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**THE RELATIONSHIP BETWEEN EMPLOYEE MOTIVATION, TRAINING  
PROGRAM, WORK STRESS, EMOTIONAL INTELLIGENCE, AND LECTURERS'  
WELL-BEING AT KOLEJ MARA, MALAYSIA**

**BY**

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**UUM**  
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**Pusat Pengajian Pengurusan  
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## **ABSTRACT**

This study examines how employee motivation, training programs, and work stress influence the well-being of lecturers at Kolej MARA, and how emotional intelligence functions as a mediator, based on the Job Demands-Resources (JD-R) model and Diener's Subjective Well-Being theory. This study employed a quantitative approach using a cross-sectional research design. A total of 103 lecturers from Kolej MARA in Malaysia answered online questionnaires. Data was analysed using SPSS software and the PROCESS Macro to identify relationships and mediation effects among variables. The findings indicate that motivation and training programs have a positive impact on lecturers' well-being, while work stress has a significant adverse effect. Emotional intelligence was found to mediate the relationships between these variables, highlighting its crucial role in enhancing resilience and emotional regulation in the workplace. This study not only contributes to theoretical understanding but also provides practical implications for human resource practices in higher education institutions. It recommends incorporating emotional intelligence development into training programs and well-being initiatives to strengthen lecturers' well-being, thereby making the findings directly applicable to HR professionals and researchers in the field.

**Keywords:** Employee Motivation, Training Programs, Work Stress, Emotional Intelligence, Employee Well-Being

## ABSTRAK

Kajian ini mengkaji bagaimana motivasi pekerja, program latihan, dan tekanan kerja mempengaruhi kesejahteraan pensyarah Kolej MARA serta bagaimana kecerdasan emosi berfungsi sebagai pengantara, berdasarkan kepada Model Job Demands-Resources dan Teori Kesejahteraan Subjektif oleh Diener. Kaedah kajian ini menggunakan pendekatan kuantitatif dengan reka bentuk keratan lintang. Sebanyak 103 respons diperoleh melalui soal selidik melalui talian dari populasi pensyarah Kolej MARA di Malaysia. Data telah dianalisa menggunakan perisian SPSS dan PROCESS Macro untuk mengenal pasti hubungan dan kesan pengantaraan antara pemboleh ubah. Dapatan kajian menunjukkan bahawa motivasi dan program latihan memberi kesan positif terhadap kesejahteraan pensyarah, manakala tekanan kerja memberi kesan negatif yang signifikan. Kecerdasan emosi didapati memainkan peranan sebagai pengantara dalam hubungan antara pemboleh ubah tersebut, menunjukkan peranannya yang penting dalam meningkatkan ketahanan dan pengawalan emosi di tempat kerja. Kajian ini menyumbang kepada pemahaman teori dan amalan sumber manusia dalam institusi pendidikan tinggi. Ia mencadangkan agar pembangunan kecerdasan emosi dimasukkan dalam program latihan dan inisiatif kesejahteraan bagi memperkukuh kesejahteraan pensyarah.

Kata kunci: Motivasi Pekerja, Program Latihan, Tekanan Kerja, Kecerdasan Emosi, Kesejahteraan Pekerja

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

Recent research has indicated that workers who experience higher levels of well-being are significantly more engaged, productive, and committed to their organisations (Chen & Liu, 2022; Morris et al., 2023; Singh & Patel, 2023). This has led to the emergence of employee well-being as a critical determinant of organisational performance and overall staff satisfaction. In educational institutions such as Kolej MARA, fostering staff well-being is paramount given the competitive and dynamic nature of the education sector. In this context, key elements such as employee motivation, effective training programs, and managing work stress have been identified as essential drivers of well-being (Garcia & Zhao, 2022; Johnson & Yang, 2022). Additionally, according to the latest studies, emotional intelligence (EI) plays a crucial role in mitigating the adverse effects of work-related stress and enhancing employee well-being. Higher EI levels have been linked to better stress management and increased job satisfaction (Salovey & Mayer, 2021; Karimi, Leggat, Donohue, Farrell, & Couper, 2021). Thus, this study aims to evaluate the mediating role of emotional intelligence among Kolej MARA lecturers and examine the effects of work-related stress, training initiatives, and employee motivation on lecturers' well-being.

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## APPENDICES

### QUESTIONNAIRES

Questionnaire: Employee Motivation and Training Program

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Agree,

5 = Strongly Agree

#### Employee Motivation

(It is a fundamental psychological construct that drives individuals to perform at their best in the workplace)

1. I value intrinsic rewards such as personal development. ☐1 ☐2 ☐3 ☐4 ☐5
2. I value intrinsic rewards such as interest in the job. ☐1 ☐2 ☐3 ☐4 ☐5
3. I am eager to gain quality experience. ☐1 ☐2 ☐3 ☐4 ☐5
4. Better learning opportunities motivate me more than attractive salaries.  
☐1 ☐2 ☐3 ☐4 ☐5
5. I feel motivated if job requirements align with my skills. ☐1 ☐2 ☐3 ☐4 ☐5
6. If I am given autonomy (decision-making power), I feel motivated. ☐1 ☐2 ☐3 ☐4 ☐5
7. Appreciation motivates me more than financial benefits. ☐1 ☐2 ☐3 ☐4 ☐5
8. Recognition motivates me more than financial benefits. ☐1 ☐2 ☐3 ☐4 ☐5
9. My motivation directly influences my performance level. ☐1 ☐2 ☐3 ☐4 ☐5
10. I believe motivation and performance are strongly related. ☐1 ☐2 ☐3 ☐4 ☐5
11. I value extrinsic rewards such as financial incentives. ☐1 ☐2 ☐3 ☐4 ☐5
12. I value extrinsic rewards such as recognition. ☐1 ☐2 ☐3 ☐4 ☐5
13. I value extrinsic rewards such as promotion opportunities. ☐1 ☐2 ☐3 ☐4 ☐5
14. Attractive benefit packages such as government fixed allowances increase my motivation to work. ☐1 ☐2 ☐3 ☐4 ☐5
15. Attractive benefit packages such as free medical services increase my motivation to work.  
☐1 ☐2 ☐3 ☐4 ☐5
16. Attractive benefit packages such as performance-based awards increase my motivation to work. ☐1 ☐2 ☐3 ☐4 ☐5

17. My financial needs are the main factor motivating good job performance.

☐1 ☐2 ☐3 ☐4 ☐5

18. Job security motivates me to work better. ☐1 ☐2 ☐3 ☐4 ☐5

19. Good relationships with colleagues are motivating factors. ☐1 ☐2 ☐3 ☐4 ☐5

20. My supervisor's personality calms me more than financial rewards.

☐1 ☐2 ☐3 ☐4 ☐5

21. A positive work environment is important for me to perform well.

☐1 ☐2 ☐3 ☐4 ☐5

22. I make sacrifices today for future benefits. ☐1 ☐2 ☐3 ☐4 ☐5

23. Future promotions interest me more than job security. ☐1 ☐2 ☐3 ☐4 ☐5

24. I maintain good performance whether I am motivated or not. ☐1 ☐2 ☐3 ☐4 ☐5

### **Training Program**

(It is a structured effort by organizations to improve employee skills, knowledge, and professional growth)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Agree,

5 = Strongly Agree

1. I would appreciate the training provided as a meaningful experience.

☐1 ☐2 ☐3 ☐4 ☐5

2. I find the training provided by the organization very interesting. ☐1 ☐2 ☐3 ☐4 ☐5

3. The training provided is very beneficial to my job. ☐1 ☐2 ☐3 ☐4 ☐5

4. Participation in the provided training is very useful for my job. ☐1 ☐2 ☐3 ☐4 ☐5

5. After the training, I know more about the content related to my job than before.

☐1 ☐2 ☐3 ☐4 ☐5

6. I have learned many new things from the training provided. ☐1 ☐2 ☐3 ☐4 ☐5

7. In my daily work, I often use the knowledge I gained from the training provided. ☐1 ☐2 ☐3 ☐4 ☐5
8. I have successfully applied the training content in my daily work. ☐1 ☐2 ☐3 ☐4 ☐5
9. Since attending the training provided, I am more satisfied with my job. ☐1 ☐2 ☐3 ☐4 ☐5
10. My job performance has improved through the application of training content. ☐1 ☐2 ☐3 ☐4 ☐5
11. The application of the training content has facilitated workflow in my organization. ☐1 ☐2 ☐3 ☐4 ☐5
12. The organizational climate has improved due to the training provided. ☐1 ☐2 ☐3 ☐4 ☐5

### **Work Stress**

(A psychological state resulting from work-related demands and pressures that exceed one's ability to cope)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Agree, 5 = Strongly Agree

1. Constantly feel stressed due to work-related problems. ☐1 ☐2 ☐3 ☐4 ☐5
2. Have difficulty making decisions at work. ☐1 ☐2 ☐3 ☐4 ☐5
3. Less efficient at work compared to the past. ☐1 ☐2 ☐3 ☐4 ☐5
4. Work quality has deteriorated. ☐1 ☐2 ☐3 ☐4 ☐5
5. Feel spiritually exhausted after work. ☐1 ☐2 ☐3 ☐4 ☐5
6. Feel emotionally exhausted after work. ☐1 ☐2 ☐3 ☐4 ☐5
7. Feel physically exhausted after work. ☐1 ☐2 ☐3 ☐4 ☐5
8. Often feel bored during working hours. ☐1 ☐2 ☐3 ☐4 ☐5
9. Easily forget when performing tasks. ☐1 ☐2 ☐3 ☐4 ☐5
10. Lack focus while carrying out tasks. ☐1 ☐2 ☐3 ☐4 ☐5
11. Dissatisfied with the job. ☐1 ☐2 ☐3 ☐4 ☐5

12. Frequently feel depressed during working hours. ☐1 ☐2 ☐3 ☐4 ☐5
13. Frequently get irritated during working hours. ☐1 ☐2 ☐3 ☐4 ☐5
14. Frequently feel impatient during working hours. ☐1 ☐2 ☐3 ☐4 ☐5
15. Lack enthusiasm for the job. ☐1 ☐2 ☐3 ☐4 ☐5
16. Always feel tired at the office even after plenty of sleep. ☐1 ☐2 ☐3 ☐4 ☐5
17. Always feel frustrated during office hours. ☐1 ☐2 ☐3 ☐4 ☐5
18. Frequently catch a cold during workdays. ☐1 ☐2 ☐3 ☐4 ☐5
19. Frequently infected by viruses during workdays. ☐1 ☐2 ☐3 ☐4 ☐5
20. Eating habits have changed due to work-related problems. ☐1 ☐2 ☐3 ☐4 ☐5
21. Desire to withdraw from work demands. ☐1 ☐2 ☐3 ☐4 ☐5
22. Often think about quitting the current job. ☐1 ☐2 ☐3 ☐4 ☐5
23. Often think about transferring to another job. ☐1 ☐2 ☐3 ☐4 ☐5

### **Emotional Intelligence**

(The capacity to recognise, comprehend, control, and make use of emotions in order to promote goal-achieving and thinking)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Agree,  
5 = Strongly Agree

#### **Self-Emotion Appraisal (SEA)**

1. I have a good sense of why I have certain feelings most of the time.  
☐1 ☐2 ☐3 ☐4 ☐5
2. I have good understanding of my own emotions. ☐1 ☐2 ☐3 ☐4 ☐5
3. I really understand what I feel. ☐1 ☐2 ☐3 ☐4 ☐5
4. I always know whether or not I am happy. ☐1 ☐2 ☐3 ☐4 ☐5



### **Others' Emotion Appraisal (OEA)**

5. I always know my friends' emotions from their behavior. ☐1 ☐2 ☐3 ☐4 ☐5
6. I am a good observer of others' emotions. ☐1 ☐2 ☐3 ☐4 ☐5
7. I am sensitive to the feelings and emotions of others. ☐1 ☐2 ☐3 ☐4 ☐5
8. I have good understanding of the emotions of people around me. ☐1 ☐2 ☐3 ☐4 ☐5

### **Use of Emotion (UOE)**

9. I always set goals for myself and then try my best to achieve them.  
☐1 ☐2 ☐3 ☐4 ☐5
10. I always tell myself I am a competent person. ☐1 ☐2 ☐3 ☐4 ☐5
11. I am a self-motivated person. ☐1 ☐2 ☐3 ☐4 ☐5
12. I would always encourage myself to try my best. ☐1 ☐2 ☐3 ☐4 ☐5

### **Regulation of Emotion (ROE)**

13. I am able to control my temper and handle difficulties rationally. ☐1 ☐2 ☐3 ☐4 ☐5
14. I am quite capable of controlling my own emotions. ☐1 ☐2 ☐3 ☐4 ☐5
15. I can always calm down quickly when I am very angry. ☐1 ☐2 ☐3 ☐4 ☐5
16. I have good control of my own emotions. ☐1 ☐2 ☐3 ☐4 ☐5

### **Employee Well-Being**

(Emotional responses and cognitive assessments like life satisfaction are examples of people's cognitive and affective assessments of their lives)

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Partially Disagree, 4 = Agree,

5 = Strongly Agree

#### **Vigor**

1. I feel very energetic at work. ☐1 ☐2 ☐3 ☐4 ☐5
2. I feel strong in my job. ☐1 ☐2 ☐3 ☐4 ☐5
3. I feel physically fit at work. ☐1 ☐2 ☐3 ☐4 ☐5

4. I can keep working for a long period of time. ☐1 ☐2 ☐3 ☐4 ☐5

5. At work, I always stay strong even when things don't go well. ☐1 ☐2 ☐3 ☐4 ☐5

### **Dedication**

6. I find the work I do is full of meaning. ☐1 ☐2 ☐3 ☐4 ☐5

7. I find the work I do is full of purpose. ☐1 ☐2 ☐3 ☐4 ☐5

8. I am enthusiastic about my job. ☐1 ☐2 ☐3 ☐4 ☐5

9. My job inspires me. ☐1 ☐2 ☐3 ☐4 ☐5

10. I feel proud of the work I do. ☐1 ☐2 ☐3 ☐4 ☐5

11. For me, my job is challenging. ☐1 ☐2 ☐3 ☐4 ☐5

12. I have good mental resilience in facing challenges at work. ☐1 ☐2 ☐3 ☐4 ☐5

### **Absorption**

13. Time flies when I am working. ☐1 ☐2 ☐3 ☐4 ☐5

14. When I am working, I forget everything else around me. ☐1 ☐2 ☐3 ☐4 ☐5

15. When I wake up in the morning, I feel like going to work. ☐1 ☐2 ☐3 ☐4 ☐5

16. I feel happy when I am working with full concentration. ☐1 ☐2 ☐3 ☐4 ☐5

17. I am focused on my work. ☐1 ☐2 ☐3 ☐4 ☐5

18. I become deeply absorbed when I am working. ☐1 ☐2 ☐3 ☐4 ☐5

19. It is hard for me to detach myself from my work. ☐1 ☐2 ☐3 ☐4 ☐5

## **LETTER**

To whom it may concern,

I am a postgraduate student currently pursuing a Master of Science (Management) at Universiti Utara Malaysia (UUM). I am conducting a research study titled:

### **THE RELATIONSHIP BETWEEN EMPLOYEE MOTIVATION, TRAINING PROGRAM, WORK STRESS, EMOTIONAL INTELLIGENCE, AND LECTURERS' WELL-BEING AT KOLEJ MARA, MALAYSIA**

This study aims to examine the impact of employee motivation, participation in training programs, and work-related stress on overall employee well-being. It also examines the mediating role of emotional intelligence in this relationship. The findings of this study are expected to contribute valuable insights into improving employee well-being and enhancing human resource strategies, particularly in organizational and educational settings. You are invited to participate in this study because your experiences and perspectives as an employee are essential to the success of this research. The survey will take approximately 20 – 30 minutes to complete. Please be assured that all responses will be kept strictly confidential and used solely for academic purposes.

If you have any questions or need further clarification, please do not hesitate to contact me at 013-6899161.

Thank you very much for your time and valuable contribution to this research.

Sincerely,

Musliha binti Mahat

Matric No: 832689

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