subjective sampling is a type of non-probability sampling technique), that calls for examining the entire population that hold a peculiar lot of features. Whilst total population sampling is infrequently applied, there are specific cases of research where TPS can be utilized.

Total Population Sampling is more normally used when the number of events being investigated is relatively low. In this research, TPS is the best sampling technique to be used, where the total populations that meet the standards are included in the research being carried out.

The sample of this study chosen by the researcher is represented by the individual foreign lecturers at UUM which is the unit of analysis for the present work. This study looks at each foreign lecturer response as an individual data source. According to Hair (2007) a sample investigates a small subset of the population to derive conclusion about the characteristic of the population. Besides, the sample size taken includes the whole target population in order to increase the response rate of respondents. Due to time restraints, the sample research will only consist of all foreign lecturers only at UUM.

The sample consists of foreign lecturers from five academic colleges which are Othman Yeop Abdullah Graduate School Of Business (OYAGSB), Language Centre -Pusat Bahasa- (PB), College of Arts and Sciences (CAS), College of Business (COB) and College of Law, Government and International Studies (COLGIS) (UUM Registrar department, 2016)

Table 3.1

Summary of Sample

Department	School	Count of Name
OYA	OYA	8
PB	PB	12
UUM CAS	JPU	2
	SAPSP	2
	SCIMPA	1
	SEML	6
	SOC	5
	SQS	5
UUM COB	IBS	3
	SBM	11
	SEFB	13
	STML	4
	TISSA	6
UUM COLGIS	SoG	4
	SoIS	10
	SoL	1
	STHEM	2
Grand Total		**95**

3.6 Measurement of Variables / Instruments

Administration of questionnaires to foreign lecturers who worked in Northern University of Malaysia for not less than one semester, which is important in this study in which they can provide information related to their work motivation.

A five-point Likert scale from 1=strongly disagree to 5=strongly agree provided to the respondents their level of agreement used in the questionnaire for this study. Selection by using this scale empirical research subject invention by Zikmund (2003), which test the behavior and attitudes, it is appropriate to use a scale as a result of the easy nature of the administration. In addition, Garland (1991), affirm the use of scale where the researcher stated that, rating help in guiding respondents in order to express their view about the survey.

3.6.1 Validation Of Instruments

3.6.1.1 Job Motivation

In this research, the author opted to use 6-items Likert scale measure constructed by Peter Warr, JOHN Cook and Toby Wall, (1979). The instruments applied to test the dependent variable –Job Motivation- (Warr et al., 1979). The items used in this study are shown in the following Table 3.2.

Table 3.2

Items Used To Measure Job Motivation

No	Items
1	I feel really motivated to do my job well.
2	My opinion of myself goes down when I do this job badly.
3	I take pride in doing my job as well as I can.
4	I feel unhappy when my work is not up to my usual standard.
5	I like to look back on the day's work with a sense of a job well done.
6	I try to think of ways of doing my job effectively.

Source: Adopted from Peter Warr, JOHN Cook and Toby Wall, (1979).

3.6.1.2 Communication

The first independent variable, communication was measured using 6-items Likert scale developed by Putti, Aryee, and Phua (1990). This measure focuses on communication among the workers and the top management.

Table 3.3 illustrated the items used to measure this variable.

Table 3.3

Items Used To Measure Communication

No	**Items**
1	Top management is sincere in their efforts to communicate with employees.
2	My organization encourages the differences in opinions.
3	I am free to disagree with my immediate top management.
4	I can tell my immediate top management when things are wrong.
5	I have a say in decisions that effects my job.
6	I have a part in accomplishing my company's goals.

Source: Adopted from Joseph M. Putt, Samuel Aryee and Joseph Phua, (1990).

3.6.1.3 Recognition and Rewards

To measure the Recognition and Rewards the researcher used 6-items Likert scale measure adopted from Paul E. Spector, (1985); Debra L. Truitt, (2011). Table 3.4 reported the items applied to measure these dimensions (Spector, 1985; Truitt, 2011).

Table 3.4

Items Used To Measure Recognition and Reward

No	Items
1	I feel I am being paid fairly.
2	When I do a good job, I receive the recognition for it that I deserve.
3	Those who do well on the job stand a fair chance of being promoted.
4	I sometimes feel my job is meaningless
5	I do not feel that the work I do is appreciated.
6	There are few rewards for those who work here.

Source: Adopted from Paul E. Spector, (1985); Debra L. Truitt, (2011)

3.6.1.4 Training and Development

The last independent variable tested, Training and Development was measured using 6-items Likert scale adopted from Debra L. Truitt, (2011). This measure focuses on measuring the role of training and development in motivating workers (Truitt, 2011). The items used in this study are reported in Table 3.5.

Table 3.5

Items Used To Measure Training and Development

No	Items
1	The job training is an effective tool for me to learn new skills.
2	Training and development are important for my job growth.
3	I receive updated training which is required for my position.
4	The current training offered is not adequate for my professional needs.
5	Training and development are important for my potential advancement.
6	My coaching sessions are meaningful and motivational.

Source: Adopted from Debra L. Truitt, (2011).

3.6.2 Description of Questionnaire

The questionnaire is a formalized set of items for acquiring data from participants. It is an organized procedure for data collection that comprises of a number of questions, composed or verbal, that participants answer (Malhotra, Peterson, & Kleiser, 1999).

Questionnaire development is a very important component in this study, nevertheless there are many limitations of the questions. The present research had obviously articulated the issue or the need that is to be addressed by utilizing the information gathered by the questions. Therefore, questionnaire developed should be obvious and free from ambiguous questions.

As questionnaire needs to appear in a rational sequence that may convince the respondent and gradually attain the respondents' trust and confidence in the survey or the surveyor. Therefore, questionnaire development process was started by recognizing the related information used to develop the question such as the independent variable that had been recognized in the previous stage of the research process. Then, it was continued by selecting the best out of the questions.

In this study, the data used were collected through the survey questionnaires distributed among the foreign lecturers in UUM. The questionnaire consists various part from Part A to Part E. Section A measured the demographic profile, then Section B focused on the DV Job Motivation, while section C measured the influence of IV Communication on the DV, then Section D measures the IV Recognition and Rewards. The IV Training and Development was measured in the section E. All the questions in each part, except part A required respondents to answer on a Likert scale anchored by 1= 'strongly disagree' to 5= 'strongly agree'. All of these measures were adapted from the previous literatures as follows:

Table 3.6

Summary of Variables

Variables	**Items**	**Scales**	**Sources**
Job Motivation	6	Likert Scale 1-5	(Peter Warr, JOHN Cook and Toby Wall, 1979)
Communication	6	Likert Scale 1-5	(Joseph M. Putti ,Samuel Aryee and Joseph Phua, 1990)
Recognition and Rewards	6	Likert Scale 1-5	Paul E. Spector, (1985); Debra L. Truitt, (2011)
Training & Development	6	Likert Scale 1-5	(Debra L. Truitt, 2011).

3.6.3 Pilot Test

In a research conducted by Tavakol and Dennick (2011), the reliability and validity are necessary and the instrument arranged by the researcher was tested before gathering data from the respondents for analysis. According to Sakeran (2003) the instruments need to be administered to small target audience, which involves the same characteristics according to the actual sample for conducting a pilot trial. The researcher can set and edit the questions based on the pilot study results (McIntire & Miller, 2007; Tavakol & Dennick, 2011). Researcher also can remove any unsatisfactory item from the instrument for collecting data if the questionnaire fails to fulfill the goals of the research (Sakeran, 2003).

Pilot study determines the reliability and validity of an instrument, for example a researcher will be capable to detect those questions that may not fit for the study or those that is beyond the apprehension of the respondent (Tavakol & Dennick, 2011). Additionally, if the questionnaires fail to fulfill the aims of the survey, according to Tavakol and Dennick (2011) and Sekaran (2013), the researcher can amend or delete the unsatisfactory questions from the instrument for collecting data after the pilot test, in order to determine the validity and the reliability of the questionnaire.

Reliability is the consistency of the result of measuring instruments (Zikmund, 2003). The instrument has a minimal error variance due to result from high reliability. Assessing the reliability Cronbach Alpha value was computed and value that is less than 0.6 means poor reliability while value more than 0.7 is accepted (Sakeran, 2003; Salkind, 2009a; Sekaran & Bougie, 2010). Likewise, according to Hair, Black, Babin, and Anderson (2010), Cronbach's Alpha value of 0.6 and above can be accepted as significant in exploratory study. While, for measuring attitudes 0.5 of Cronbach's Alpha values can be seen as a significant (Tuckman & Harper, 2012).

To acknowledge the operation of designing the questionnaire the instruments need to be examined in this survey. 20 respondents were first set for the pilot study. The choice of the 20 respondents was based on simple random sampling, which are represented by respondents involved in the initial study. The pilot questionnaires were disseminated from a database of email obtained from the UUM Registrar department in this field where the questionnaire was introduced in the Google documents questionnaire manager format. The first 20 respondents were subjected to the pilot study and for reliability test and responds from the foreign lecturers was received by the scheme according to date and time of entry.

The consequences of data will be calculated in pilot test through reliability test. One of the standards for the selection of particulars in the questionnaire which is capable to regulate the inner consistency of the weighing machine is by using Cronbach's alpha reliability coefficient test. Also, as for result, the reliability was estimated to range between .660 and .914 as shown in table 3.7 below.

Table 3.7

Cronbach's Alpha Reliability Coefficient for Pilot Study

Variables	**Cronbach's Alpha**
Job Motivation	.691
Communication	.914
Recognition And Rewards	.770
Training And Development	.660

3.6.4 Reverse- Score Item

Many self-report measures include some items worded in the direction reversed to that of other particulars. These so-called reverse-worded (RW) items can reduce the reliability and validity of a scale, and frequently form a separate method factor that does not appear to be substantively meaningful. One possible explanation for factors defined by RW items is respondent carelessness. Results based on simulations indicated that if at least about 10% of participants respond to RW items carelessly, researchers are likely to reject a one-factor model for a unidimensional scale (Woods, 2006).

The purpose of both positively and negatively worded items in questionnaires was introduced decades ago in order to prevent response bias. Response bias refers to answer patterns on questionnaires that do not reflect the respondents' actual state or opinion (Rorer, 1965), and that can pose a serious threat to the validity of self-report instruments (Baumgartner & Steenkamp, 2001).

Reversing a portion of the items is often intended to reduce the effects of response styles, although there is no consensus that this is an effective strategy. In general, two strategies are available for item reversal (Swain, Weathers, & Niedrich, 2008). The first consists of adding negative particles: words like 'not' or 'no' or affixal morphemes like 'un-', 'non-', 'dis-' or '-less'. In this case the direction of the item is changed without changing substantially item wording. The new item is considered to be 'reverse oriented'. The second strategy is using words with an opposite meaning. For example, the opposite of "I feel fit" is "I feel fatigue". In this case the direction of the new item is changed by means of 'reverse wording' (Swain et al., 2008; Van Sonderen, Sanderman, & Coyne, 2013).

3.7 Data Collection Techniques

The intent of the strategy method is to develop better measurements. In quantitative research; preferably the sample of population would be generalized (J. W. Creswell, 2013). Covering maximum of participants in the sample of the study will provide clear information about population of study. Generally, in this study, there is one procedure for data gathering, which is the primary data system. Data gathering method is an essential part in this study, the primary data were utilized as the method of data collection. Sekaran (2013) states that primary data can be accomplished by methods in the form of telephone interviews, focus groups, face-to-face interviews, and questionnaire and so on.

In order to get valuable findings, surveys are helpful and compelling to answer research questions through data collection and following analysis of the proper population target (Sekaran & Bougie, 2013). There are three types of data collection methods that can be used to collect data through a questionnaire which are administered personally, mailed to the respondents, or electronically distributed. For this study primary data were collected using two approaches, at first the researcher used the Google form to distribute the questionnaire. The second way is to distribute the hard copy of questionnaire personally to the respondents. The researcher utilized the second approach as a precaution because of the expectation that distribution via google form will receive a low response rate. The researcher distributed the questionnaires to all foreign lecturers at UUM, and the total is a 95 questionnaires. The period of time to finish the data collection took one month.

3.8 Data Analysis Techniques

The use of questionnaires is the leading tool in data collection from the respondents. It facilitates gathering of quantitative information in standardized approaches in order to be internally reliable and consistent for analysis. A questionnaire is a prearranged set of questions to be responded by the respondents (Sekaran & Bougie, 2013). In terms of the creativity, proficiency and the agreement, the researcher has a substantial part in designing questionnaires.

After data are acquired through questionnaires, it needs to be coded and keyed in, and edited (Sekaran & Bougie, 2013), the data of this study were analyzed by utilizing the Statistical Package of Social Science (SPSS Version 20) programming to obtain a more comprehensive analysis of the study (Zikmund et al., 2013).

Zikmund (2003) defined descriptive statistics as an explanation used to define that evidence gained about a population or sample. Sakeran (2003) added that descriptive statistics are used for the frequency distribution of all the particular information or classification variables. Other descriptive statistics such as maximum, minimum, means, standard deviations and variance are obtained for the nominal-scaled independent and dependent variables. Mean refers to a set of data scores divided by the number of marks which stands as the vital data and on the other hand, the median is the middle point of the scores. In fact, there are several techniques to analyze data, namely, descriptive test was used to analyze the data about the methods, to filter the data before data analysis and to employ the proper data analysis in order to identify data entry errors and to inspect how properly the data meets the statistical expectations. According to Creswell (2013) reliability test helps to check for internal consistency of the scales, recognize respondent feedback in the survey, and ensure that all items contained in the questionnaire are correlated with measurements.

Inferential statistics are primarily brought up when responding to answer which relates to cause and essence or for predicting existing data involving a procedure of reaching a conclusion or judgment of the data that are subject to random variation. In this study, the researcher used Pearson Correlation and Multiple Linear Regression which are usually used in inferential analysis in reviewing data.

Multiple regression is a technique that is normally used in a data analysis to analyze data by including several independent variables with one dependent variable, correlation analysis explains the relationship between independent variables, which can help the researcher to comprehend how much the independent variables affect the dependent variables.

When the data are complete for analysis, the researcher is ready to test the hypotheses that already acquired for this work. In this work, the hypotheses are examined using Pearson Correlation Matrix since the researcher is applying an interval measurement of scale, Sakeran (2003) indicated that it would be appropriate to use Pearson Correlation. Established on the suggestion by Burns and Bush (2004), they conclude that the correlation strength can be categorized into five main strengths. Nevertheless, if the coefficient of correlation falls in the range of +0.00 to +0.20, it is considered to have no meaning at all. Table 3.8 below showed the summarizes the strengths of the correlations as explained by (Salkind, 2009b).

Table 3.8

Strengths of Correlation Table

Very weak	Weak	Moderate	Strong	Very strong
0.0-0.20	0.30-0.40	0.40-0.60	0.60-0.80	0.90-1.0

Source: Salkind (2009)

Regression is another technique for determining the linear connotation between a dependent and independent variables. It has also become a subsequent of the correlation coefficient measure. Correlation shows us whether a relationship exists between two variables as well as the common rule of association. The table 3.9 below shows the range of coefficient. The values of R^2 are shown as below.

Table 3.9

Coefficient of Determination

Values for R^2	Explanation
$R^2 = 0$	This value indicates that there is no account of independent variables. Dependent variable has no relationship between independent variables.
$R^2 = 0.1$ to 0.5	It means that the relationship between the dependent variables and independent variables are weak.
$R^2 = 0.6$ to 0.99	Here, the value shows that more than 60% of the dependent variables is explained by independent variables.
$R^2 = 1$	This equation is perfect where dependent variable is perfectly explained by independent variables.

Source: Salkind (2009)

3.9 Chapter Summary

This chapter outlines the research methodology employed in this study. The research model and hypotheses developed were clarified clearly. Similarly, the method of data collection, as well as questionnaire design was explained accordingly. The source of the data collection, sample size, and sampling technique was also covered. Aside from that, the variable measurements of the study were also discussed and finally, the chapter serve as a basis for the next chapters of the research, which is data analysis.

CHAPTER FOUR

FINDINGS

4.1 Introduction

In this chapter, the researcher presents the results of the data analysis obtained from this study. This chapter discusses on the overview of the data collection. Then, it presents a report on response rate, respondents' profile and followed by the goodness of the measure used through the reliability and validity analysis. In addition, this chapter presents data screening process and a result of correlation analysis. The researcher concludes this chapter with a discussion on regression analysis. Consequently, the results of hypothesis testing are presented.

4.2 Response Rate

A total of 95 questionnaires were emailed on September 2016 to UUM foreign lecturers through Google documents questionnaire for data collection as a first step. After a few weeks given to the respondents to response to the questionnaire, online survey got very week response rate which is less than 7%. In order to enhance the probability, the researcher personally distributed the questionnaire. Subsequently, after one month, 62 questionnaires were collected at 65.3% total return rate. As mentioned by Hair et al. (2010) the acceptable response rate to conduct a study is above 50%.

The College of Business is the highest response rate at 46.8% came from the College of Business (COB) lecturers with 29 questionnaires collected. Followed by the response rate from College of Law, Government and International Studies (COLGIS) lectures at 17.7% with a total of 11 questionnaires were received. For College of Arts and Sciences (CAS), Language Centre -Pusat Bahasa- (PB) and Othman Yeop Abdullah Graduate School of Business (OYAGSB), their response rates are 16.1 %, 9.7% and 9.7% respectively with 10 responses from COLGIS, 6 responses from PB and 6 responses came from CAS. Table below for summary of response rate.

Table 4.1

Respondents' response rate

Academic College	Total survey distributed	Total survey received	Response Rate (%) N = 62
Othman Yeop Abdullah Graduate School Of Business (OYAGSB)	8	6	9.7%
Langage Centre -Pusat Bahasa- (PB)	12	6	9.7%
College of Arts and Sciences (CAS)	21	10	16.1%
College of Business (COB)	37	29	46.8%
College of Law, Government and International Studies (COLGIS)	17	11	17.7%
TOTAL	**95**	**62**	**65.3%**

4.3 Respondent's Profile

Table 4.2
Demographic Characteristics of The Participants (n=62)

Demographic	Frequency (n=62)	Percent (%)
Gender		
Male	50	80.6
Female	12	19.4
Age		
Less than 30	2	3.2
31-39	23	37.1
40-49	33	53.2
Above 50	4	6.5
Marital status		
Single	8	12.9
Married	50	80.6
Widowed	3	4.8
Divorced	1	1.6
Academic College		
OYA	6	9.7
PB	6	9.7
CAS	10	16.1
COB	29	46.8
COLGAIS	11	17.7

Years of Teaching Experience		
Less than a 5 year	24	38.7
6-10 years	29	46.7
11-15 years	5	8.1
16-20 years	2	3.2
More than 21 years	2	3.2
Salary		
RM3100-RM6000	3	4.8
RM6100-RM9000	11	17.7
RM9100-RM12000	43	69.3
Above RM12000	5	8.1
Qualification		
Master	8	12.9
Doctoral	54	87.1

Table 4.2 explains the detailed descriptive statistics of the participant demographic characteristics like gender, age, marital status, academic college, years of teaching experience, salary and academic qualification. From that table, it is presented that 80.6 % (50 respondents) out of the 62 participants in this survey are males while 19.4% (12 respondents) are females.

The distribution of foreign lecturers for age shows that in range of 40-49 years there are 33 people (53.2%), in the range 31-39 years there are 23 people (37.1%), for above 50 years there are 4 people (6.5%), and below than 30 years only have 2 respondents with (3.2%). From this distribution, we can see that the highest number of respondents for age is 40-49 years, and the lowest number of respondents is within range less than 30 years.

The demographic distribution of marital status in this study shows that lecturers who are married are 50 people (80.6%) while, the singles are 8 people (12.9%). Besides that, the widowed and divorced are represented in this study by 6 and 1 people respectively showing (1%) for the widowed respondents and (2%) for divorced.

In addition, according to colleges the number of foreign lecturers shows that College of Business (COB) has the highest rate of respondents which are 29 people (46.8%), while the respondents from College of Law, Government and International Studies (COLGIS) are 11 people (17.7%), College of Arts and Sciences (CAS) are 10 people (16.1%), the lowest respondents rate represented by Othman Yeop Abdullah Graduate School Of Business (OYAGSB) and Language Centre -Pusat Bahasa- (PB) with only 6 participants (9.7%) for both schools.

The questionnaire about years of teaching experience in this study indicates that for the period between 6-10 years are 29 people (46.7%), the period between less than 5 years are 24 people (38.7%), while the period between 11-15 year are 5 people (8.1%) and only 2 respondents for each period 16-20 and above 21 years with same rate (3.2%). This data shows that highest range of teaching experience period is between 6-10 years and the lowest are both between 16-20 period and more than 21 years.

Besides, the demographic distribution in terms of salary in this study shows that lecturer who get income ranging between RM9100-RM12000 are 43 people out of 62 respondents (69.3%), RM6100- RM9000 are 11 people (17.7%) and above RM12000 are 5 people (8.1%), while the range between RM3100-RM6000 represented by only 3 lecturers with (4.8%). This means that, most of them have highest range of salary of RM9100-RM12000 and fewest have lower salary range between RM3001-RM6000.

For current academic qualification, 87 % of lecturers participated in our study are holding Doctoral degree (54 respondents), while, the lecturers holding the master degree are 8 people (12.9%).

4.4 Goodness of the Measure

To test the goodness of the measure used in this study, reliability test using cronbach was employed. It is explained in the following section.

4.4.1 Reliability analysis

The criteria for evaluating the measurements are the reliability of the data score. Reliability can be an indicator of a measure's internal consistency. Consistency is the key to understanding reliability. A measure is reliable when different attempts at measuring something converge on the same result. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (Sijtsma, 2009b).

The estimates of internal consistency reliability is commonly used to measure reliability, while there is no set standard for appropriate reliability. Generally speaking, scales with a coefficient alpha between 0.80 and 0.95 are considered to have very good reliability. Scales with a coefficient alpha between 0.70 and 0.80 are considered to have good reliability, and coefficient alpha value between 0.60 and 0.70 indicates fair reliability. When the coefficient is below 0.6, the scale has poor reliability. This study indicates an estimate of > 0.70 and as such can be considered sufficient for the purposes of this study and Cronbach"s alpha has many limitations and that small samples can produce negative values even for perfectly good scales (Sijtsma, 2009a).

In order to obtain high reliability values, some of the items are deleted as suggested by the analysis. The internal consistency for each factor of communication, recognition and reward, training and development and job motivation and overall questionnaires are as shown in table 4.3 which summarized the deleted items.

Table 4.3

Deleted Items after Reliability Analysis

Variables	**Deleted items**	**Total num. of deleted items**
Job Motivation	Question 4	1
Communication	None	0
Recognition and Reward	None	0
Training and Development	None	0

Table 4.4 presents the internal consistency reliabilities (Cronbach Alpha) of the research measures after some items are deleted. As shown in the Table 4.4, internal consistency reliability estimates that communication has 0.847 coefficient alpha. Additionally, the reliability estimates that recognition and rewards have 0.749 coefficient alpha. While, the training and development estimated 0.822 coefficient alpha. Scores on the job motivation scale have been found to have an overall internal consistency reliability of 0.709 coefficient alpha. Based on the result, it can be reported that the internal consistency of job motivation indicates good reliability.

Table 4.4

Reliability Results After Items Deleted

No of items	Variables	Cronbach Alpha
5	Job Motivation	0.71
6	Communication	0.87
6	Recognition and Reward	0.75
6	Training and Development	0.82

4.5 Data Screening

Before conducting the primary analyses, the data were examined for data entry accuracy, outliers, and distributional properties. This is very important that the data are reliable, useful and valid for further analysis. In this study, data screening was conducted by examining basic descriptive statistic and frequency distribution to identify missing data, outliers, normality, linearity and homoscedasticity.

Descriptive data results showed that there was no missing data found from the 62 returned questionnaires.

Normality test is conducted using histogram, skewness and kurtosis. Besides, all histograms used to check the normality showed that scores are reasonably normally distributed, implying that data was approximated for all variables at a normal curve. Lastly, the scatter plot diagrams indicates no evidence of nonlinear patterns for all variables tested in this study and a visual inspection of the distribution of residuals suggested an absence of heteroscedasticity for the variables.

4.6 Descriptive Analysis

The following section will proceed with descriptive analysis to further the study. It is necessary to be applied in this study to determine the overall range of answers from all respondents for each construct in the form mean and standard deviation. Hence, SPSS version 20 being used in this study to analyze the data received from the visiting lecturers. Therefore, statistics for mean, median, mode and standard deviation for dependent variable, job motivation were recorded, followed by independent variables, communication, recognition and reward, training and development respectively.

Reading on the values of mean, given priority to determine the goodness of the variable will be used in this study. By using measure on a five Likert scale, the mean values of the variables were tested. In other words, the higher goodness of the variable is associated with the higher number on the five-point scale. Meanwhile, for the values that are nearer to five reflects positive answers while the values closer to zero reflects negative answers from the respondents. In addition, equal or more than 4 for mean value shows a high agreement with a particular criterion. Besides that, equal or less than 2 for mean value were considered as low and a mean value of 3 was considered as a moderate agreement based on the analysis test. Table 4.5 below shows a descriptive analysis of all 4 variables

Table 4.5

The Average Score Variables

Descriptive Statistics

Variables (n=62)	Minimum	Maximum	Mean	Std. Deviation
Job motivation	2.40	5	4.5032	.47735
Communication	1.00	5	3.7151	.72390
Recognition and reward	1.67	5	3.9677	.69269
Training and development	2.50	5	4.0376	.54774

Table 4.5 shows descriptive statistics of communication, recognition and rewards, training and development and job motivation. It presents the Mean (M), Standard Deviation (SD), Maximum and Minimum of the predictor variables which are communication, recognition and rewards and training and development as well as an outcome variable which is job motivation. The findings illustrate that the mean of communication is 3.7151 (SD = 0.72390), recognition and rewards are 3.9677 (SD = 0.69269), training and development are 4.0376 (SD = 0.54774) and the mean of job motivation as an outcome variable is 4.5032 (SD = 0.47735).

4.7 Normality Testing

Good data is data that has a normal distribution pattern of the distribution of the data that does not deviate to the left or to the right and bell-shaped (Coakes & Steed, 2009). Norusis (2006) describes a simple method to check data normality by seeing the figure for residual histogram. According Norusis (2006) normal distribution can be seen from the diagram which shows the histogram with vertical stripes. However, it is difficult to get a normal distribution that is really appropriate because of problems arising in the sampling method.

4.7.1 Normality Test for Histogram

Based on the analysis carried out, the real grouping has either positive or negative direction. The assumption of normality data based on a relatively balanced distribution was met. The independent variables were tested by the same method showing a normal distribution of the residual histogram. It shows that all the data meet the assumptions of normality of the data.

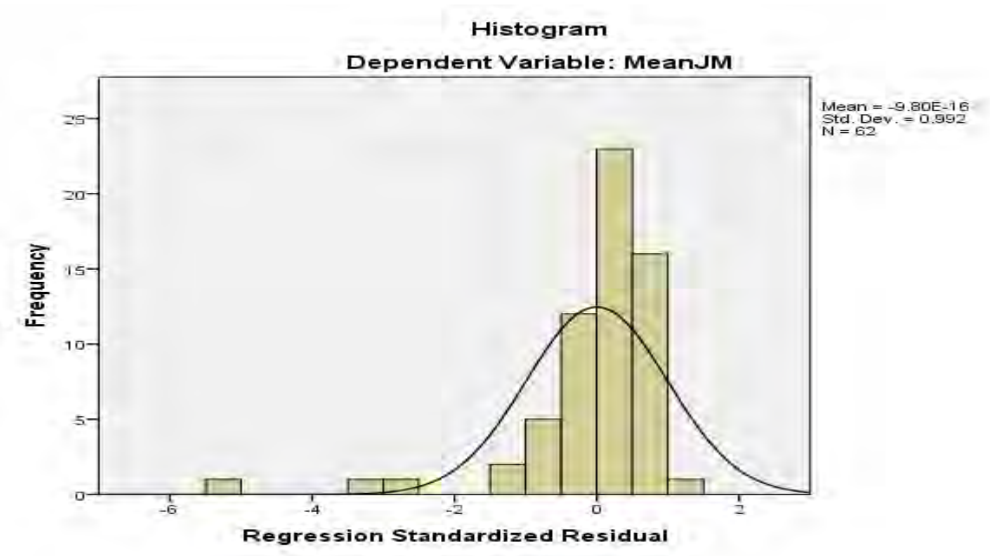

Figure 4.1
The Normality Test for independent variable (Communication)

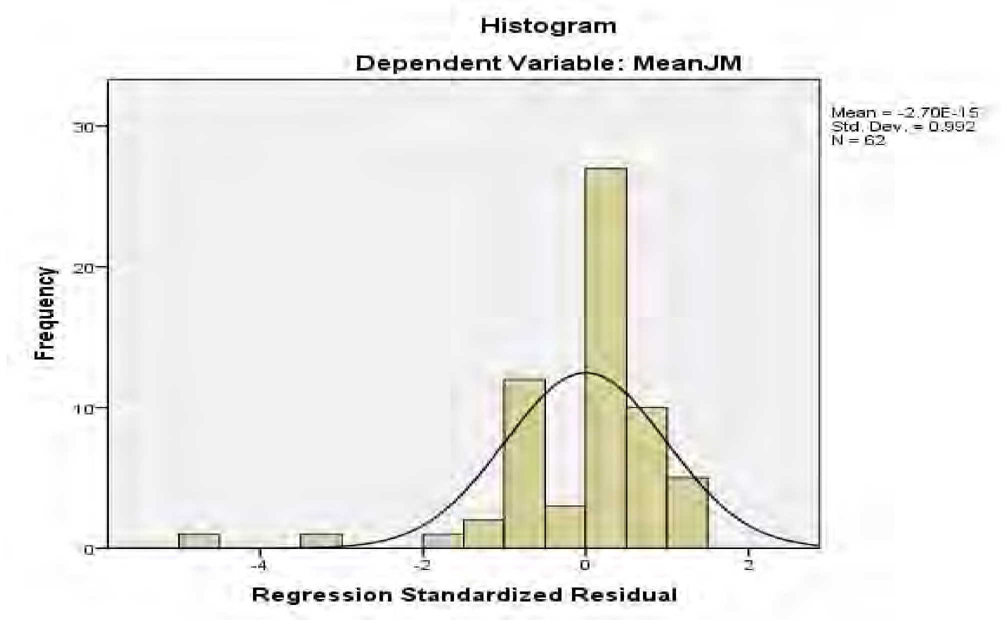

Figure 4.2

The Normality Test for independent variable (Recognition and Reward)

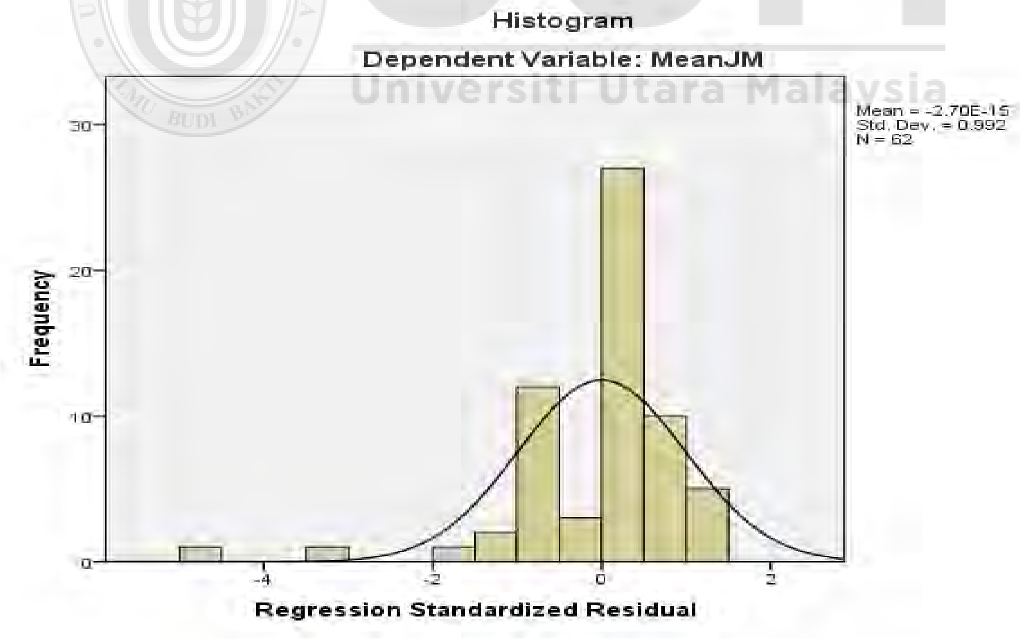

Figure 4.3

The Normality Test for independent variable (Training and Development)

4.7.2 Normality Test for Probability Plot

In addition to the above methods of normality, the normality of the data can also be viewed using normal probability plots as suggested by Hair et al. (2010). This analysis shows the normal probability plot of the dependent variable. A straight line from left to right is a normal line. While the plots above and below also shows the residual value which is assessed as a whole in the line of normal or approaching the line (Hair et al., 2010). This position can be used to prove that the data meet the assumptions of normality. The normal probability plot method has also been used to study other independent variables for this study and it was found that all of them shown to meet the normality.

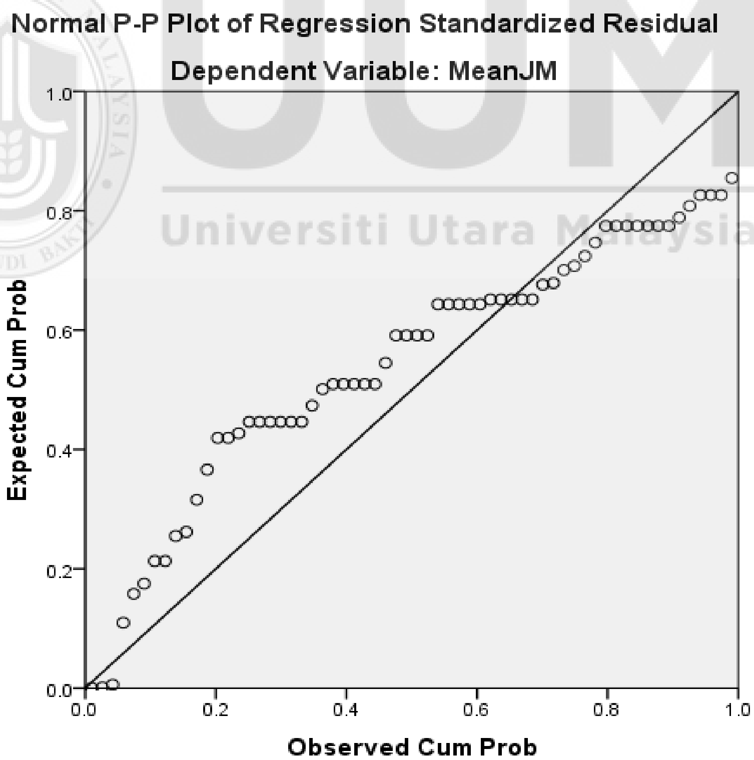

Figure 4.4

The Normal P-P Plot Test for independent variable (Communication)

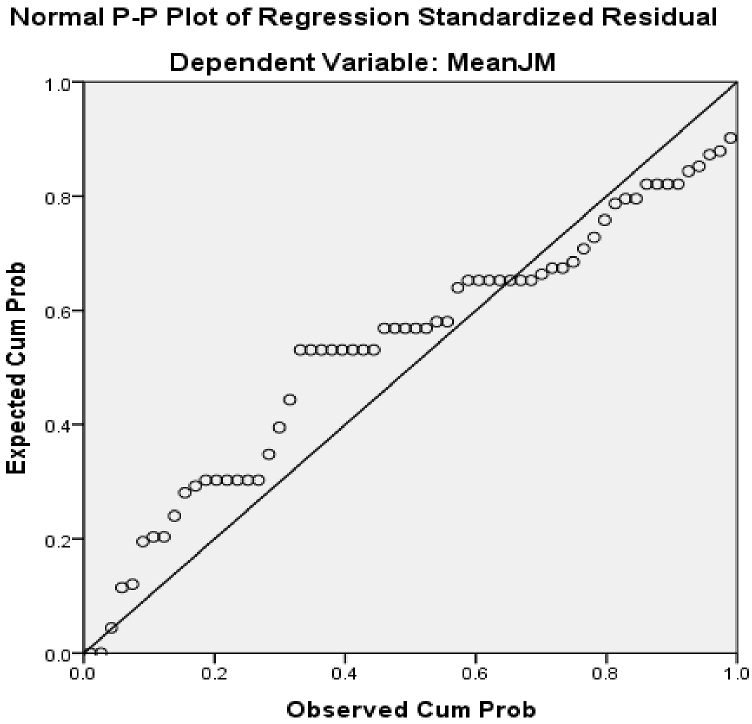

Figure 4.5

The Normal P-P Plot Test for independent variable (Recognition and Reward)

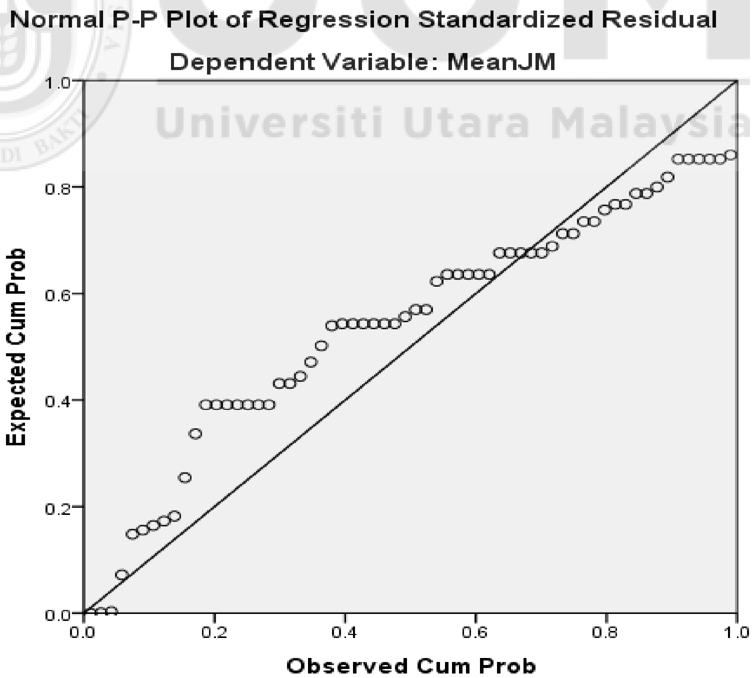

Figure 4.6

The Normal P-P Plot Test for independent variable (Training and Development)

4.8 Linearity Testing

There are several methods for testing linear. Among the rules are carried out in the example of data analysis are as follows:

(1) Method Q_Q Plot

(2) Method of Curve Estimation

(3) Method Means

(4) Method of One Way ANOVA

(5) Method Bivariate Correlation

The simple, linear models Hair et al. (2010) predicted values fall on a straight line with the constant change unit (slope) to the dependent variable for a unit change in the independent variables constant. Linearity testing is done to ensure that the data is normally distributed before performing multiple regression test.

For this study, the researcher used One-Way ANOVA method to test the linearity. Table 4.6 shows that all relationships between the variables is linear in the state. The linearity test analysis (One-Way ANOVA) has found that independent variable that has the highest correlation with the dependent variable is recognition and reward (F-16.377) followed by communication (F-5.465) and training and development (F-0.768). This means that only the independent variable recognition and reward has a positive correlation with the dependent variable. While, communication, and training and development have a negative relationship with the dependent variable of this research (JM).

Table 4.6

Linearity Testing for all Variables

Relationship between variable	F	Sig.
Job Motivation + Communication	-5.465	0.023
Job Motivation + Recognition and Reward	16.377	0.000
Job Motivation + Training and Development	-0.768	0.384

4.9 Pearson Correlation Coefficient

Bivariate correlation relationship was computed to examine the strength of correlation between the variables of the study. Bivariate correlation is the pre-requisite for regression analysis. Apart from that, bivariate correlation also indicated the strength of relationships between two variables. As multiple regression analysis is used for answering the research questions in this study, correlation for all variables is determined. Regression analysis is possible when the independent variables correlate with each other and with the dependent variables (Coakes & Steed, 2009). Correlations were computed for examining the relationships between independent variables (communication, recognition and rewards, training and development) and dependent variable (job motivation). Correlation analysis showed that there is a significant association between recognition and rewards and job motivation. The analysis found the relationship between the variable communication and job motivation is significant but with small association. Moreover, the findings revealed no significant relationship between training and development and job motivation.

Besides, there is a significant relationship between all independents variables (communication and recognition and rewards, communication and training and development, training and development and recognition and rewards).

Table 4.*7*

Pearson Correlation Test

		MeanJM	MeanCM	MeanRR	MeanTD
MeanJM	Pearson Correlation	1	.289*	.463**	.112
	Sig. (2-tailed)		.023	.000	.384
	N	62	62	62	62
MeanCM	Pearson Correlation	.289*	1	.718**	.533**
	Sig. (2-tailed)	.023		.000	.000
	N	62	62	62	62
MeanRR	Pearson Correlation	.463**	.718**	1	.515**
	Sig. (2-tailed)	.000	.000		.000
	N	62	62	62	62
MeanTD	Pearson Correlation	.112	.533**	.515**	1
	Sig. (2-tailed)	.384	.000	.000	
	N	62	62	62	62

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis was performed to examine the strength and direction of a linear relationship between two variables. In determining the strength of these relationships, Pallant (2013) states that the correlation of 0 signifies the absence of communication, the correlation of 1.0 represents a perfect correlation in the form of a positive correlation -0.1 represents a perfect negative correlation. In translating values between 0 and 1, the following guidelines have been suggested by (Cohen, 2003).

r = 0.10 till 0.29 or r = -0.10 till -0.29 : small

r = 0.30 till 0.49 or r = -0.30 till -0.49 : medium

r = 0.50 till 1.00 or r = -0.50 till -1.00 : big

Based on the table 4.7 the results of Pearson Correlation showed the nature of the relationship between the variable communication, recognition and rewards, training and development and also job motivation. This procedure is based on a statistically significant 2-way test (two-tailed) at the level of 95 percent.

Overall, the results show that there is a relationship between the variable communication, recognition and rewards, training and development and job motivation. However, not all variables have a significant correlation coefficient. It shows that the correlation coefficient is significant at the ($r = 0.463$, $p < 0.05$) (2-tailed) for elements of recognition and rewards and job motivation. The correlation between elements of communication and job motivation exists with small association at ($r = 0.289$, $p < 0.05$) (2-tailed). The analysis found that the relationship between training and development and job motivation were not significant ($r = 0.112$, $p > 0.05$). Please refer to the appendices.

4.10 Multiple Regression

The researcher completed the correlation analysis in the previous part to identify the level of relationship between the communication, recognition and rewards, training and development, the independent variables and Job motivation, the dependent variable. In this section, the researcher identified the relationship between variables that has a stronger or a weaker relationship to job motivation. Therefore, the result will be tested in regression analysis.

This section reported the multiple regressions between communication, recognition and rewards, training and development and job motivation. Regression allows the researcher to make the statement about how well one or more independent variables will predict the value of the dependent variable. A multiple regression analysis was run to examine the relationships between the predictor variables (communication, recognition and rewards, training and development) and the job motivation as an outcome variable. The job motivation variable was regressed on the predictor variables (communication, recognition and rewards, training and development) to examine the relationships between variables and to test hypotheses 1, 2 and 3 of the current study. The result of multiple regression analysis can be seen from the table 4.8 below.

Table 4.8

Regression Between Job Motivation And Communication, Recognition And Rewards, Training And Development.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.486[a]	.237	.197	.42774	.237	5.989	3	58	.001

a. Predictors: (Constant), MeanTD, MeanRR, MeanCM
b. Dependent Variable: MeanJM

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.287	3	1.096	5.989	.001[b]
	Residual	10.612	58	.183		
	Total	13.899	61			

a. Dependent Variable: MeanJM
b. Predictors: (Constant), MeanTD, MeanRR, MeanCM

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.599	.426		8.455	.000
	MeanCM	-.023	.113	-.035	-.202	.841
	MeanRR	.394	.117	.572	3.383	.001
	MeanTD	-.143	.121	-.164	-1.175	.245

a. Dependent Variable: MeanJM

Table 4.9

Summary of Result of Multiple Regression For Job Motivation

Variables	**Standard beta coefficient (B)**	**Sig.**
Communication	-.035	.841
Recognition and Reward	.572	.001
Training and Development	-.164	.245

R square = .237

Adjusted R square = .197

F – Value = 5.989

A standard multiple regression analysis was conducted to evaluate how well communication, recognition and reward and training and development predicted job motivation. The linear combination of communication, recognition and reward, training and development was significantly related to job motivation, F((3, 58) = 5.989, $p < .005$). The multiple correlation coefficient was 0.49, indicating that approximately 24% of the variance of the job motivation can be accounted for by the linear combination of communication, recognition and reward and training and development. Hence, the multiple regression can be stated as follows:

Job motivation = (-0.023) x communication + 0.394 x recognition and rewards + (-0.134) x training and development + 3.599.

In this study, recognition and rewards are the variable which has the greatest influence on job motivation variance because the findings of multiple regressions demonstrated that recognition and rewards have the higher significant beta coefficient of 0.57. Additionally, the findings demonstrated that the correlations of communication, training and development and job motivation were not significant and the independent variables communication, training and development failed to enter the equation as the predictor of job motivation, as indicated by the non-significant t-value ($p > .05$).

Multiple regression analysis, as Table 4.9 shows the three independent variables which are communication (B = -0.035), recognition and reward (B = 0.572) and training and development (B = -0.164), except the independent variable recognition and rewards which is significant associated with the dependent variable job motivation , the other independents variables (communication and training and development) have negative, not significant relationship with job motivation and indirectly contribute to the model research. The full results are as attached.

4.10.1 Answering the research question- relationship between variable testing

The following are the results of the analysis that have been done to address the objectives through the testing of hypotheses studies that have been built. Multiple regression tests carried out using the 'Enter'. Summary Table 1 shows the model as three independent variables affect the dependent variable, "job motivation" R = .486, R square = .237, Adjusted R Square = .197, F = 5.989, $p < .001$

4.10.1.1 First objective: To determine the relationship between communications and job motivation among foreign lecturers at UUM.

Under the first objective of this study a hypothesis was developed that aims to test the effect directly of the communication on the job motivation. The first hypothesis is as follows:

$H1_O$: There is no significant relationship between Communication and job motivation among UUM's foreign lecturers.

$H1_A$: There is a significant relationship between Communication and job motivation among UUM's foreign lecturers.

The results of multiple regression analysis have shown that communication has no significant relationship with job motivation, where significant value is 0.289. Therefore, the communication is a variable that does not affect the phenomenon of job motivation described in this study. The Beta value for each of the variables is mentioned in the table where the Beta value of the communication is Beta= -0.035 and sig. is 0.841, therefore, the finding accepts the null hypothesis, and rejects the alternate hypothesis.

4.10.1.2 Second objective: To examine the relationship between Recognitions and Rewards and job motivation among foreign lecturers at UUM.

Under the second objective of this study a hypothesis was developed that aims to test the effect directly of the recognition and reward on the job motivation. The hypothesis is as follows:

$H2_O$: There is no significant relationship between Recognition and Rewards and job motivation among UUM's foreign lecturers.

$H2_A$: There is a significant relationship between Recognition and Rewards and job motivation among UUM's foreign lecturers.

Results have shown that recognition and reward have a significant relationship with job motivation. Therefore, recognition and reward variables affect the phenomenon of job motivation described in this study ($B = .572$, $t = 3.383$) the results of multiple regression analysis found that the null hypothesis was rejected, and the alternate hypothesis was accepted. Recognition and rewards were significantly related with job motivation. The results are as attachments.

4.10.1.3 Third objective: To determine the relationship between training and development and job motivation among foreign lecturers at UUM.

Under the third objective of this study a hypothesis was developed that aims to test the effect directly of the training and development on the job motivation. The following hypotheses were formed as follows:

$H3_O$: There is no significant relationship between Training and Development and job motivation among UUM's foreign lecturers.

$H3_A$: There is a significant relationship between Training and Development and job motivation among UUM's foreign lecturers.

The results of multiple regression analysis have shown that training and development have a negative and no significant relationship with job motivation, if at the level of significance = 0.122. Therefore, the elements training and development does not affect the phenomenon of job motivation described in this study (B = -.164, t = -.1.175).

Based on the multi regression analysis conducted for the independent variables available, recognition and rewards is the most significant influence on job motivation (B = .572, t = 3,383), followed by communication (B = -0.035, t = -0.202) and the last is the training and development (B = -0.164, t = -1.175) where both were found to have insignificant influence on the job motivation. With exception to recognition and rewards, the other independent variables (communication, training and development) have negative correlations. Please refer to the appendices.

4.11 Summary of the Findings

The findings of the hypothesis testing procedures were summarized in the Table 4.10 as illustrated in the table below:

Table 4.10

Summary of the Findings

No	**The Hypothesis**	**Conclusion**
H1**A**	There is a significant relationship between the communication and job motivation.	Not Supported
H2**A**	There is a significant relationship between recognition and reward and job motivation.	Supported
H3**A**	There is a significant relationship between training and development and job motivation.	Not Supported

4.12 Summary

This chapter presented the findings of the analysis concerning the effect of the relationship between communication, recognition and reward, and training and development on job motivation among visiting lecturers at UUM. Moreover, in prior to the hypothesis testing, this study established the goodness of the measure by performing validity and reliability analysis to ensure valid and reliable results.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter discusses the findings of the study. This study was aimed at examining the relationship of communication, recognition and rewards, training and development with job motivation among foreign lecturers at UUM. This chapter also included the research discussion, recommendations for future research and conclusion.

5.2 Summary of Study

The major purpose of this research is to investigate the relationship between the independent variables (communication, recognition and reward and training and development) and dependent variable (job motivation) and also to determine the factors that could increase job motivation among foreign lecturers at UUM. As mentioned above in chapter four, the findings of this study showed that one variable out of three independent variables (recognition and reward) has a significant relationship with the dependent variable (job motivation) supporting the alternate hypothesis H2A (There is a significant relationship between Recognition and Rewards and job motivation among UUM foreign lecturers), and giving positive answer to the second research question (does Communication has a relationship with job motivation among foreign lecturers at UUM?). However, based on the results of this research, two independent variables out of the three (Communication, training and development) do not have significant relationship with the dependent variable (job motivation), which clearly rejected the alternate hypothesizes H1A and H3A (there is a significant relationship between communication and job motivation among UUM foreign lecturers, there is a significant relationship between Training and Development and job motivation among UUM foreign lecturers. Consequently, the findings came out with negative answers for the research questions 1 and 3 (does Communications has a relationship with job motivation among foreign lecturers?, do training and development have a relationship with job motivation among foreign lecturers?). Therefore, there are two independent variables that do not contribute to the job motivation for UUM foreign lecturers.

5.3 Discussion of the Research Questions

The overall findings are discussed in terms of the three main research concerns as follows:

I. Does Communication have a significant relationship with job motivation among foreign lecturers?

II. Do Recognizing and Rewards have a significant relationship with job motivation among foreign lecturers?

III. Do training and development have a significant relationship with job motivation among foreign lecturers?

5.3.1 Does Communications has a significant relationship with job motivation among foreign lecturers at UUM?

It can be concluded that the relationship between communication and job motivation shows no significant relationship (Beta= -0.035 and sig. is 0.841). The current finding supports the null hypothesis that communication leads to higher levels of job motivation.

It is inconsistent with previous studies by testing the effects of communication contexts designed to enhance job motivation. Relatively few studies have examined the relationship between communication and job motivation where the element communication was mainly investigated. They have found that communication with staff plays an essential role in increasing and improving their performance. Besides that, it can also help to avoid the problem of employment (Bakker & Demerouti, 2007).

The findings of this study confirmed that even same theories and same variables have different results in different countries with different culture, nations, economic and political circumstances (Faaeq, Ismail, Osman, Al–Swidi, & Faieq, 2013). That may clarify the reason why H1A which indicates that there is a significant relationship between communication and job motivation among foreign lecturers in UUM is rejected in this study.

5.3.2 Do Recognition and Rewards have a significant relationship with job motivation among foreign lecturers at UUM?

The result of the study indicated that increased recognition and reward have an impact on job motivation and it shows that recognition and reward are significantly related to job motivation (B = .572, t = 3.383). This finding supported the alternate hypothesis H2A that there is a significant relationship between recognition and reward and job motivation. this result is consistent with the study conducted by Mathur and Gupta (2014) who found that reward practices have significant impact on the motivational level of workers and imposed that this practice provide enough motivation for workers to improve their performance.

Green et al. (2000) pointed out that recognition and rewards play a crucial role to keep the employees away from any probably de-motivation experience. The managers in organization can use the recognition to show to their staff what they expect from them (efforts, attitudes, and behaviors). In other words, the recognition and rewards can be used by the organization as a tool to drive the workers towards the attitudes and behaviors needed and eliminate the unwanted behaviors (Green et al., 2000; Holbeche, 1998). Using the appropriate recognitions and rewards helps the organization to make their staff engaged. However, the lack of recognitions and rewards may lead to de-motivation and burnout in the company (Bhattacharya & Mukherjee, 2009; Maslach et al., 2001).

The above-mentioned analysis can clarify the reason why H2A, indicating that there is a significant relationship between recognition and rewards and job motivation is supported in this study.

5.3.3 Do Training and Development have a significant relationship with job motivation among foreign lecturers at UUM?

The findings of this research found out that training and development are not significantly related to job motivation. Thus, increased training and development did not affect job motivation (B = -.164, t = -.1.175).

This result rejected the alternate hypothesis H3A that there is significant relationship between training and development and job motivation.

Based on this finding the researcher noted that there is inconsistency regarding the previous literatures. Song et al. (2007) conducted an empirical study on motivation preference within the Chinese context, they pointed out that training and development have a direct impact on level of motivation among employees and they argued about the important role of training and development on the motivation and encouragement of staff. In addition, another research done by Dieleman et al. (2003) on job motivation among rural health workers showed a significant impact that training and development have on employees motivation, while the others researches done in different environment, different countries (China and Viet Nam), different sectors (rural health, industry) and different culture. Specifically, this research contributed in investigating the relationship between training and development and job motivation in a new environment such as different country (Malaysia), different sector (High education), different culture and also different sample (foreign workers). Furthermore, Song et al. (2007) found that Chinese culture influenced motivation preferences and has an impact on the findings of their study. While, in this research the findings came out with inconsistency results with the previous researches and confirm that same theories and same variables may give different findings in different countries with different culture (Faaeq et al., 2013).

The above-mentioned analysis can clarify the reason why Ho2, indicating that there is no significant relationship between training and development and job motivation among foreign lecturers in UUM is supported in this study.

5.4 Limitation of Study

Some limitation of this study was the small size of respondents due this study just focuses on the foreign lecturers in UUM only. Based on that, there were just a small number of visiting lecturers who work at UUM. Hence, the size of the sample limits the generalizability of this study.

Another limitation was the time limitation by which this research was conducted within one semester. As a result, the researcher could only manage to collect data from a number of the foreign lecturers at UUM and it is might be different in findings.

5.5 Suggestion for Future Researches

This study has obtained substantial findings about the relationships between communication, recognition and reward, and training and development with job motivation among foreign lecturers at University Utara Malaysia. Nevertheless, the findings have also opened up doors for future research as recommended below:

1- By referring to the above discussion, this study explained a few independent variables that influence job motivation among foreign lecturers in UUM such as the communication, recognition and reward, and training and development. Nevertheless, there are more variables that can be tested regarding job motivation. Hence, some other variables should explore in future researches which possibly may have an impact to the job motivation. Because communication, recognition and reward, and training and development explained only 24 % of job motivation variance, other variables such as interaction with local staff, social factors, organizational structure, environment and culture (Green et al., 2000) are suggested to be included in future studies about job motivation.

2- Since this study only focused on one university (UUM), therefore, the result could not provide a real picture of a job motivation among foreign lecturers in the entire state or country. As a suggestion, future researches should be done to all universities in Kedah, even encouraged throughout Malaysia, Future research may try to test other foreign employees which will not just focus on the lecturers. The research that involves samples from the whole country will make the results more likely to be generalized to all foreign workers in Malaysia.

3- In this study, the researcher used purely quantitative methods to collect data. Furthermore, other methods of data collection can be developed by this study to make more valid inferences. In view of the fact, by using more than one method to collect data and by using different sources can come up with additional support to the interpretation of the research findings. Data collected through qualitative method such as interviews, would provide further evidence in the interpretation of the findings derived from the quantitative data. Additionally, according to Babin and Zikmund (2015), when the emphasis is on the deeper understanding of motivation or on developing new concept, qualitative research can be the appropriate method, because it allows the researchers to interact with the participants, therefore, the researcher can probe deeper into their opinions (Babin & Zikmund, 2015; Burns & Bush, 2004; Nykiel, 2007).

4- Further studies should probably be focusing on deeply investigating how demographic differences such as gender, age, experience and race affect the level of job motivation, communication, recognition and reward and training and development. Thereby, all these can be further researches for the future development of the higher education sector in Malaysia.

5.6 Conclusion

As a whole, this study has achieved its objectives in that all three research questions raised have been answered. This study looked into the relationship between communication, recognition and reward, training and development and job motivation among foreign lecturers at University Utara Malaysia.

Correlation analysis found that recognition and reward have a significant relationship with job motivation, while, communication and training and development have no significant relationship with job motivation.

Regression analysis concluded that recognition and reward have more contributions to job motivation. However, communication and training and development were not significant factors to affect job motivation. Thus, communication and training and development can be considered as distal antecedents of job motivation among visiting lecturers in UUM. These factors may not directly relate to job motivation, but it may be associated with other cognitions that are known to be important factors which affect job motivation. The study has provided significant contributions to the body of knowledge in the field of organizational behavior. The current study has added a new insight on the gaps in the literature concerning the factors of job motivation among visiting lecturers in the higher education sector, especially regarding the relationships of combined factor variables (communication, recognition and reward, training and development) with the outcome variable (job motivation).

Regarding that, job motivation plays a vital role among foreign lecturers at UUM, as it will affect their productivity and performance. Therefore, the factors that can influence job motivation among visiting lecturers at UUM should be monitored constantly through continuous research.

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Appendix A: Population (UUM Registrar's Department, 2016)

Tarikh Data	10/9/2016
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Visiting Lecturers Number at UUM :

2010 to 2016

Dates	Visiting Lecturers Number
12/26/2010	47
12/26/2011	78
12/30/2012	88
12/31/2013	108
12/28/2014	116
12/28/2015	122
10/09/2016	95

Tarikh Data	12/26/2010
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	School	No. of Staff
UUM CAS	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	2
	Pusat Pengajian Pendidikan dan Bahasa Moden	4
	Pusat Pengajian Pengajian Pelancongan dan Pengurusan Persekitaran	1
	Pusat Pengajian Pengajian Sosial	1
	Pusat Pengajian Pengkomputeran	4
	Pusat Pengajian Pusat Bahasa	1
	Pusat Pengajian Sains Kuantitatif	2
	Pusat Pengajian Teknologi Multimedia dan Komunikasi	2
UUM COB	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	1
	Pusat Pengajian Pengurusan Perniagaan	7
	Pusat Pengajian Pengurusan Teknologi dan Logistik	3
UUM COLGIS	Pusat Pengajian Pengajian Antarabangsa	11
	Pusat Pengajian Pengajian Pelancongan dan Pengurusan Persekitaran	1
	Pusat Pengajian Pengajian Undang-Undang	1
	Pusat Pengajian School of Government	5
	(blank)	1
Grand Total		**47**

Tarikh Data	12/26/2011
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	School	No. of Staff
PB	Pusat Pengajian Pendidikan dan Bahasa Moden	1
UUM CAS	Pusat Pengajian Pendidikan dan Bahasa Moden	7
	Pusat Pengajian Pengkomputeran	7
	Pusat Pengajian Pusat Umum	1
	Pusat Pengajian Teknologi Multimedia dan Komunikasi	4
UUM COB	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	13
	Pusat Pengajian Pengurusan Perniagaan	12
	Pusat Pengajian Pengurusan Teknologi dan Logistik	2
	Pusat Pengajian Perakaunan	1
UUM COLGIS	Pusat Pengajian Pengajian Antarabangsa	14
	Pusat Pengajian Pengajian Pelancongan dan Pengurusan Persekitaran	2
	Pusat Pengajian Pengajian Undang-Undang	3
	Pusat Pengajian School of Government	10
UUM NGA	(blank)	1
Grand Total		**78**

Tarikh Data	12/30/2012
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

jabatan	Pusat Pengajian	Count of nama dan gelaran
OYA	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	3
	Pusat Pengajian Pengurusan Perniagaan	7
	Pusat Pengajian Pengurusan Teknologi dan Logistik	2
PB		6
UUM CAS	Pusat Pengajian Pembangunan Sosial	1
	Pusat Pengajian Pendidikan dan Bahasa Moden	7
	Pusat Pengajian Pengkomputeran	6
	Pusat Pengajian Sains Kuantitatif	2
	Pusat Pengajian Teknologi Multimedia dan Komunikasi	4
	Pusat Pengajian Umum	1
	(blank)	1
UUM COB	Pusat Pengajian Ekonomi, Kewangan dan Perbankan	9
	Pusat Pengajian Pengurusan Perniagaan	6
	Pusat Pengajian Pengurusan Teknologi dan Logistik	2
	Pusat Pengajian Perakaunan	1
	(blank)	3
UUM COLGIS	Pusat Pengajian Antarabangsa	11
	Pusat Pengajian Kerajaan	11
	Pusat Pengajian Pengurusan Pelancongan, Hospitaliti dan Alam Sekitar	1
	Pusat Pengajian Undang-undang	3
	(blank)	1
Grand Total		**88**

Tarikh Data	12/31/2013
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	**School**	**No. of Staff**
OYA	OYAGSB	13
PB	PB	3
UUM CAS	JPU	3
	SEML	10
	SMMTC	3
	SOC	3
	SQS	4
	SSD	1
UUM COB	IBS	5
	SBM	13
	SEFB	10
	SOA	8
	STML	5
UUM COLGIS	SoG	9
	SoIS	15
	SoL	2
	STHEM	1
Grand Total		**108**

Tarikh Data	12/28/2014
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	**School**	**No. of Staff**
OYA	OYA	12
PB		3
UUM CAS	JPU	3
	SEML	11
	SMMTC	4
	SOC	5
	SQS	5
	SSD	2
UUM COB	IBS	5
	SBM	11
	SEFB	14
	SOA	6
	STML	5
UUM COLGIS	SoG	9
	SoIS	14
	SoL	4
	STHEM	3
Grand Total		**116**

Tarikh Data	12/28/2015
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	School	Count of Name
OYA	OYA	7
PB		9
UUM CAS	JPU	3
	SEML	10
	SMMTC	4
	SOC	6
	SQS	7
	SSD	2
UUM COB	IBS	5
	SBM	13
	SEFB	17
	SOA	8
	STML	5
UUM COLGIS	SoG	6
	SoIS	13
	SoL	4
	STHEM	3
Grand Total		**122**

Tarikh Data	10/09/2016
status_umum	Berkhidmat
taraf_warga	Bukan Warganegara

Department	School	Count of Name
OYA	OYA	8
PB	PB	12
UUM CAS	JPU	2
	SAPSP	2
	SCIMPA	1
	SEML	6
	SOC	5
	SQS	5
UUM COB	IBS	3
	SBM	11
	SEFB	13
	STML	4
	TISSA	6
UUM COLGIS	SoG	4
	SoIS	10
	SoL	1
	STHEM	2
Grand Total		**95**

Appendix C: Questionnaire

SECTION A: DEMOGRAPHIC DATA

Please provide answer for each the 7 following:

1. Gender: ☐ Male ☐ Female

2. Age: ☐ Less than 30 ☐ 31-39 ☐ 40 - 49 ☐ 50 and above

3. Marital Status: ☐ Single ☐ Married ☐ Widowed ☐ Divorced

4. School or Department: . . . .

5. Years of Teaching Experience: . . . .

6. Salary Range: ☐ Less than RM 3000
   ☐ RM3100- RM 6000
   ☐ RM6100- RM9000
   ☐ RM9100- RM12000
   ☐ More than- RM12000

7. Academic qualification: ☐ Master
   ☐ Doctorate
   ☐ Other …………..

SECTION B: Job Motivation

In this section, please provide answers for each the following statements according to the 5 Likert-Scale; from 1 to 5: 1: Strongly Disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree.

The Statements:	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
I feel really motivated to do my job well.	1	2	3	4	5
My opinion of myself goes down when I do this job badly.	1	2	3	4	5
I take pride in doing my job as well as I can.	1	2	3	4	5
I feel unhappy when my work is not up to my usual standard.	1	2	3	4	5
I like to look back on the day's work with a sense of a job well done.	1	2	3	4	5
I try to think of ways of doing my job effectively.	1	2	3	4	5

SECTION C: INDEPENDENT FACTORS

Please provide answers for each the following statement:

1- Communication:

The Statements:	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Top management is sincere in their efforts to communicate with employees.	1	2	3	4	5
My organization encourages the differences in opinions.	1	2	3	4	5
I am free to disagree with my immediate top management.	1	2	3	4	5
I can tell my immediate top management when things are wrong.	1	2	3	4	5
I have a say in decisions that affects my job.	1	2	3	4	5
I have a part in accomplishing my company's goals.	1	2	3	4	5

1- Recognition and Rewards:

The Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel I am being paid fairly.	1	2	3	4	5
When I do a good job, I receive the recognition for it that I deserve.	1	2	3	4	5
Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
I sometimes feel my job is meaningless	1	2	3	4	5
I do not feel that the work I do is appreciated.	1	2	3	4	5
There are few rewards for those who work here.	1	2	3	4	5

2- Training and Development:

The Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The job training is an effective tool for me to learn new skills.	1	2	3	4	5
Training and development is important for my job growth.	1	2	3	4	5
I receive updated training which is required for my position.	1	2	3	4	5
The current training offered is not adequate for my professional needs.	1	2	3	4	5
Training and development is important for my potential advancement.	1	2	3	4	5
My coaching sessions are meaningful and motivational.	1	2	3	4	5

Appendix D: Pilot Study Results (Cronbach's Alpha)

Reliability (Scale: JM)

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.691	.659	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.383	4.200	4.650	.450	1.107	.028	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JM1	21.95	4.576	.776	.762	.487
JM2	21.95	7.313	.445	.268	.647
JM3	22.10	4.621	.647	.771	.561
JM4	21.80	8.168	.243	.404	.697
JM5	22.05	8.261	.258	.497	.694
JM6	21.65	8.555	.204	.548	.704

Reliability (Scale: CM)

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.913	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.583	3.400	3.800	.400	1.118	.030	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CM1	17.75	18.197	.880	.831	.880
CM2	17.85	18.450	.829	.812	.888
CM3	18.10	17.568	.811	.662	.893
CM4	18.05	20.261	.732	.676	.902
CM5	18.05	22.682	.570	.527	.922
CM6	17.70	20.853	.758	.758	.900

Reliability (Scale: RR)

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.770	.777	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.733	3.500	4.050	.550	1.157	.058	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
RR1	18.35	10.661	.455	.566	.752
RR2	18.70	8.432	.710	.676	.676
RR3	18.90	9.568	.457	.461	.764
RR4	18.40	11.832	.472	.611	.751
RR5	18.75	9.461	.847	.826	.658
RR6	18.90	12.621	.258	.162	.788

Reliability (Scale: TD)

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.660	.686	6

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.142	3.600	4.650	1.050	1.292	.165	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TD1	20.40	4.463	.676	.638	.526
TD2	20.20	4.905	.651	.640	.559
TD3	21.10	4.832	.267	.204	.674
TD4	21.25	5.145	.307	.177	.646
TD5	20.55	6.050	.023	.091	.730
TD6.	20.75	3.776	.620	.616	.514

Appendix E: Actual Study Results

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	80.6	80.6	80.6
	Female	12	19.4	19.4	100.0
	Total	62	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 30	2	3.2	3.2	3.2
	31-39	23	37.1	37.1	40.3
	40-49	33	53.2	53.2	93.5
	50 and above	4	6.5	6.5	100.0
	Total	62	100.0	100.0	

Marital_status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	8	12.9	12.9	12.9
	2	1	1.6	1.6	14.5
	Married	49	79.0	79.0	93.5
	Widowed	3	4.8	4.8	98.4
	Divorced	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

School_Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	OYAGSB	6	9.7	9.7	9.7
	PB	6	9.7	9.7	19.4
	UUM CAS	10	16.1	16.1	35.5
	UUM COB	29	46.8	46.8	82.3
	UUM COLGAIS	11	17.7	17.7	100.0
	Total	62	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 Years	24	38.7	38.7	38.7
	2	2	3.2	3.2	41.9
	6 to 10 Years	26	41.9	41.9	83.9
	2	1	1.6	1.6	85.5
	11 to 15 Years	5	8.1	8.1	93.5
	16 to 20 Years	2	3.2	3.2	96.8
	More than 21 Years	2	3.2	3.2	100.0
	Total	62	100.0	100.0	

Salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RM3100-RM6000	3	4.8	4.8	4.8
	RM6100-RM9000	11	17.7	17.7	22.6
	4	1	1.6	1.6	24.2
	RM9100-RM12000	42	67.7	67.7	91.9
	More than RM12000	5	8.1	8.1	100.0
	Total	62	100.0	100.0	

Academic_Aualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	8	12.9	12.9	12.9
	Doctoral	53	85.5	85.5	98.4
	5	1	1.6	1.6	100.0
	Total	62	100.0	100.0	

Reliability Scale: JM

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.709	.705	5

Reliability Scale: CM

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.877	6

Reliability Scale: RR

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.770	6

Reliability Scale: TD

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.827	6

Frequencies

Statistics

		MeanJM	MeanCM	MeanRR	MeanTD
N	Valid	62	62	62	62
	Missing	0	0	0	0
Mean		4.5032	3.7151	3.9677	4.0376
Std. Deviation		.47735	.72390	.69269	.54774
Skewness		-2.271	-.952	-.691	-.376
Std. Error of Skewness		.304	.304	.304	.304
Kurtosis		6.862	2.577	1.122	-.257
Std. Error of Kurtosis		.599	.599	.599	.599
Minimum		2.40	1.00	1.67	2.50
Maximum		5.00	5.00	5.00	5.00

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
MeanJM	4.5032	.47735	62
MeanCM	3.7151	.72390	62
MeanRR	3.9677	.69269	62
MeanTD	4.0376	.54774	62

Correlations

		MeanJM	MeanCM	MeanRR	MeanTD
MeanJM	Pearson Correlation	1	.289*	.463**	.112
	Sig. (2-tailed)		.023	.000	.384
	N	62	62	62	62
MeanCM	Pearson Correlation	.289*	1	.718**	.533**
	Sig. (2-tailed)	.023		.000	.000
	N	62	62	62	62
MeanRR	Pearson Correlation	.463**	.718**	1	.515**
	Sig. (2-tailed)	.000	.000		.000
	N	62	62	62	62
MeanTD	Pearson Correlation	.112	.533**	.515**	1
	Sig. (2-tailed)	.384	.000	.000	
	N	62	62	62	62

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

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

Descriptive Statistics

	Mean	Std. Deviation	N
MeanJM	4.5032	.47735	62
MeanCM	3.7151	.72390	62
MeanRR	3.9677	.69269	62
MeanTD	4.0376	.54774	62

Regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.486[a]	.237	.197	.42774	.237	5.989	3	58	.001

a. Predictors: (Constant), MeanTD, MeanRR, MeanCM

b. Dependent Variable: MeanJM

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.287	3	1.096	5.989	.001[b]
	Residual	10.612	58	.183		
	Total	13.899	61			

a. Dependent Variable: MeanJM

b. Predictors: (Constant), MeanTD, MeanRR, MeanCM

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.160	1	1.160	5.465	.023[b]
	Residual	12.739	60	.212		
	Total	13.899	61			

a. Dependent Variable: MeanJM

b. Predictors: (Constant), MeanCM

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.980	1	2.980	16.377	.000[b]
	Residual	10.919	60	.182		
	Total	13.899	61			

a. Dependent Variable: MeanJM

b. Predictors: (Constant), MeanRR

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.176	1	.176	.768	.384[b]
	Residual	13.724	60	.229		
	Total	13.899	61			

a. Dependent Variable: MeanJM

b. Predictors: (Constant), MeanTD

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.599	.426		8.455	.000
	MeanCM	-.023	.113	-.035	-.202	.841
	MeanRR	.394	.117	.572	3.383	.001
	MeanTD	-.143	.121	-.164	-1.175	.245

a. Dependent Variable: MeanJM