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**FACTORS INFLUENCING JOB MOTIVATION AMONG MALAYSIAN  
POLICE OFFICERS IN THE PERLIS CONTINGENT**



**MASTER OF SCIENCE (MANAGEMENT)**

**UNIVERSITI UTARA MALAYSIA**

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**FACTORS INFLUENCING JOB MOTIVATION AMONG MALAYSIAN  
POLICE OFFICERS IN THE PERLIS CONTINGENT**



**Thesis submitted to  
School of Business Management, Universiti Utara Malaysia  
In Partial Fulfilment of the Requirements for the Master of Science  
(Management)**



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Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

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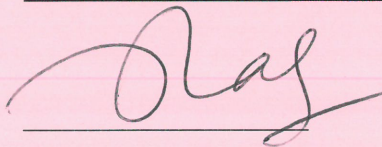
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## ABSTRACT

The main objective of this study is to examine factors that influence job motivation among Malaysian police officers in the Perlis Contingent. There are three variables that have been used in this study to examine the relationship with job motivation which is leadership style, rewards and recognition and training and development. The samples of this study consist of 134 police officers from rank and file officers to senior officers in Perlis Contingent. The data were analysed using the software SPSS version 25.0. The data were collected through the distribution of surveys using questionnaires. A few analysis has been made such as reliability analysis, normality analysis, descriptive analysis, correlation analysis (Pearson correlation analysis) and regression analysis. Overall results from Pearson correlation analysis showed there is a relationship between the variable leadership styles, recognition and rewards, training and development and job motivation. However, not all variables have a significant correlation. By processing another step using multiple regressions, (leadership style and training and development) are the independent variables that have the greatest influence on dependent variables (job motivation). However, another one independent variables (reward and recognition) were not significant to affect job motivation. The result of this study showed that leadership style and training and development factors play an important role to influence job motivation, while rewards and recognition do not have a significant relationship with job motivation, among police officers at Perlis Contingent.

Keyword: *Police Officers, Job Motivation, Leadership, Rewards and Recognition, Training and Development.*



## ABSTRAK

Objektif utama kajian ini adalah untuk mengkaji faktor yang mempengaruhi motivasi kerja terhadap pegawai polis di Kontinjen Perlis dengan tiga unsur pembolehubah iaitu cara penyeliaan, penghargaan dan pengiktirafan dan latihan dan pembangunan. Sampel kajian ini terdiri daripada 134 orang pegawai polis dari Kontinjen Perlis. Data kajian ini dianalisis menggunakan SPSS versi 25.0. Data dikumpul melalui kajian soal-selidik, analisis normalisasi, analisis deskriptif, analisis korelasi (Analisis Korelasi Pearson) dan analisis regresi. Keseluruhan keputusan dari korelasi Pearson menunjukkan semua pembolehubah mempunyai hubungan dengan motivasi kerja, namun tidak semua mempunyai hubungan yang signifikan. Dengan memproses satu lagi langkah menggunakan regresi berganda menunjukkan bahawa keseimbangan bagi pembolehubah (cara penyeliaan dan latihan dan pembangunan) mempunyai hubungan yang signifikan dan positif terhadap motivasi kerja pegawai polis. Manakala pembolehubah (penghargaan dan pengiktirafan) tidak mempunyai hubungan signifikan dengan motivasi kerja. Hasil kajian menunjukkan bahawa faktor (cara penyeliaan dan latihan dan pembangunan) memainkan peranan penting dalam mempengaruhi motivasi kerja di kalangan pegawai polis di Kontinjen Perlis.

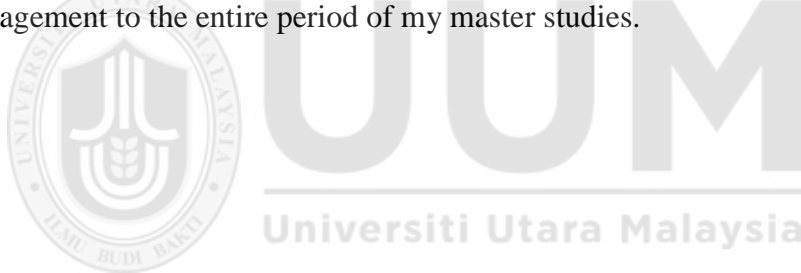
Kata kunci: *Pegawai polis, Motivasi kerja, Cara penyeliaan, Penghargaan dan pengiktirafan, Latihan dan pembangunan.*



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter explains the background of the study, problem statement, research question, research objectives, significance of the study, scope of the study, the definitions of the key terms and the structure of the thesis.

#### **1.2 Background of the Study**

The Royal Malaysia Police (RMP), especially in Perlis State is one of the key leaders in national security to ensure the community in Perlis is safe and secures moreover to sustain the need and demand in terms of peace within Malaysia. The Royal Malaysia Police (RMP) is not only working to ensure a safe and peaceful country but also to reduce the crime rates in the country regardless of age, race, and religion to improve public safety in Malaysia. As police personnel, they need the motivation to increase inner power and psychological energy that could affect the working behaviour. Self-motivation is the key for the force, regarding the trend of community now a days is more challenging where fake news and video is spreading widely in social media. So as frontlines Royal Malaysia Police (RMP) needs to be more careful in every action towards the public. Every move in every action will go viral if we are not in the right situation. So this aspect has become one of the examples as a challenge for police forces to compete. In a way to fight with the social environment, these are some factors that influence the level of motivation police officers have. To increase job motivation among police officers in Perlis this research has been conducted to study how to overcome this issue. So that the management department of Royal Malaysia

Police in Perlis Contingent can come with a solution within, to increase the motivation among police officers in Perlis. Leadership style, recognition and reward and training and development is one of the common factors that influence job motivation in police forces, with this research we can recognize which factor have a significant relationship with job motivation so that we can focus more on that factor to level up the motivation for police officers in Perlis Contingent.

The job motivation is very important to enhance and ensure motivation in each and every member of the police is at a higher level so that they are always eager to work in every condition ahead. According to Crank (2004), the duties of police are highly responsible; they place themselves in danger task such as in crime investigation. In other words the duties of police are one of the most challenging professions and this encouraged them to have more motivation to deliver the job well. According to Singh (2013), police officers should always be enthusiastic and have a positive aura in themselves that are always ready, no matter where they are located and in any situation direct or indirect to the current security and social condition of the country.

Police officers must maintain their performance to fulfil the expectations of the government and society. Meanwhile, Muogbo (2013), argues that leaders must continuously give praise and positive feedback when the followers show good performance. In other words, employees receiving positive feedback from employers have a higher urge to perform in work. When given proper motivation to the employees not only increases performance but also helps the department to retain the best employee to help the organization achieve higher goals and objectives (Singh, 2013).

Today, to get the right employees and retain them is one of the challenges to the organization in the current environment, which is faced with a lot of problem between superior and subordinate that always make a problem in a workplace (Gohari, Hosseinipour, Kamkar, & Zahoori, 2013). As an organization in upholding the rule of law, the Police Department has a wide range of responsibilities, which is responsible to ensure the implementation of rules and regulations provided by the rule of law and the other one is obligations towards the expectation of the nation (Ali & Ahmed, 2009).

Every organization is depends on the employee's effort to get a better result in organization performance, so researchers must understand to find out what factors motivate employees. The organization can plan to give a suitable reward system to employees to enhance better performance (Almoansour, 2012). In order to get a better result, the right combination of immaterial and material rewards can boost employee's work motivation and also enhance their commitment to the organization (Ali & Ahmed, 2009).

Based on previous study by Hafiza, Jamsheed, Shah and Zaman (2011), employees' reward is identified to be a main contributor to employee motivation to perform in the organization. In addition, leadership style also plays an influence on the motivation of the workers (Bodla & Nawaz, 2010). The leadership also plays the important role in police force to increase motivation and disciplines, if the leaders want to improve the ability or outcomes; the leaders need to pay attention to enhance the motivation among their followers (Bodla & Nawaz, 2010).

This study involved police officers in the Perlis contingent as respondents representing a sample. This research aims to explain the meaning and the underlying concept of motivation and helps the management of the police department in terms of reviewing and updating policies and strategies. It is also beneficial in understanding the main motivating factor for police officers.

### **1.3 Problem Statement**

There are about 1900 officers from rank and file (lower rank) to senior officers give service in Perlis Contingent. The senior officer is from Inspector to Senior Assistant Commissioner. The high-rank officers or senior officers have the ability to give orders to rank in file officers. High rank officer is the person who makes the decision and leads the task in the department. In order to increase motivation among police officers, leadership is the most important factor since leaders or head department is one of the respectful people in Royal Malaysia Police. Most people viewed effective leadership as a main factor to make any organization success (Bogler, 2001). To maintain the motivation among the employees, leaders carefully managed the performance to achieve the organization's goals (Bodla & Nawaz, 2010).

Disciplines issues in police officers are some of the matters that RMP needs to focus on. Integrity and Standards Compliance Department (JIPS) in RMP is responsible to investigate the discipline issues and public reports towards police officers. Most of the cases involve officers from all rank and department. The result and the action taken after the investigation sometime can give a negative impact to officer careers and department. Discipline problem among police officers in Perlis Contingent is one of the reasons that job motivation within officers has decreased. So the management

needs to find the motivation factor to reduce discipline problems in the force in order to give better services to the public and nation. Not all the discipline issues are reported from people inside the police department, the complaint and report sometimes made by the publics, especially to front-liners and police enquiry offices. The Royal Malaysia Police is in the process of dealing with this problem but there are still not every officer obeying orders, the officer should know how big or small the responsibility is and they need to carry it out. The level of motivation is different for every person to maintain the level of motivation. It is quite hard when workers should be able to deal with different environments and more challenging to employers to demand a full commitment from the employees (Tella, 2007).

Workplace today requires all the workers and leaders to be skilled and well trained. Especially in the police force, some specialist departments such as Arms and Bomb Units, and others specialist units are demanding for skilled officers. The job rotation and promotion in police forces sometimes put the officers in the department which is outside of their speciality and experiences. They are well trained and gain much experience in previous positions, but after promotion or job rotation in different departments and other units they need to gain and experience new skills and knowledge. Sometimes the officers found themselves not suitable and capable to explore and learn the new skill; this matter influences the job motivation. The consequences will directly lead the officer to apply for early retirement and switch in department. Works of literature have identified and revealed job motivation as the most significant particularly in the 21st century. Researchers argued that job motivation is interconnected to job execution among police officers. 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 the performance of their jobs (Achim, Balan, & Dragolea, 2013; Afful-Broni & Nanyele, 2012; Springer, 2011). While a negative relationship with the low level of the job motivation leads to a stressful working environment and feeling of disengagement towards the job involved in the organization (Achim et al., 2013; Afful-Broni & Nanyele, 2012; Springer, 2011).

Motivation during work is very important to people because it will help to enhance the chances to achieve the objective in the organizations. The employer should give the suitable motivation for labor that can be hypothesized and be a key contributor to maximize the productivity among workers' (Kalburgi & Dinesh, 2010). In other words, if the employer gives higher motivation to workers it will bring higher productivity with more quality (Rahim & Daud, 2013).

Regarding Pandemic Covid-19, RMP Perlis is one of unacceptable forces as a frontline to help the country especially in Perlis state in order to ensure all the people obey the government Standard Operating Procedure (SOP). During the earlier Movement Control Order (MCO) until Recovery Movement Control Order (RMCO), about 5 month, all the police officers are not allowed to take a leave. On this matter, the rewards such as a leave and leisure time are truly needed for a police officer that sacrifices their five month duties without leave. This is an example of challenging issues regarding police force duties, at the same time; higher job motivation is needed to perform work quality. According to Zaidi and Raop (2017), the most stressful among public servants in Malaysia are police officers with 58.9 percent, followed by firemen (47.3%), teacher (45.8%), nurse (42.3%) and doctor (40.7%).

The factors of work stress among police officers usually comes from those involved in the investigation of cases, special duties, commercial crimes, special operations such as terrorism and narcotics. 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 in work management which is, stressful may affect the wellbeing of individuals and organizations. The discipline issue among police officers is one of the effects from stressful. Consequently, the researcher adopts this study to examine main factors towards job motivation among police officers in Perlis contingents.

On the other side, researchers have considered several methods in which having employees with high levels of motivation are reliant on practices of management that enhance leadership, recognition and reward, and training and development (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). These include the effectiveness of communications, the environment and workplace relationships, the involvement of staff in the decision making process, promoting job rotation, recognising and rewarding initiative and provide applicable training and development for staff.

From another view, previous studies have shown inconsistency in the results of the effect of communication, recognition and rewards, and training and development on job motivation (Boukerika, 2014). Several studies investigating motivation have been carried out in the 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). The scholars suggested that motivation requires continuous improvement 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.

Pursuant to the issues examined above the research examines the factors that can increase job motivation among police officers in the Perlis Contingent namely leadership, rewards and recognition and training and development.

#### **1.4 Research Questions**

To determine the factors that influence job motivation among police officers in Perlis contingent, this research will try to provide answers for the following questions.

1. Does a leadership style have a significant relationship with job motivation among police officers?
2. Does recognition and rewards have a significant relationship with job motivation among police officers?
3. Does training and development have a significant relationship with job motivation among police officers?
4. Does leadership style, recognition and rewards, and training and development have a significant relationship with job motivation among police officers?

## **1.5 Research Objectives**

This study attempts to enhance the understanding of factors that motivate the police officers in Perlis Contingents to contribute efficiently to realizing the Royal Police of Malaysia (RMP) mission and vision. Specifically, the purpose of this research is to attain the following aims:

1. To examine the relationship between leadership style and job motivation among police officers in Perlis Contingent.
2. To examine the relationship between recognition and rewards and job motivation among police officers in Perlis Contingent.
3. To examine the relationship between training and development and job motivation among police officers in Perlis Contingent.
4. To examine the relationship between leadership style, recognition and rewards, and training and development and job motivation among police officers in Perlis Contingent.

## **1.6 Significance of the Study**

The significance of the research is to determine and identify the practical factors that influence job motivation among police officers. Besides that, the findings of this research will give some ideas to every head department of RMP in contingent Perlis to identify the factors that could make police always motivated during duties and leisure time. Theoretically, this research provides significant value to the researcher

to find out what factors will contribute to increasing their motivation among police officers.

This study also will increase the understanding of the relationship between leadership style, recognition and reward and training and development among police personnel in Perlis Contingent. This study would give a better picture of the changes that need to be done to stay on track towards achieving the goals. Other than that, the recommendations of this study would help RMP to enhance the performance and their service to increase and sustain the motivation of the police force in contingent Perlis.

### **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 police officers in the Perlis Contingent. The total number of population police officers in the Perlis is 1900 officers including Rank and file and senior officers. Besides, this study is constrained to limited time to be conducted. The researcher is a job person who needs to complete the research in part time study mode. 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 Definition of the Key Terms**

### **1.8.1 Job Motivation**

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

### **1.8.2 Leadership Style**

According to the Kouzes & Posner (2002), description leadership is an observable, learnable set of practices. For more specified definition, leadership is a behavioral process of influencing individuals and groups towards set goals (Barrow, 1977). Almansour (2012) defined leadership as a process that can influence social behavior and involved organization objectives.

### **1.8.3 Recognitions and Rewards**

Workers forcefully contribute to related plans. Thus, the organization seeks to be top perform, and then gain recognition 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, 1996).

#### **1.8.4 Training and Development**

Training and development are merely recognized as "the formal, on-going 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 behaviour, sharpening of skills, concepts, and acquiring further knowledge to augment the efficiency of employees (Olaniyan & Ojo, 2008).

#### **1.8.5 Police Department**

A police is a constituted body of persons empowered by a state to enforce the law, to protect people and property, and to prevent crime and civil disorder. Their powers include the power of arrest and the legitimized use of force. The term is most commonly associated with police services of a sovereign state that are authorized to exercise the police power of that state within a defined legal or territorial area of responsibility.

### **1.9 Structure of the Thesis**

This is the first chapter of the research. In this chapter, it briefly explained the introduction to this research, which offers a general introduction to the problem areas. In addition, the backgrounds 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, these chapters also outline the research questions, the objectives of the study, significance of the study, the scope of the study, followed by the definition of the terms and eventually present 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 includes factors that influence the job 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 works of literature that are related to this research have been searched, which include job motivation, leadership style, 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 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 police officers in the Perlis Contingent.

#### **2.2 Job Motivation**

The term motivation springs from the earliest Latin mover, which implies “to go” because the term is employed within the space of worker motivation. This definition has been prompt by Janssen, Jonge, and Bakker (1999), job motivation is that the degree with a privates wishes to try and do well in his or her job, so as to appreciate intrinsic satisfaction (Janssen et al., 1999; Moody & Pesut, 2006; Warr, Cook, & Wall, 1979). One more definition provided by Dieleman, Cuong, and Martineau (2003), identifies job motivation because the level of state of people to produce and sustain efforts toward structure goals. Besides, motivation may be an advanced

conception and there are several theories that designate and analyse the motivation of workers. Summarized, employee motivation factors are determined at varying levels.

Alternatively, some authors offer the next description for motivation: “Motivation is a value-based, psycho-biologically stimulus-driven inner urge that activates and guides human behaviour in response to self, other, and environment, supporting intrinsic satisfaction and leading to the intentional fulfilment of basic human drives, perceived needs, and desired goals” (Moody & Pesut, 2006). Additionally, 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).

Employees will get higher levels of motivation when management cares about their welfare, allowing the officers to be involved in the management process will also increase the positive relationship between the employee and the management (Kalburgi & Dinesh, 2010). In this research also the author discusses generally, the concept of motivation is defined as a composition of powers and mechanism which, it will help to direct human behaviour in the desired manner. Then again, Kalburgi and Dinesh (2010), simplified higher motivations will bring higher productivity. Khan (2013) also stated there is a positive relationship between reward and motivation to increase the productivity and commitment of employees.

There are two types of job motivation, extrinsic and intrinsic motivation (Ryan & Deci, 2000). Based on this study, the motivation that can relate with the police officers is extrinsic motivation. Extrinsic motivation refers to motivation that comes

from outside an individual (Benabou & Tirole, 2003). The motivating factors are external, or outside, rewards such as money and grades. These motivations provide satisfaction and pleasure that the task itself may not provide (Ryan & Deci, 2000). An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from reward (Edrak, Yin-Fah, Gharleghi & Seng, 2013).

In addition, motivation is one of the most important aspects of organizational behaviour in human resource management 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 successful leadership in helping to move people to do their best. It has a very essential character in the workplace for the manager on 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, the direction of behaviour, 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 the physiological or psychological urge, which activates the behaviour or drive of an individual to steer towards a goal (Mathur & Gupta, 2014).

Job motivation is externally driven and the focus is on the outcome of the activity for the task-worker himself (Convington & Mueller, 2001). The outcome could be a reward or the avoidance of punishment. A task can be of little or no interest, but the external reward will be a motivator for the person to continue the task. The examples of external rewards are money, a cheering crowd or a good grade (Benabou & Tirole, 2003). According to Tremblay, Blanchard, Taylor and Pelletier (2009) the extrinsic motivation is externally driven and the focus is on the outcome of the activity for the task-worker himself and the outcome could be a reward or the avoidance of punishment.

To keep motivation levels increasing or maintained among the employee, the leaders have responded for this thing. This is because, according to the Sandilyan, Mukherjee and Miltra (2012), one of the main functions of the employer or leaders is to keep their employees or followers satisfied with their jobs and need to know how they can continue the motivation of their employees. Moreover, they also can put forward organizational goals to the personal goals to ensure the productivity increase directed from personal goals to organizational goals if employees are motivated towards their work (Sandilyan, Mukherjee, & Miltra, 2012). Besides that, if continued motivation among the employees, it also can retain and indirectly can minimize turnover among the employees (Arokiasamy, Tata, & Abdullah, 2013). In addition, work motivation not just affects the individual but also the whole organization. So, it is important to offer a good remuneration and composition system as a way to motivate them (Muogbo, 2013). According to Song et al. (2007), their study determined that many experts and practitioners have always been concerned about job motivation. This interest arose from the fact that incentive

practices may raise the performance of employees (Meyer, Becker, & Vandenberghe, 2004).

### **2.3 Leadership Style**

There is no single definition of leadership that is universally accepted. Leadership is a complex and broad concept. Even today leadership remains a subject highly susceptible to change. There are a few points of view within the literature on leadership that are worth sharing here to help understand why this field is so complex and broad (Bodla & Nawaz, 2010). But leadership can refer as a process influence between leaders and followers where leaders can influence the behaviour of followers to achieve the organizational goals (Voon, Lo, Ngui & Ayob, 2011).

Most people viewed effective leadership as a main factor to make any organization success (Bogler, 2001). To maintain the motivation among the employees, leaders carefully managed the performance to achieve the organization's goals (Bodla & Nawaz, 2010). Besides that, the effective leadership also creates high performance of employees and organization (Almansour, 2012). Effective leaders should therefore be able to motivate their subordinates. To increase performance and motivation between the followers, leaders should have a good image in other's eyes because that's the key to create respect by followers. Another way to increase the employee's motivation is to make the job more enjoyable for them (Lindner, 1998). Leaders should try to give a challenging task so the employee does not get bored with their everyday tasks. Other than that, it also can give employees more education or job training to allow them to learn a new thing while can improve their performance and skill together.

When the employee is considered as an asset in an organization, they are eligible to earn a leader who is always able to provide encouragement and motivation for them to carry out all work well (Voon, Lo, Ngui & Ayob, 2011). A good leader basically provides direction to their followers to achieve desired goals. Danish and Usman (2010) view that good managers recognize people by doing that acknowledge their accomplishments and they reward people by giving them that worth what they contribute. Fair chances to get reward or recognition will make the employee more loyal to their work and organization can produce a good human capital with it.

According to Voon et.al, (2011), previous studies find the different types of leadership styles that already used to manage the organizations (Hirtz, Murray, & Riordam, 2007). Different leaders employ different management styles, motivational strategies and techniques to boost up the performance among employees in the organization. According to Voon et.al, (2010), employees are more satisfied when they perceive their supervisors that have both relational and task-oriented behaviours so it will make it easier for followers to communicate with their leaders. Khan et.al, (2011); Bodla and Nawaz (2010) found a positive relationship between leadership styles with the motivation of the followers.

There have two leadership styles distinguished that are transactional and transformational leadership. Transactional leadership can be seen as an imposed or agreed contract between a leader and his or her followers; these followers make an effort in exchange for a reward or the avoidance of punishment (Hirtz, Murray, & Riordam, 2007). As compared with transactional leadership, a transformational leader places more emphasis on the process of the creation of involvement. These

leaders also attempt to encourage extra effort by trust and commitment and are more likely to inspire and motivate their subordinates.

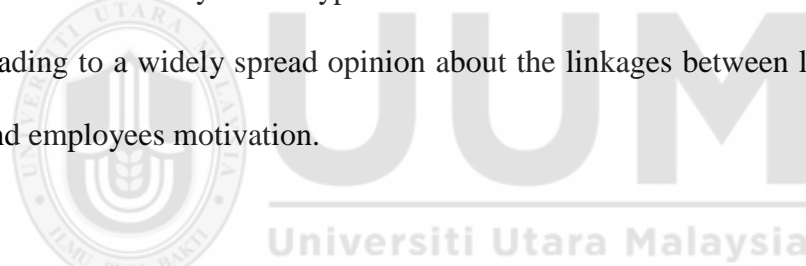
The most effective combinations seem to be transactional leadership is more related to extrinsic motivation since both concepts focus on external aspects and the short term (Almansour, 2012). Transactional leadership has been characterized as a contractual or exchange process between leaders and followers (Almansour, 2012). The transactional leader identifies specific followers' expectations and provides rewards in exchange for followers' performance (Bass, 1985).

Three dimensions of transactional leadership can be distinguished. There is contingent reward, management by exception-active and management by exception-passive (Judge & Piccolo, 2004). The contingent reward is the exchanges between that which is expected from the follower and what the follower will receive in return. The management by exception-active is the focus is on detecting and correcting errors, problems or complaints early in order to maintain current performance status and management by exception-passive is the addressing problems only after they have become serious (Rowold & Heinitz, 2007).

Transactions can be seen as an imposed or agreed contract between leaders and their followers; these followers make an effort in exchange for a reward or the avoidance of punishment (Rowold & Heinitz, 2007). Transactional leadership proposes the basic idea that people are motivated by reward and punishment and that subordinates primarily have to do what their leadership says should do (Murphy, 1941).

### **2.3.1 The Relationship between Leadership Style and Job Motivation**

Numerous researches of the relationship between leadership style and motivation have shown that leadership style influences motivation. Mehta et al. (2003), for example, in their research on leadership style, motivation, and performances, showed that different leadership styles influence motivation. They claimed that participative, supportive and directive leadership styles made the employees more motivated which in return resulted in a higher level of performance. Bass & Avolio (1999) in their studies established a correlation between transformational leadership style and motivation. Storseth (2004) has found that the leadership style that was people-oriented was a key predictor for work motivation. Many other types of research have also confirmed these results leading to a widely spread opinion about the linkages between leadership styles and employees motivation.



### **2.4 Recognition 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 to the personal needs of employees. If the motives and capabilities of the individuals are low, it makes them feel unstable, the delicacy and diagnostic ability to realize and consider the differences are one of the requirements of effective management.

The manager might also have to deal with reward more fundamentally. Pay and promotion are essential motivators. Meanwhile, relevancy and justice in delivery are necessary, and the managers should be aware of the demotivation. 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).

Moreover, recognition is one of the tools to handle motivation in a “flat” company or structure, and managers must consider some form of the evaluation system. They can use repeated recognition in informal methods. For instance, the managers could reward the employees when they accomplish 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 the case when the workers behave wrongly or at unsuitable moments, appreciation and recognition could keep them away from experiencing a probable demotivation (Green et al., 2000).

Additionally, recognition can be either monetary or non-monetary rewards form, or just a simple acknowledgment 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 behaviours. In theory, the organization uses rewards and recognition as a force to lead the employees towards needed attitudes and behaviours and eliminate unwanted behaviours.

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 recognition and rewards are very important to engage employees, therefore, the absence of recognition 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 recognition, while it provides a profound sense of the individual's contribution and their participation.

Mathur and Gupta (2014) stated that financial motivational practices have an important impact on the motivational level of teachers as compared to non-financial

motivational practices and the prevalent motivational practices implemented in the financial sector provide enough motivation to induce better performance.

#### **2.4.1 The Relationship between Recognition and Reward and Job**

##### **Motivation**

Previous research in behavioural 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, NoorlindBrage, Svensson, & Kristenson, 2011). Nevertheless, some studies suggest that such a conclusion is far from straight ahead. Meanwhile, a positive effect on motivation is expected to be praised, a negative result is limited to real reward (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 (1996), 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 making 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 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 engage in their work activities deliberately for the sake of his own, he will be intrinsically motivated in their behaviour 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 programs.

## **2.5 Training and Development**

Training and development are part of the life span of man. To develop and straighten the skill, proper training is obtained. Training and development always attract scientists to study more. The earlier researches have been done by Campbell (1971), Goldstein (1980), Wexley (1984), Latham (1988), and Tannenbaum and Yukl (1992) 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.

Furthermore, training and development are among the crucial functions of human resources management. 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 works of literature consider professionals who do not have a 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 demotivation level could be diminished by effective training. Nevertheless, the training method has a direct impact on its success.

The discussion 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 employee 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 points 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.

On the other hand, managers should be aware of 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.

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 survival. Consequently, an individual employee will be highly engaged with the organization and will work hard if he understands that his behaviours 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 method is the training and development (Song et al., 2007).

### **2.5.1 The 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 image through conducting ethics training, and for updating employees skills to align them with company 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, Iram & Naeem 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 training 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. 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 the 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 provides 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 affect the success of the organization.

## **2.6 Underpinnings Theories**

### **2.6.1 The Need Hierarchy Theory**

The psychologist Abraham Maslow created this theory in 1943 (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 Motivation-Hygiene Theory of Herzberg**

Based on previous studies, the two-factor theory of Herzberg was advanced by Frederik Herzberg in 1966 (Wilson, 2013). 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 one of the most controversial motivation theories. It contains two different groups of motivator factors, which are 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 subordinate).

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 (Boukerika, 2016). 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, 1996). Besides, the third independent variable leadership style is also supported by Herzberg's Motivation-Hygiene Theory under the hygiene factor group as an extrinsic factor (Rowley, 1996).

### **2.6.3 The Blake and Mouton Managerial Grid**

The management theorist Robert Blake and Jane Mouton 1972 has created the managerial Grid. It indicated the level of task-centeredness against person-centeredness leader, and also identifies five different combinations of the two and the leadership styles. It is shown that leadership theory has been form in two different and opposite ways. In every stage of management the situations within is different so the leadership style is a best approach and useful to understand in skill developing and to manage the task. Leadership model has to be relevant in organizations and governments, except that it is necessary that quality, as a basic condition for the survival and realization of competitive advantage, gives a very important significance, through connection of quality of service in local government and satisfaction of service users, because it became the important factor for organization in this 21st century (Nikezic and Jakupovic, 2011).

Referring to the model of Leadership Network Blake, Mouton and Mc Canse aspect of the application one of the five leadership styles is accompanied by two dimensions of local government. In two dimensions the respondents were orienting towards one of two choices: employee care and concern for the task. The basis of concrete research, based on the established hypotheses, leadership style was determined that matches the actual situation in local government (Nikezic, 2013). This theory supported the independent variable leadership style as an important factor to motivate the police force in Perlis Contingent.

## 2.7 Research Framework

The research framework of this study was designed based on the identified factors, which is leadership style, recognition and reward and training and development role may influence the job motivation among the police officers Perlis Contingent. Through the framework, it will study the perception of the police officers of the job motivation as a dependent variable and the relationship with the independent variable, which are leadership style, recognition and reward and training and development. This research is based on perception from respondent to the factors reflected in their service experience and maturity toward the service.

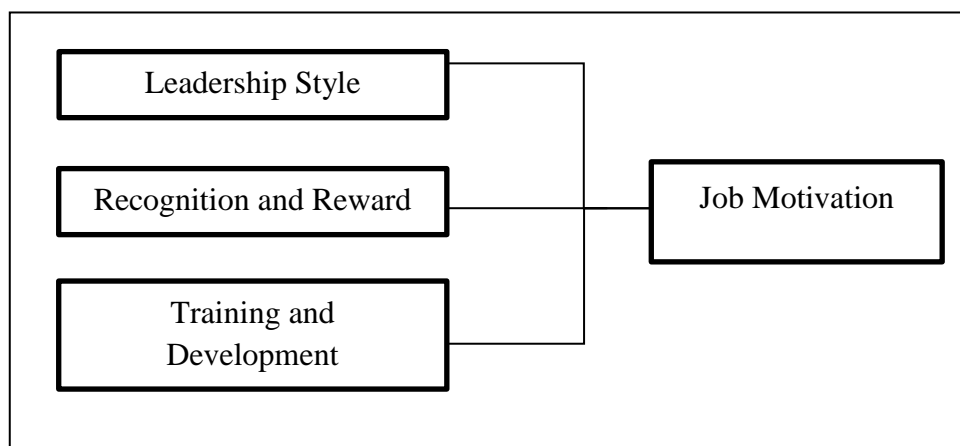


Figure 2.1: *Research Framework of Job Motivation*

## 2.8 Chapter Summary

In this chapter, the debate was made about the definition of factors that influence the level of motivation among the police officers in the Perlis Contingent. Then, the researcher discussed and explained the aspects of those factors such as leadership style, 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**

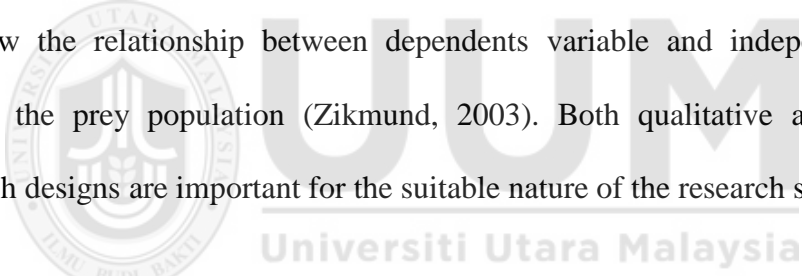
This chapter covers the methods used to conduct this study. An appropriate research methodology is crucial for the credible completion of the research project. In this chapter, the method, an instrument used and variables are determined. Furthermore, in this chapter, it was also discussed about the questionnaire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

The well-known two approaches to 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 who are done without requiring any of the numerical measurements in order for a more honest understanding of the special issues. This research method is generally applied by collecting information about respondent opinions and viewpoints regarding the situation of the study (Sekaran & Bougie, 2013).

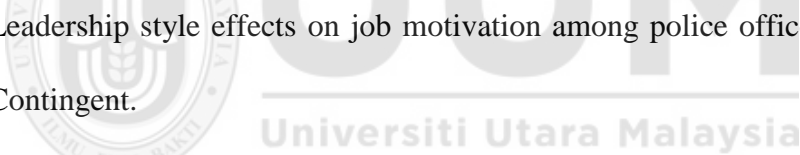
Muijs (2010) cited in his book that quantitative research explains phenomena by collecting numerical data that are analysed using mathematically based methods (statistics). In another word, quantitative research according to Sekaran and Bougie (2013) is a research design employed by researchers referring 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 the suitable nature of the research study (Zikmund, 2003).



This study aims to examine the influence between independent variables, which are Leadership Style, Recognition and Rewards, and Training and Development with the dependent variable, which is the Job Motivation among police officers in the Perlis Contingent. 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 will be analysed using SPSS software.

### 3.3 Research Hypotheses

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 (Clark & Creswell, 2011). Hypotheses allow the researcher to be able to obtain reliable information on what kinds of relationships exist among the variables operating in the 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 police officers in the Perlis Contingent as dependent variable, Leadership Style, Recognition and Reward, and Training and Development as independent variables. So the hypotheses of this study are:

- 
- H1: Leadership style effects on job motivation among police officers in the Perlis Contingent.
  - H2: Recognition and rewards effects on job motivation among police officers in the Perlis Contingent.
  - H3: Training and development effects on job motivation among police officers in the Perlis Contingent
  - H4: The combined effects of leadership style, recognition and rewards, and training and development on job motivation among officers in Perlis Contingent.

### **3.4 Population and Sample**

Population refers to the entire group of people or things that the researcher wants to investigate (Sekaran & Bougie, 2009). The population can classify as a total category of a matter that is the focus of attention on a particular research subject. Therefore the population of this study is 1900 police officers working in the Perlis Contingent.

The sample is the subset of the population (Sekaran & Bougie, 2009; Zikmund, 2003), which is to be generalized on the overall of the population (Creswell, 2008). According to Kumar, Talib and Ramayah (2013), determining sample size is a very important issue because samples that are too large may waste time and resources and if samples are too small may lead to inaccurate results. In order to decide the actual sample size, Roscoe (1975) suggested sample size need above 30 and smaller than 500 are sufficient for research. The target population in this research comprised of all police officers in Perlis Contingent. Total population of police officers from rank and file to senior officers in Perlis Contingent is 1900. There were 150 set of questionnaires distributed to the officers randomly, as a result 150 officers are selected as a population sample and 134 sets questionnaire received. Therefore the sample of 134 respondents has been used in this study.

### **3.5 The Research Instruments**

Questionnaires were administered to the police serving at the Perlis Contingent in all departments. Most of the members were selected that had been supervised to lead the operation activity or program organized by the organization and they are from lower officers and senior officers. The officers are exposed to methods on how to give

reward or recognition to their subordinates and how they can lead a group to achieve objectives, mission, and vision.

A five-point Likert scale from 1=strongly disagrees 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 tests the behaviour and attitudes, it is appropriate to use a scale as a result of the easy nature of the administration. In addition, Garland (1991), affirmed the use of scale where the researcher stated that rating helps in guiding respondents in order to express their view about the survey.

### 3.5.1 Job Motivation

In this research, the researcher opted to use 6 items on a five-point Likert scale measure constructed by Peter, John & Toby (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 3.1.

Table 3.1: *Items 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 work with a sense of a job well done.
6.	I try to think of ways of doing my job effectively.

Source: Adopted from Warr, Cook, & Wall, (1979).

### 3.5.2 Leadership styles

For leadership style items, the researcher decided to use 22 items on a five-point Likert scale by Dabula (2008). The instruments applied to test the independent variable leadership style. The items are shown in the following Table 3.2.

Table 3.2: *Items to Measure Leadership Style*

No	Items
1.	The leader needs to ensure his/her role in the department is well understood.
2.	The leader maintains specific standards of performance.
3.	The leader decides what shall be done and how it shall be done in the department.
4.	The leader ensures that all subordinates understand each other's role in the department.
5.	The leader ensures that the work in the department is well structured.
6.	The leader ensures that everyone in his/her department is clear about their roles and responsibilities.
7.	The leader must set a clear performance standard.
8.	The Police Department has appropriate processes in place to reward and recognize individual performance.
9.	Employees are involved in the planning processes in departments/organizations.
10.	New ideas to solutions are always encouraged in departments/organizations.
11.	Implementation of the new ideas and approaches to solutions are recognized.
12.	Successful implementation of new ideas is always rewarded in the organization.
13.	Knowledge sharing is encouraged amongst teams in departments/organizations.
14.	The leader informs subordinates what is happening in the organization.
15.	The leader makes an effort to inform about the critical changes that could be important for subordinates.
16.	The leader regularly convenes a departmental meeting to provide feedback on the team progress.
17.	The leader encourages open communication in the department.
18.	The leader implements suggestions made by the subordinates.
19.	The leader looks out for the personal welfare of team members
20.	The leader makes subordinates feel that they are valued in the organization.
21.	The relationship between the leaders and subordinates is good most of the time.
22.	Employees are provided with the opportunities to make decisions in organizations.

Source: Adopted from Dabula (2008).

### 3.5.3 Recognition and Rewards

To measure the Recognition and Rewards the researcher used a 6-items on a five-point Likert scale measure adopted from Spector (1985); Truitt (2011). Table 3.3 reported the items applied to measure these dimensions.

Table 3.3: *Items to Measure Recognition and Rewards*

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.	Sometimes I 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 Spector (1985); Truitt (2011).

### 3.5.4 Training and Development

The last independent variable tested, Training and Development was measured using 6-items Likert scale adopted from 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 3.4.

Table 3.4: *Items to Measure Training and Development.*

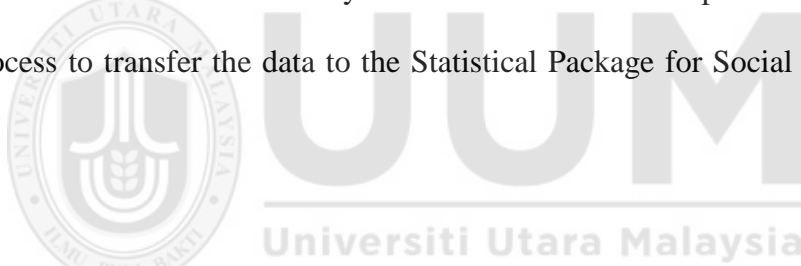
No.	Items
1.	The job training is an effective tool for me to learn new skills.
2.	Training and development are important for my job growth.
3.	I receive updated training which is required for my position.
4.	The current training offered is not adequate for my professional needs.
5.	Training and development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

Source: Adopted from Truitt (2011).

### **3.6 Data Collection Technique**

Collecting data is the process of guiding for the collection, processing, and analysis of reporting. There are two methods of collecting data, that is primary data and secondary data (Uma & Roger, 2009). In this study, the researcher will use the primary data, which is collected directly from the field.

Researcher distributes the questionnaire to the targeting population by personally and conducting the brief session before respondents fill up the questionnaire. After distributing the questionnaires, the researcher collects the questionnaires directly from the respondents after they finish answering the survey. Then, the completed questionnaires were automatically recorded into the excel spread sheet to simplify the process to transfer the data to the Statistical Package for Social Sciences (SPSS 25.0).



### **3.7 Data Analysis Techniques**

Data analysis is the technique that helps the researcher to conduct arranged testing of the data to develop explanations and help to test the hypothesis (Joel, 1996). It helps the researcher to clean, inspect, transform, and model the data collected from the respondents in order to generate data to make a conclusion and recommendations.

After collecting the data, the researcher carries out some exercise, which involves coding the data, and recording the data. Other than that, to describe the main characteristic of the sample, the researcher used the mean, standard deviation and other descriptive statistical tools. In this study, the researcher used SPSS version

25.0. Reliability analysis was used to estimate the stability of measurement instruments.

### **3.8 Chapter Summary**

This chapter clarified all parts of the research methodology applied in this study. The researcher has described how the research approach adopted in the study, with the details in research subjects based on population and size sample, about the questionnaires and how the instruments will be administered. The data collected has been analysed using SPSS version 25.0 and the results are explained in Chapter 4.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

In this chapter, the researcher will present the results of the data analysis obtained from this study. This chapter discusses 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 reliability and validity analysis. In addition, this chapter presents the 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 Goodness of the Measure**

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

##### **4.2.1 Reliability Analysis**

Reliability analysis needs to be done to measure data scores. Reliability can be an indication of appropriate internal consistency. Consistency is keys to understanding reliability. Measurements are reliable when different attempts at measuring something come together in the same result. Reliability is the extent to which consistent results over time and accurate representation of the population under study are referred to as reliability and if the results of the study can be reproduced under the same method, then the study instrument is considered reliable (Sijtsma, 2009).

The estimates of internal consistency reliability are 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.

Table 4.1: *Reliability Analysis*

<b>Number of Items</b>	<b>Variables</b>	<b>Cronbach's alpha</b>
6	Job Motivation	0.728
21	Leadership styles	0.916
6	Recognition & Reward	0.604
5	Training and Development	0.716

Table 4.1 presents the internal consistency reliability (Cronbach alpha) of the research measures. As shown in Table 4.1, internal consistency reliability estimates that leadership style has 0.916 coefficient alpha. Additionally, the reliability estimates that recognition and rewards have 0.704 coefficient alpha. While the training and development estimated 0.716 coefficient alpha. Scores on the job motivation scale have been found to have overall internal consistency reliability of 0.728 coefficient alpha. Based on the result, it can be reported that the internal consistency of job motivation indicates good reliability.

### 4.3 Data Screening

Before conducting the predominant analyses, the information has been examined for data entry accuracy, outliers, and distributional properties. This is very important that the facts are reliable, beneficial and legitimate for in addition analysis. According to Pallant (2011) the data screening process involves few numbers of steps. Step first is checking if there is any error when entering data. Researcher must check each variable for scores that are out of range which not within the range of possible score. Second, when already checking for error then researcher must finding and correcting the error in data file. Researcher will need to find where in the data file error occurred and correct or delete the value. In this study, information screening was once performed via examining simple descriptive information and frequency distribution to discover missing data, outliers, normality, linearity and homoscedasticity. Descriptive data outcomes confirmed that there were no missing records determined from the 134 returned questionnaires.

#### 4.3.1 Assessment of Outliers

Based on Figure 4.1 below, since there is no existing outlier, it is unnecessary to remove any extreme outlier from the data file.

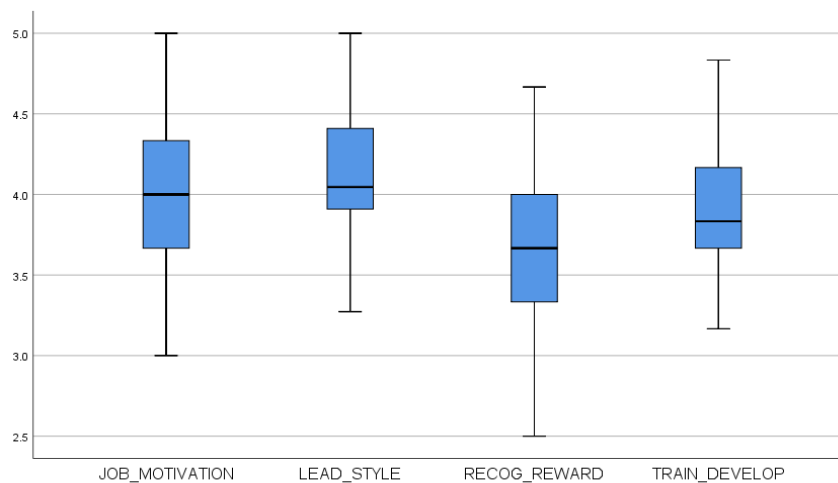


Figure 4.1: *Boxplot for Univariate Outlier*

### 4.3.2 Multicollinearity

Table 4.2: *Multicollinearity Analysis*

<b>Variables</b>	<b>VIF</b>
Leadership style	1.409
Recognition and reward	1.126
Training and development	1.286

Table 4.2 presents the value of variance inflation for the variable of leadership style, recognition and reward and training and development. As shown in table 4.2, value of variance inflation for the variable of leadership style estimates that leadership style has 1.409 variances inflation. Additionally, the variance inflation estimates that recognition and rewards have 1.126, while the training and development estimated 1.286 of variance inflation value. Based on the result, it can be reported that the value of variance inflation for all independent variables is less than 10. Therefore, all the variables do not have multicollinearity since the value does not fulfil the conditions of multicollinearity.

### 4.3.3 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). The simple method to check data normality by seeing the figure for a residual histogram (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.

### 4.3.3.1 Histogram Normality Test

Based on the analysis carried out, the real grouping has either a 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 normal distribution of the residual histogram. It shows that all the data meet the assumptions of normality of the data.

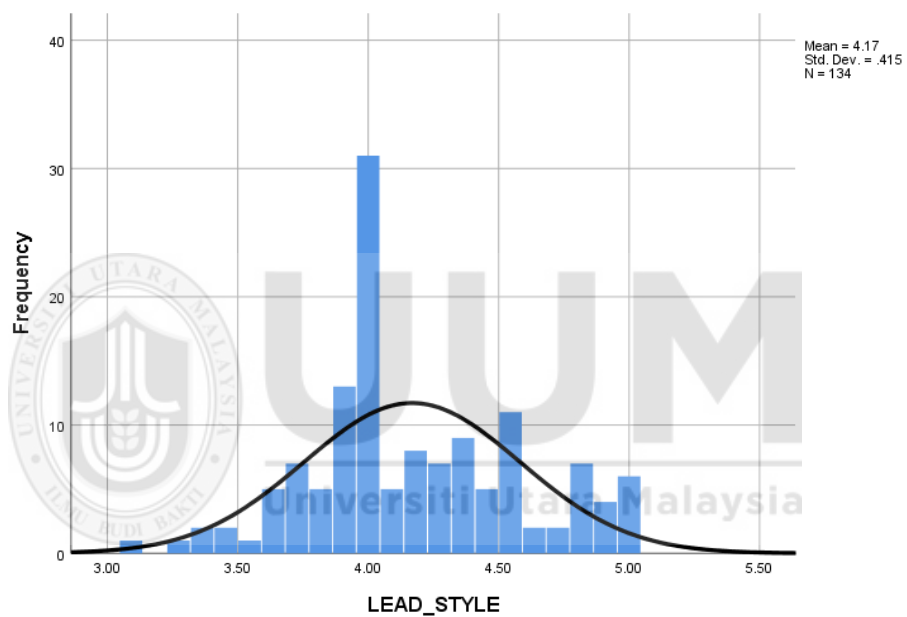


Figure 4.2: *The Normality Test for The Independent Variable (Leadership Style)*

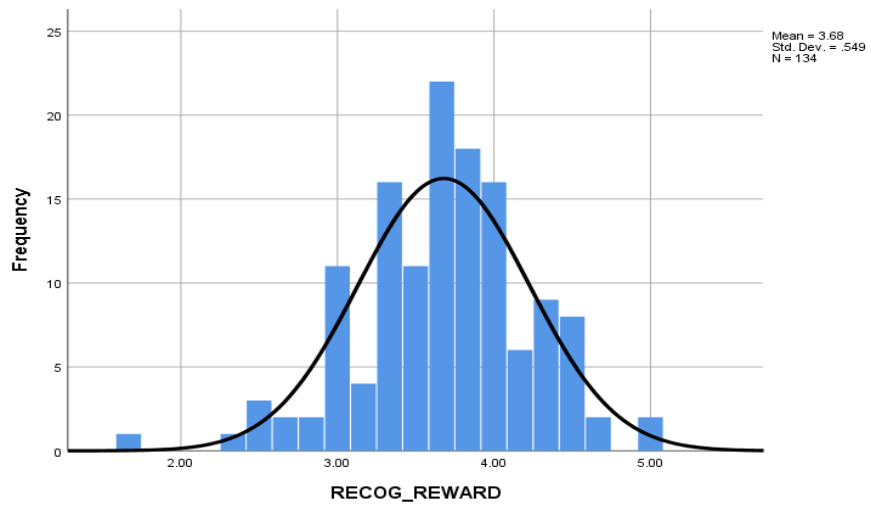


Figure 4.3: *The Normality Test for The Independent Variable (Recognition and Rewards)*

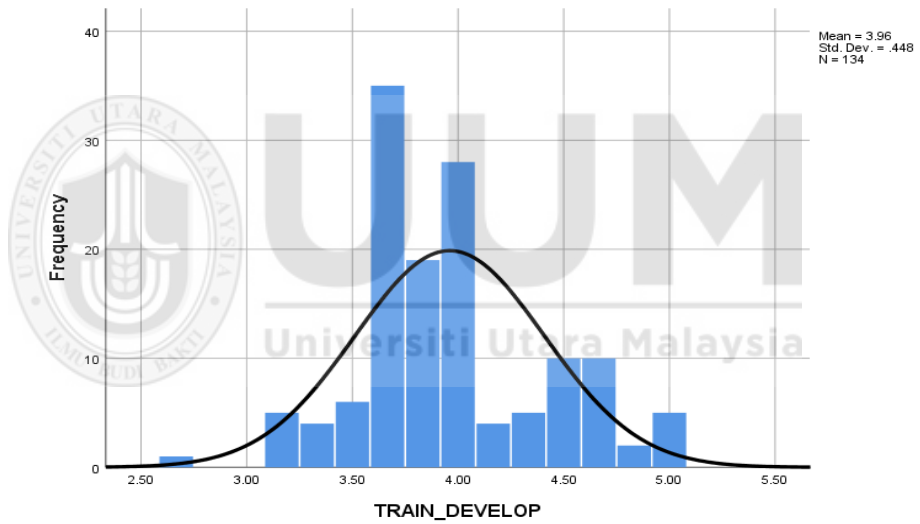


Figure 4.4: *The Normality Test for the Independent Variable (Training and Development)*

#### 4.3.4 Linearity Testing

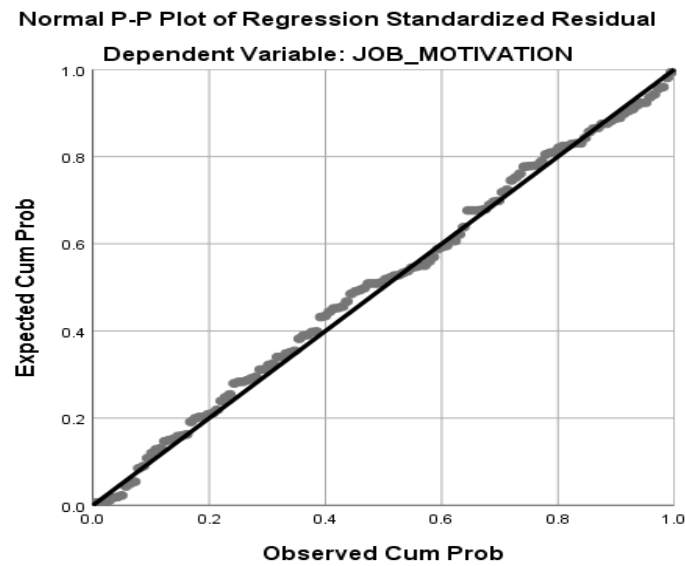


Figure 4.5: *Normal P-P Plot for Linearity*

Based on Figure 4.5, the result of linearity of the dependent variable Job Motivation shows that the majority of the points lies in a linear line. These indicate that assumptions of linearity are not violated.

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

#### 4.3.4.1 Method of One Way ANOVA

For this study, the researcher used a One-Way ANOVA method to test the linearity. Table 4.3 shows that all relationships between the variables are linear in the state. The linearity test analysis (One-Way ANOVA) has found that an independent variable that has the highest correlation with the dependent variable training and development (F 8.172) followed by recognition and reward (F 1.452) and leadership style (F 3.027). This means that independent variables (leadership styles and training and development) have a positive correlation with the dependent variable (job motivation), while independent variables (recognition and reward) have a negative relationship with the dependent variable of this research.

Table 4.3: *Linearity Testing for all Variables*

<b>Relationship between variable</b>	<b>F</b>	<b>Sig.</b>
Job Motivation + Leadership Styles	3.027	.000
Job Motivation + Recognition and Reward	1.452	.130
Job Motivation + Training and Development	8.172	.000

### 4.3.5 Homoscedasticity Analysis

Scatter plot is used to test for the homoscedasticity. Scatter plot diagrams of standardized residuals are used to test the homoscedasticity for dependent variables (job motivation) in this research. Based on Figure 4.6, it shows no systematic patterns such as existing residuals on one side or curvilinear. Therefore, assumption for homoscedasticity was not violated.

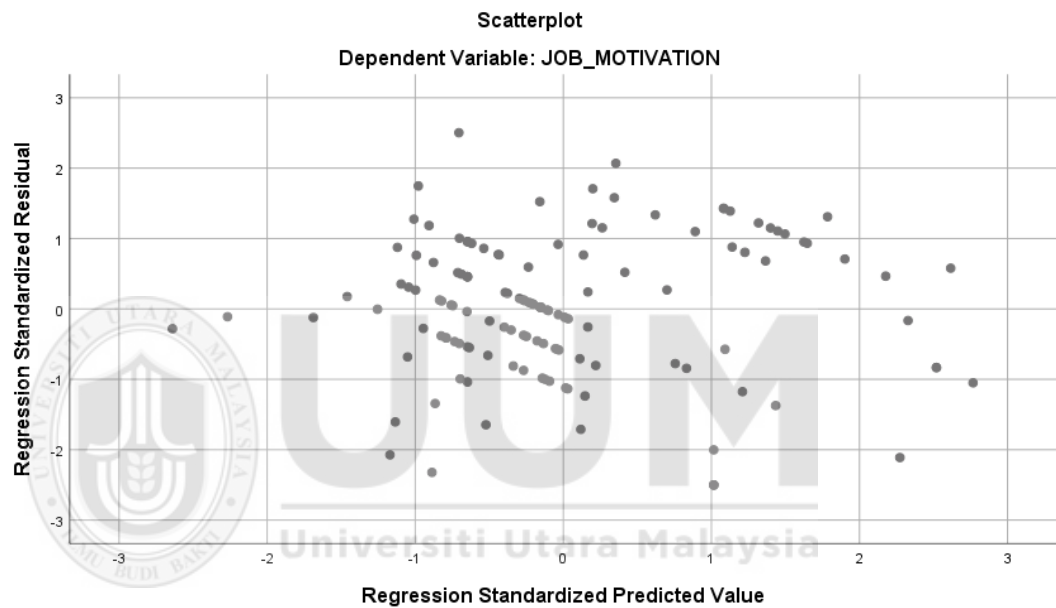


Figure 4.6: *Scatterplot for Homoscedasticity*

## 4.4 Demographic Analysis

### 4.4.1 Respondent Profiles

Respondent profile explains the detailed descriptive statistics of the participant demographic characteristics like gender, race, level of education, rank, and years of working experience. Table 4.4 shows the respondent profile.

Table 4.4: *Demographic Characteristics of the Respondents.*

<b>Demographic</b>	<b>Frequency (n=134)</b>	<b>Percent (%)</b>
<b><u>Gender</u></b>		
<b>Male</b>	102	76.1
<b>Female</b>	32	23.9
<b><u>Race</u></b>		
<b>Malay</b>	122	91.0
<b>Chinese</b>	7	5.2
<b>Indian</b>	3	2.2
<b>Others</b>	2	1.5
<b><u>Level of Education</u></b>		
<b>SPM</b>	79	59.0
<b>STPM</b>	15	11.2
<b>Diploma</b>	10	7.5
<b>Degree</b>	26	19.4
<b>Master Degree</b>	4	3.0
<b>PhD</b>	0	0
<b><u>Rank</u></b>		
<b>Senior Officer (INSP- SUPT)</b>	26	19.4
<b>Rank and File Officer (PC-SI)</b>	108	80.6
<b><u>Years of Working Experience</u></b>		
<b>5 to 10 Years</b>	50	37.3
<b>11 to 15 Years</b>	37	27.6
<b>16 to 20 years</b>	14	10.4
<b>21 to 25 years</b>	11	8.2
<b>26 and above</b>	22	16.4

From table 4.4, it is presented that 76.1 percent (102 respondents) out of the 134 participants in this survey are males while another 23.9 percent (32 respondents) are females. For the distribution of race, ethnic Malays are the highest that is involved in this questionnaire. A total of 91 percent of the total respondents were Malays followed by Chinese (7:5.2%). The Indians who participated in the survey were (3:2.2%) while the other races were (2:1.5%).

For the education level, most police officers involved in the survey had education at the SPM level (59.0%). A total of 26 police officers had a bachelor's degree followed by STPM (11.2%) and Diploma (7.5%). For highest education at the Master level (3%). For the police rank, only 26 senior police officers were involved in this survey and about 108 rank and file officers. The most officers involved in the survey are the people who have working

experience of less than 10 years. For 11 to 15 years of working experience, there have 37 respondents involved followed by officers who have 26 years of working experience and above. For officers who have 16 to 20 years of working experience is 14 respondents followed by officers who have 21 to 25 years of working experience (8.2%).

#### **4.5 Descriptive Analysis**

The following section will proceed with a 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 25.0 being used in this study to analyse the data received from the police officers. Therefore, statistics for mean, median, mode and standard deviation for the dependent variable, job motivation were recorded, followed by independent variables, leadership styles, 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 measures on a five Likert-scale, the mean values of the variables were tested. In other words, the higher good of the variable is associated with a higher number on the five-point scale. Meanwhile, the values that are nearer to five reflect positive answers while the values closer to zero reflect 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, Table 4.6, Table 4.7 and Table 4.8 below shows a descriptive analysis of all 4 variables.

Table 4.5: *Items to Measure Job Motivation*

<b>Items</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel really motivated to do my job well	2	5	3.51	.820
My opinion of myself goes down when I do this job badly.	3	5	4.28	.481
I take pride in doing my job as well as I can.	2	5	3.94	.763
I feel unhappy when my work is not up to my usual standard.	2	5	4.11	.690
I like to look back on the day work with a sense of a job well done.	2	5	4.27	.590
I try to think of ways of doing my job effectively.	2	5	4.11	.679

N = 134. Scale: 1 Strongly Disagree - 5 Strongly Agree

Table 4.6: *Items to Measure Recognition and Rewards*

<b>Items</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel I am being paid fairly.	1	5	3.71	.964
When I do a good job, I receive the recognition for it that I deserve.	1	5	3.88	.974
Those who do well on the job stand a fair chance of being promoted	1	5	3.60	1.137
Sometimes I feel my job is meaningless	1	5	3.25	1.102
I do not feel that the work I do is appreciated.	1	5	3.44	.863
There are few rewards for those who work here.	3	5	4.19	.508

N = 134. Scale: 1 Strongly Disagree - 5 Strongly Agree

Table 4.7: *Items to Measure Leadership Style*

<b>Items</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
The leader needs to ensure his/her role in the department is well understood.	1	5	4.46	.596
The leader maintains specific standards of performance.	2	5	4.18	.713
The leader decides what shall be done and how it shall be done in the department.	2	5	4.34	.612
The leader ensures that all subordinates understand each other's role in the department.	4	5	4.42	.495
The leader ensures that the work in the department is well structured.	2	5	4.36	.606
The leader ensures that everyone in his/her department is clear about their roles and responsibilities.	3	5	4.39	.519
The leader must set a clear performance standard.	3	5	4.31	.568
Police Department has appropriate processes in place to reward and recognize individual performance.	1	5	4.09	.790
Employees are involved in the planning processes in department/organization.	2	5	4.01	.710
New ideas to solutions are always encouraged in department/organization.	1	5	4.11	.690
Implementation of the new ideas and approaches to solutions are recognized.	2	5	4.01	.799
Successful implementation of new ideas is always rewarded in the organization.	2	5	4.31	.565
Knowledge sharing is encouraged amongst teams in department/organization.	2	5	4.22	.570
The leader informs to subordinate what is happening in the organization.	2	5	4.19	.581
The leader makes an effort to inform about the critical changes that could be important for	2	5	4.09	.666

N = 134. Scale: 1 Strongly Disagree - 5 Strongly Agree.

Table 4.8: *Items to Measure Training and Development*

<b>Items</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Job training is an effective tool for me to learn new skills.	2	5	4.16	.635
Training and development are important for my job growth.	2	5	3.72	.742
I receive updated training which is required for my position.	2	5	3.50	1.009
The current training offered is not adequate for my professional needs.	2	5	4.20	.572
Training and development are The important for my potential advancement.	2	5	4.06	.572
My coaching sessions are meaningful and motivational.	2	5	4.13	.540

N = 134. Scale: 1 Strongly Disagree - 5 Strongly Agree.

Table 4.9: *Descriptive Statistic of the Variables*

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Job Motivation</b>	3.00	5.00	4.0373	.44244
<b>Leadership Styles</b>	3.27	5.00	4.1731	.40544
<b>Recognition and reward</b>	2.50	4.67	3.7030	.49565
<b>Training and development</b>	3.17	4.83	3.9456	.39674

Table 4.9 above shows descriptive statistics of leadership style, 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 leadership style, recognition and rewards, and training and development as well as an outcome variable which is job motivation. The findings illustrate that the mean of leadership style is 4.1731 (SD = 0.40544), recognition and rewards are 3.7030 (SD = 0.49565), training and development are 3.9456(SD = 0.39674) and the mean of job motivation as an outcome variable is 4.0373 (SD = 0.44244).

#### 4.6 Pearson Correlation Coefficient

A bivariate correlation relationship was computed to examine the strength of the correlation between the variables of the study. Bivariate correlation is the prerequisite for regression analysis. Apart from that, the 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, the 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 (leadership styles, recognition, and rewards, training and development) and dependent variables (job motivation).

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.

Table 4.10: *Pearson Correlation Coefficient*

		<b>Correlations</b>			
		Leadership Style	Recognition and Rewards	Training and Development	Job Motivation
Leadership Style	Pearson Correlation	1	.335**	.471**	.534**
	Sig. (2-tailed)		.000	.000	.000
Recognition and Rewards	Pearson Correlation	.335**	1	.164	.103
	Sig. (2-tailed)	.000		.058	.234
Training and Development	Pearson Correlation	.471**	.164	1	.564**
	Sig. (2-tailed)	.000	.058		.000
Job Motivation	Pearson Correlation	.534**	.103	.564**	1
	Sig. (2-tailed)	.000	.234	.000	

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

Based on table 4.10 the results of Pearson Correlation showed the nature of the relationship between the variable leadership styles, 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 leadership styles, 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 not significant at the ( $r = 0.103$ ,  $p > 0.05$ ) (2- tailed) recognition and rewards and job motivation. The correlation between leadership styles and job motivation exists at ( $r = 0.534$ ,  $p < 0.05$ ) (2-tailed) and is significant. The analysis found that the relationship between training and development and job motivation was significant ( $r = 0.564$ ,  $p < 0.05$ ).

#### 4.7 Multiple Regression

The researcher completed the correlation analysis in the previous part to identify the level of relationship between the leadership styles, recognition and rewards, training and development, the independent variables with the dependent variable, job motivation. 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 leadership styles, 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 (leadership styles, recognition, and rewards, training, and development) and job motivation as an outcome variable. The job motivation variable was regressed on the predictor variables (leadership styles, recognition, and rewards, training, and development) to examine the relationships between variables and to test hypotheses 1, 2, 3 and 4 of the current study. The result of multiple regression analysis can be seen from the table 4.11 below.

Table 4.11: *Regression between Job Motivation and Leadership Styles, Recognition and Rewards, Training and Development.*

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.866	3	3.622	31.041	.000 <sup>b</sup>
	Residual	15.169	130	.117		
	Total	26.036	133			

a. Dependent Variable: Job Motivation

b. Predictors: (Constant), Leadership Style, Recognition and Rewards and Training and Development.

Table 4.12: *Summary of Result of Multiple Regression for Job Motivation*

<b>Coefficients</b>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.856	.372		2.297	.023
Leadership Style	.408	.087	.374	4.704	.000
Recognition and Rewards	-.078	.063	-.088	-1.236	.219
Training and Development	.448	.085	.402	5.297	.000

a. Dependent Variable: Job Motivation

A standard multiple regression analysis was conducted to evaluate how well leadership styles, recognition and rewards, and training and development predicted job motivation. The linear combination of leadership styles, recognition, and reward, training, and development was significantly related to job motivation,  $F= 31.041$ ,  $p < .005$ ). Hence, multiple regressions can be stated as follows:

$$\text{Job motivation} = (0.408) * \text{leadership styles} - 0.078 * \text{recognition and rewards} + 0.448 * \text{training and development} + 0.856$$

In this study, training and development are the variables that have the greatest influence on job motivation variance because the findings of multiple regressions demonstrated that training and development have a higher significant beta coefficient of 0.448. Additionally, the findings demonstrated that the correlations of recognition and rewards and job motivation were not significant while the others are significant.

Table 4.13: *Multiple Regression Analysis*

<b>Variables</b>	<b>Standard beta coefficient (B)</b>	<b>Sig.</b>
Leadership Styles	.408	.000
Recognition and Reward	-.078	.219
Training and Development	.448	.000

Multiple regression analysis, as Table 4.13 above shows the three independent variables which are leadership styles (B = 0.408), recognition and reward (B = -0.078) and training and development (B = 0.448), except the independent variable recognition and rewards which is not significantly associated with the dependent variable job motivation, the other independent variables (leadership styles and training and development) have positive, significant relationship with job motivation and indirectly contribute to the model research. The full results are as attached.

Table 4.14: *Model Summary Multiple Regression*

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 <sup>a</sup>	.417	.404	.34160

Model summary of multiple regression as table 4.14 show r-square is 0.404 this tell us that 40.4 percent in the dependent variable is explained by the independent variable. This value also significantly greater than 0 so the regression model is significant.

## **4.8 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.

### **4.8.1 To examine the relationship between leadership styles and job motivation among police officers in Perlis contingent.**

Under the first objective of this study a hypothesis was developed that aims to test the effect directly of the leadership styles on job motivation.

H1: Leadership styles have significant effects towards job motivation among police officers in the Perlis Contingent.

The results of multiple regression analysis have shown that leadership style has a significant relationship with job motivation, where significant value is 0.000. Therefore, leadership style is a variable that does 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 leadership styles is Beta= 0.408 and  $t=4.704$ .

### **4.8.2 To examine the relationship between recognition and rewards and job motivation among police officers in Perlis Contingent.**

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

H2: Recognition and rewards have significant effects towards job motivation among police officers in the Perlis Contingent.

Results have shown that recognition and reward have no significant relationship with job motivation. Therefore, recognition and reward variables does not affect the phenomenon of job motivation described in this study ( $B = -0.078$ ,  $t = -1.236$ ) the results of multiple regression analysis found that recognition and rewards were not significantly related to job motivation.

#### **4.8.3 To examine the relationship between training and development and job motivation among police officers in Perlis Contingent.**

Under the third objective of this study a hypothesis was developed that aims to test the effect directly on the training and development on job motivation.

H3: Training and development have significant effects towards job motivation among police officers in the Perlis Contingent.

The results of multiple regression analyses have shown that training and development have a positive and significant relationship with job motivation. Therefore, the elements of training and development does affect the phenomenon of job motivation described in this study ( $B = 0.448$ ,  $t = 5.297$ ).

**4.8.4 To examine the relationship between leadership style, recognition and rewards, and training and development and job motivation among police officers in Perlis Contingent.**

Under the fourth objective of this study a hypothesis was developed that aims to test the effect directly on the training and development on job motivation.

H4: The combined effects of leadership style, recognition and rewards, and training and development on job motivation among officers at Perlis Contingent.

Based on the multi-regression analysis conducted for the independent variables available, training and development is the most significant influence on job motivation ( $B = 0.448$ ,  $t = 5.297$ , followed by leadership styles ( $B = 0.048$ ,  $t = 4.704$ ) and the last is the recognition and reward ( $B = -0.078$ ,  $t = -1.236$ ). With exception to recognition and rewards, the other independent variables (leadership styles, training and development) have positive correlations on job motivation among police officers in Perlis Contingent.

## 4.9 Summary

This chapter presented the findings of the analysis concerning the effect of the relationship between leadership styles, recognition and reward, and training and development on job motivation among police officers at Perlis Contingent. 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.

*Table 4.15: Summary of Hypotheses Testing Results*

S/N	Hypotheses	Remarks
H1	Leadership style effect on job motivation among police officers in the Perlis Contingent.	Supported
H2	Recognition and rewards effect on job motivation among police officers in the Perlis Contingent	Rejected
H3	Training and development effect on job motivation among police officers in the Perlis Contingent.	Supported
H4	The combined effects of leadership style, recognition and rewards, and training and development on job motivation among officers in Perlis Contingent.	2 Supported 1 Rejected

## **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 leadership styles, recognition, and rewards, training and development with job motivation among police officers at Perlis Contingent. 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 (leadership styles, recognition and rewards and training and development) and dependent variable (job motivation) and also to determine the factors that could increase job motivation among police officers at Perlis Contingent. As mentioned above in chapter four, the findings of this study showed that two of three independent variables which is leadership style, and training and development have a relationship with the dependent variable (job motivation) supporting the hypothesis one (to examine relationships between leadership style and job motivation) and hypothesis three (to examine training and development with job motivation) among police officers in the Perlis Contingent and giving positive answer to research question number one and number three. However, based on the results of this research, one independent variables out of the three (recognition and rewards) do not have a relationship with the dependent variable (job motivation), which clearly rejected hypothesis two (to examine relationship between recognition

and rewards with job motivation) among police officers at Perlis. The finding of the combine effect for leadership style, recognition and rewards and training and development on job motivation came out with significant relationship for leadership styles and training and development. Therefore, there is one independent variable (recognition and rewards) that does not contribute to the job motivation for police officers at Perlis Contingent.

### **5.3 Discussion on the Research Questions**

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

1. Does leadership styles have a significant relationship with job motivation among police officers?
2. Does recognition and rewards have a significant relationship with job motivation among police officers?
3. Does training and development have a significant relationship with job motivation among police officers?
4. Does leadership styles, recognition and rewards and training and development have a significant relationship with job motivation among police officers?

### **5.3.1 Does leadership styles have a significant relationship with job motivation among police officers?**

It can be concluded that the relationship between leadership styles and job motivation shows a significant relationship. The current findings show that leadership styles lead to higher levels of job motivation.

It is consistent with previous studies by testing the effects of leadership style contexts designed to enhance job motivation. Relatively few studies have examined the relationship between leadership style and job motivation where the element leadership styles were mainly investigated. They have found that leadership styles with subordinates play 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 above-mentioned analysis is supported in this study. It is clarified that there is a significant relationship between leadership style and job motivation.

### **5.3.2 Does recognition and rewards have a significant relationship with job motivation among police officers?**

The result of the study indicated that recognition and rewards do not influence job motivation and it shows that recognition and reward are not significantly related to job motivation. This finding found that there is no relationship between recognition and rewards and job motivation. This result is inconsistent with the study conducted by Mathur and Gupta (2014) who found that reward practices have a significant impact on the motivational level of workers and

imposed that this practice provides 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 probable de-motivation experience. The managers in the organization can use the recognition to show to their staff what they expect from them (efforts, attitudes, and behaviours). In other words, the recognition and rewards can be used by the organization as a tool to drive the workers towards the attitudes and behaviours needed and eliminate the unwanted behaviours (Green et al., 2000; Holbeche, 1998). However, the lack of recognition and rewards may lead to de-motivation and burnout in the company (Bhattacharya & Mukherjee, 2009; Maslach et al., 2001).

The findings of this study confirmed that even the same theories and same variables have different results in different countries with a different culture, nations, economic and political circumstances (Faaeq, Ismail, Osman, Al-Swidi, & Faieq, 2013). Specifically, this research contributed to investigating the relationship between recognition and rewards on job motivation in a new environment such as different countries (Malaysia), different sector (security), different culture and also different samples (public servant). 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 inconsistent results with the previous researches and confirm that same theories and same variables may give different findings in different countries with different cultures (Faaeq et al., 2013). Recognition and rewards

does not effects job motivation among police officers in Perlis Contingent, since Royal Malaysia Police is one of the government sectors, recognition and rewards are less practical in the police force because it is involve cost. The recognition and rewards to officers usually will be conduct in some occasion and not all the officers are entitled to receive recognitions and rewards. Therefore, the rewards policy due to the promotion according to seniority will make the officers unsatisfied, thus it has caused a declination in job motivation. According to Hasmi, Nasina and Loganathan (2019), when the government increase the retirement age to 60 years, issues related to promotion opportunities to government servant arise, long-serving publics servant don't have the opportunity to be promote to higher position as they have to wait to attain the seniority level for promotion. This action will cause the public servant to feel "demoralized".

### **5.3.3 Does training and development have a significant relationship with job motivation among police officers?**

The findings of this research found out that training and development are significantly related to job motivation. Thus, increased training and development will give a positive impact to job motivation.

This result shows that there is a significant relationship between training and development and job motivation. Based on this finding the researcher noted that there is inconsistency regarding the previous kinds of literature. 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 the 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 was 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.

The above-mentioned analysis can clarify the reason why the objective of the study, indicating that there is a significant relationship between training and development and job motivation among police officers in the Perlis Contingent is supported in this study.

#### **5.3.4 Does leadership styles, recognition and rewards and training and development have a significant relationship with job motivation among police officers?**

The findings of this research found out that leadership styles and training and development are significantly related to job motivation. Thus, increased in leadership styles and training and development will increase job motivation among police officers in Perlis Contingent. However, the finding of this research found that recognitions and rewards are not significant related to job motivation.

The above-mentioned analysis can clarify the reason why the objective of the study, indicating that there is a significant relationship between leadership style and training and development and job motivation among police officers in the Perlis Contingent is supported in this study. Therefore, the relationship between

recognition and rewards and job motivation among police officers in the Perlis Contingent are not significant and is not supported in this study.

#### **5.4 Limitation of Study**

One limitation of this study was the small size of respondents due this study just focuses on the police officer in Perlis State only. Another limitation was the time limitation by which this research was conducted in part time studies. As a result, the researcher could only manage to collect data from a number of the police officers in the Perlis Contingent and it might be different in findings.

#### **5.5 Suggestion for Future Research**

This study has obtained substantial findings of the relationships between leadership styles, recognition and reward, and training and development with job motivation among police officers in Perlis Contingent. Nevertheless, the findings have also opened up doors for future research as discussed below.

By referring to the above discussion, this study explained a few independent variables that influence job motivation among police officers such as leadership styles, 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 research which possibly may have an impact to the job motivation. Because leadership, recognition and reward, and training and development explained only 24 percent 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.

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 a 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).

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, leadership styles, recognition and reward and training and development. Thereby, all these can be further researched for the future development of the public administration especially in Royal Malaysia Police (RMP).

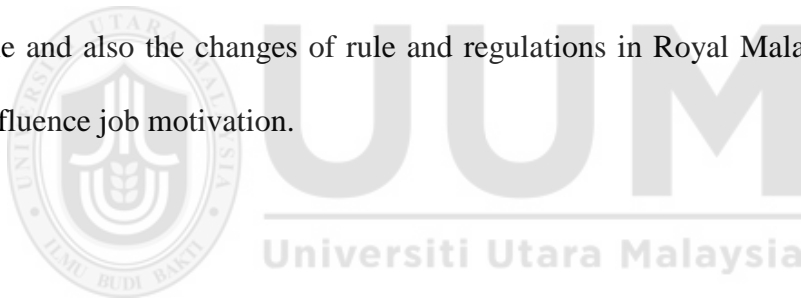
## 5.6 Conclusion

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 leadership styles, recognition and reward, training and development and job motivation among police officers in the Perlis Contingent.

Correlation analysis found that leadership style and training and development have a significant relationship with job motivation, while recognition and rewards have no significant relationship with job motivation. Regression analysis concluded that training and development have more contributions to job motivation than leadership style variables. However, recognition and rewards were not significant to affect job motivation. Thus, reward and recognition can be considered as distal antecedents of job motivation among police officers in the Perlis Contingent. 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 behaviour. The current study has added a new insight on the gaps in the literature concerning the factors of job motivation among police officers especially regarding the relationships of combined factor variables (leadership styles, recognition and reward, training and development) with the outcome variable (job motivation).

Regarding that, job motivation plays a vital role among police officers in the Perlis Contingent, as it will affect their productivity and performance. Job motivation will help them to overcome the challenges they get in their duty and service. The bigger challenge is to deal with the society and community, instead of those struggling

police officers will be more motivated if training and development is implemented with sufficient and excellent methods such as duty equipment and transport with high technology and talented crime specialists. By that, the task and duty will be delivered in an excellent way to combat the crimes. Furthermore, as the leadership style is the common practice in the force, since the leader is the one to make a decision and to give the order for a task and important duty. All the officer's task and duty depends on the leader's decision and order. The good cooperation among leaders and officers are the important factor to keep the level of motivation increasing, to bring justice and peace. Therefore, the factors that can influence job motivation among police officers in the Perlis Contingent should be monitored constantly through continuous research because it will change by intrinsic and extrinsic factors such as time, lifestyle and also the changes of rule and regulations in Royal Malaysia Police will also influence job motivation.



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## APPENDICES

### APPENDIX A : QUESTIONNAIRES



COLLEGE OF BUSINESS  
UNIVERSITI UTARA MALAYSIA

#### QUESTIONNAIRES

Dear Sir/Madam,

I am conducting this research as a fulfillment for the awarding of the Master Degree in Science (Management). The purpose of this research is to investigate *Factors Influencing Job Motivation among Malaysian Police Officers in the Perlis Contingent*. This self-administered questionnaire **CAN ONLY BE ANSWERED BY POLICE OFFICER** from PERLIS CONTINGENT ONLY. It consists of 5 sections and should take less than 15 minutes to complete. All responses for this questionnaire will be treated in strict confidence and will be used for the purpose of this research only. The success of this study directly depends upon your honest and genuine response to each question. All information given is confidential and will be used for academic purpose only. Please return the filled questionnaire to me personally or you can leave it at the counter office. Your time and cooperation are highly appreciated. Thank you.

Thank you in advance for your utmost cooperation.

Yours faithfully,  
Noor Alyzamleana Binti Aladin  
Master of Science (Management)  
College of Business  
Universiti Utara Malaysia

Please tick () the appropriate boxes:

*Sila tandakan () pada kotak yang sesuai:*

1. Gender (*Jantina*) \*

Male (*Lelaki*)

Female (*Perempuan*)

2. Race (*Bangsa*) \*

a) Malay (*Melayu*)  b) Chinese (*Cina*)  c) Indian (*India*)  d) Other (*Lain-lain*)

3. Level of Education (*Tahap Pendidikan*) \*

a) SPM (*SPM*)  b) STPM (*STPM*)  c) Diploma (*Diploma*)

d) Degree (*Sarjana Muda*)  e) Master Degree (*Sarjana*)  f) PhD (*Doktor Falsafah*)

4. Years of Working Experience (*Tahun Pengalaman Kerja*) \*

a) 5 to 10 years (*5 hingga 10 tahun*)  b) 11-15 years (*11 hingga 15 tahun*)

c) 16 to 20 years (*16 hingga 20 tahun*)  d) 21 to 25 years (*21 hingga 25 tahun*)

e) 26 and above (*26 tahun dan keatas*)

Please respond to all items given below by putting a tick (☐) in the appropriate space using the following scales:

*Sila nyatakan tahap persetujuan terhadap kenyataan-kenyataan di bawah dengan menandakan (☐) berdasarkan pada skala berikut:*

1	2	3	4	5
Strongly disagree / sangat tidak setuju	Disagree/tidak setuju	Undecided/tidak pasti	Agree/setuju	Strongly agree/sangat setuju

No	Items Leadership Styles (Gaya Kepimpinan) *	1	2	3	4	5
1.	The leader needs to ensure his/her role in the department is well understood. <i>(Pemimpin perlu memastikan peranannya dalam jabatan itu difahami dengan baik)</i>					
2.	The leader maintains specific standards of performance. <i>(Pemimpin mengekalkan standard prestasi tertentu)</i>					
3.	The leader decides what shall be done and how it shall be done in the department. <i>(Pemimpin memutuskan apa yang perlu dilakukan dan bagaimana ia akan dilakukan di jabatan).</i>					
4.	The leader ensures that all subordinates understand each other's role in the department. <i>(Pemimpin memastikan semua orang bawahan memahami peranan masing-masing di jabatan).</i>					
5.	The leader ensures that the work in the department is well structured. <i>(Pemimpin memastikan bahawa kerja di jabatan berstruktur dengan baik).</i>					
6.	The leader ensures that everyone in his/her department is clear about their roles and responsibilities. <i>(Pemimpin memastikan semua orang di jabatannya jelas tentang peranan dan tanggungjawab mereka).</i>					
7.	The leader must set a clear performance standard. <i>(Pemimpin mesti menetapkan standard prestasi yang jelas)</i>					
8.	Police Department has appropriate processes in place to reward and recognize individual performance. <i>(Jabatan Polis mempunyai proses yang sesuai untuk memberi ganjaran dan mengiktiraf prestasi individu).</i>					
9.	Employees are involved in the planning processes in department/organization. <i>(Pekerja terlibat dalam proses perancangan di jabatan / organisasi).</i>					
10.	New ideas to solutions are always encouraged in department/organization. <i>(Idea baru untuk penyelesaian sentiasa digalakkan dalam jabatan / organisasi).</i>					

No	Items Leadership Styles (Gaya Kepimpinan) *	1	2	3	4	5
1.	Implementation of the new ideas and approaches to solutions are recognized. <i>(Pelaksanaan idea dan pendekatan baru untuk penyelesaian diiktiraf).</i>					
2.	Successful implementation of new ideas is always rewarded in the organization. <i>(Pelaksanaan idea-idea baru yang berjaya sentiasa diberi ganjaran dalam organisasi).</i>					
3.	Knowledge sharing is encouraged amongst teams in department/organization. <i>(Perkongsian pengetahuan digalakkan di kalangan pasukan di jabatan / organisasi).</i>					
4.	The leader informs to subordinate what is happening in the organization. <i>(Pemimpin memberitahu untuk membendung apa yang sedang berlaku dalam organisasi).</i>					
5.	The leader makes an effort to inform about the critical changes that could be important for subordinates. <i>(Pemimpin membuat usaha untuk memaklumkan tentang perubahan kritikal yang mungkin penting bagi orang bawahan).</i>					
6.	The leader regularly convenes a departmental meeting to provide feedback on the team progress. <i>(Pemimpin kerap mengadakan sidang jabatan untuk memberikan maklum balas mengenai kemajuan pasukan).</i>					
7.	The leader encourages open communication in the department. <i>(Pemimpin menggalakkan komunikasi terbuka di jabatan).</i>					
8.	The leader implements suggestions made by the subordinates. <i>(Pemimpin melaksanakan saran yang dibuat oleh orang bawahan).</i>					
9.	The leader looks out for the personal welfare of team members. <i>(Pemimpin menjaga kebajikan peribadi ahli pasukan).</i>					
10.	The leader makes subordinates feel that they are valued in the organization. <i>(Pemimpin membuat orang bawahan merasa bahawa mereka dihargai dalam organisasi)</i>					
11.	The relationship between the leaders and subordinates is good most of the time. <i>(Hubungan antara pemimpin dan orang bawahan adalah paling baik pada masa itu).</i>					
12.	Employees are provided with the opportunities to make decisions in organizations. <i>(Pekerja diberi peluang untuk membuat keputusan dalam organisasi)</i>					

No	Job Motivation (Motivasi Kerja) *	1	2	3	4	5
1.	I feel really motivated to do my job well. <i>(Saya berasa sangat bermotivasi untuk melakukan tugas saya dengan baik).</i>					
2.	My opinion of myself goes down when I do this job badly. <i>(Pendapat saya mengenai diri saya turun ketika saya melakukan pekerjaan ini dengan teruk).</i>					
3.	I take pride in doing my job as well as I can. <i>(Saya berbangga dengan melakukan pekerjaan saya sebaik mungkin).</i>					
4.	I feel unhappy when my work is not up to my usual standard. <i>(Saya berasa tidak gembira apabila kerja saya tidak sampai kepada standard biasa saya).</i>					
5.	I like to look back on the day work with a sense of a job well done. <i>(Saya suka melihat semula kerja saya dan merasakan kerja tersebut dilakukan dengan baik).</i>					
6.	I try to think of ways of doing my job effectively. <i>(Saya cuba memikirkan cara kerja saya dengan berkesan).</i>					

THANK YOU!

## APPENDIX B : SPSS RESULT

### 1.RELIABILITY TEST

a)

<b>Reliability Statistics for Job Motivation</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.728	.754	6

b)

<b>Reliability Statistics for Leadership Style</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.922	22

c)

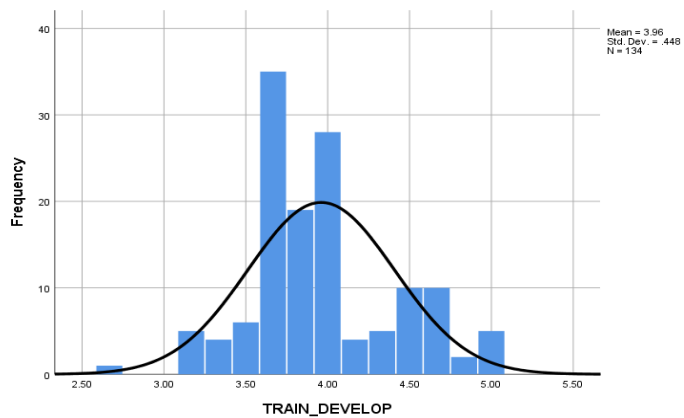
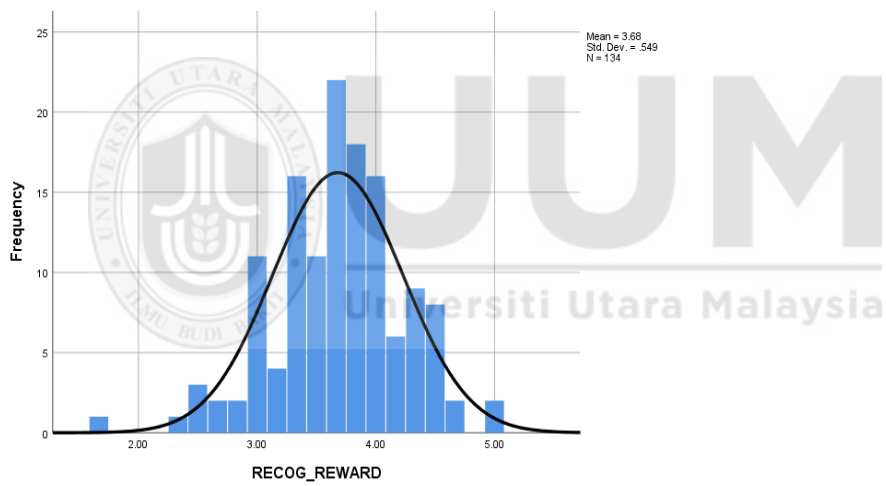
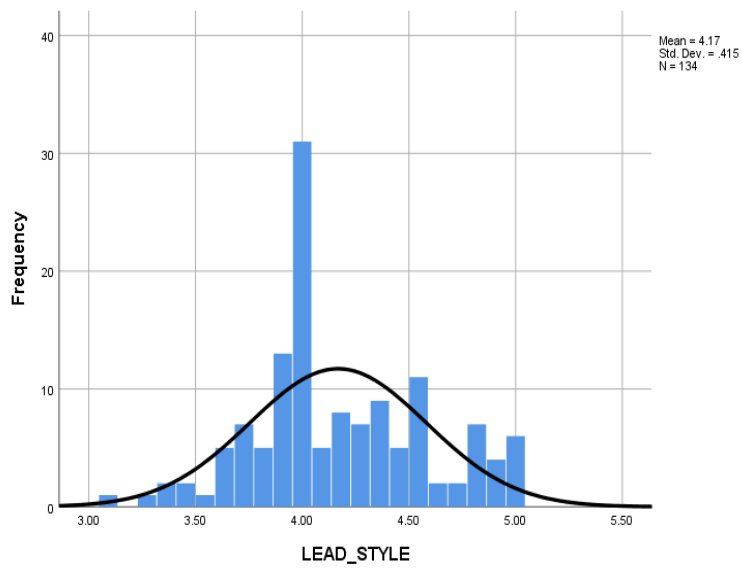
<b>Reliability Statistics for Recognition and Reward</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.604	.594	6

d)

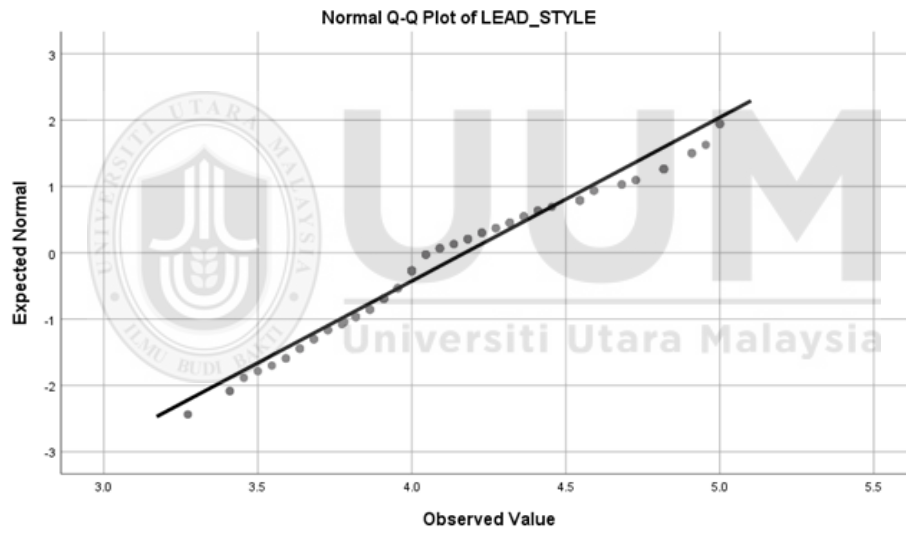
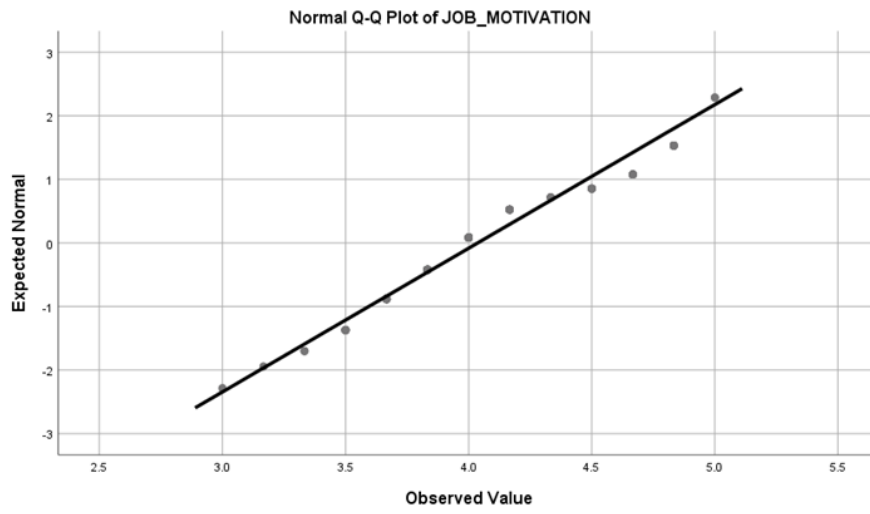
<b>Reliability Statistics for Training and Development</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.757	6

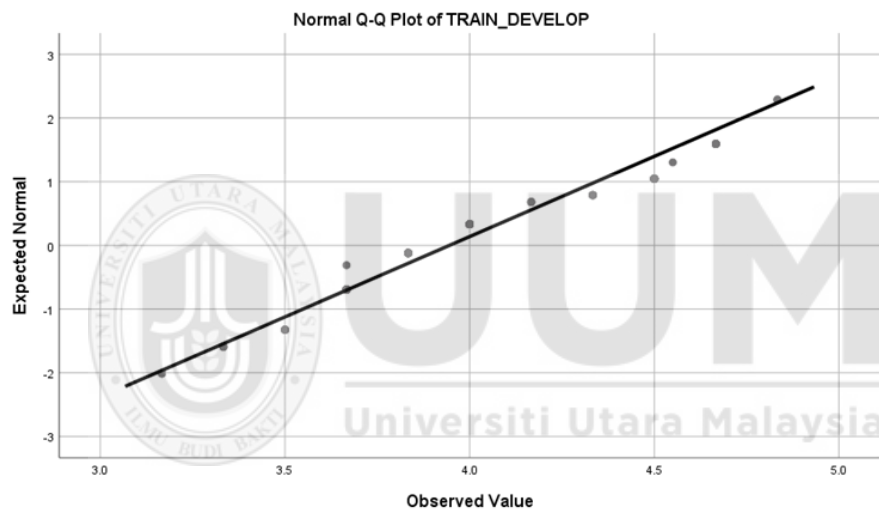
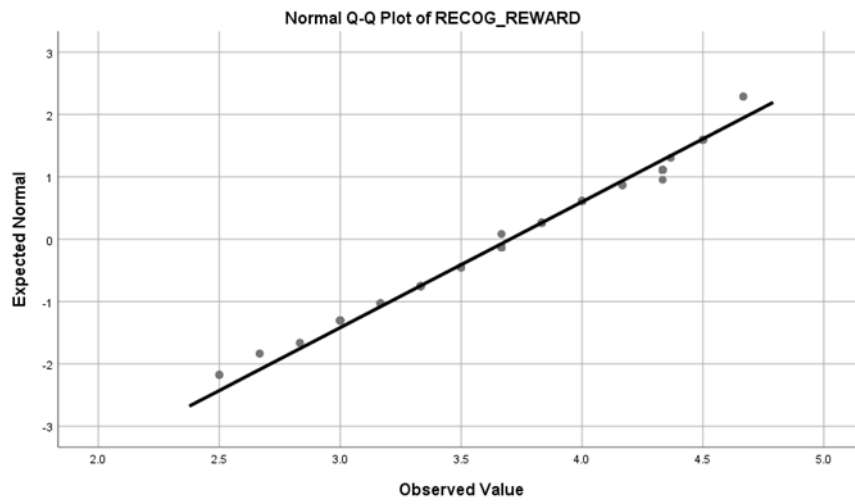
## 2. NORMALITY TEST

a)



b)





### 3.DEMOGRAPHIC TEST

a)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	102	76.1	76.1	76.1
	FEMALE	32	23.9	23.9	100.0
	Total	134	100.0	100.0	

b)

Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	79	59.0	59.0	59.0
	STPM	15	11.2	11.2	70.1
	DIPLOMA	10	7.5	7.5	77.6
	DEGREE	26	19.4	19.4	97.0
	MASTER DEGREE	4	3.0	3.0	100.0
	Total	134	100.0	100.0	

c)

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALAY	122	91.0	91.0	91.0
	CHINESE	7	5.2	5.2	96.3
	INDIAN	3	2.2	2.2	98.5
	OTHERS	2	1.5	1.5	100.0
	Total	134	100.0	100.0	

d)

Rank in Career					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SENIOR OFFICER	26	19.4	19.4	19.4
	RANK AND FILE OFFICER	108	80.6	80.6	100.0
	Total	134	100.0	100.0	

e)

Years of Working Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 TO 10 YEARS	50	37.3	37.3	37.3
	11 TO 15 YEARS	37	27.6	27.6	64.9
	16 TO 20 YEARS	14	10.4	10.4	75.4
	21 TO 25 YEARS	11	8.2	8.2	83.6
	26 AND ABOVE	22	16.4	16.4	100.0
	Total	134	100.0	100.0	

#### 4. DESCRIPTIVE ANALYSIS

a)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Leadership Styles	134	1	5	4.46	.596
Leadership Styles	134	2	5	4.18	.713
Leadership Styles	134	2	5	4.34	.612
Leadership Styles	134	4	5	4.42	.495
Leadership Styles	134	2	5	4.36	.606
Leadership Styles	134	3	5	4.39	.519
Leadership Styles	134	3	5	4.31	.568
Leadership Styles	134	1	5	4.09	.790
Leadership Styles	134	2	5	4.01	.710
Leadership Styles	134	1	5	4.11	.690
Leadership Styles	134	2	5	4.01	.799
Leadership Styles	134	2	5	4.31	.565
Leadership Styles	134	2	5	4.22	.570
Leadership Styles	134	2	5	4.19	.581
Leadership Styles	134	2	5	4.09	.666
Leadership Styles	134	2	5	4.14	.673
Leadership Styles	134	1	5	3.86	.737
Leadership Styles	134	1	5	4.27	.737
Leadership Styles	134	1	5	4.28	.798
Leadership Styles	134	1	5	4.16	.764
Leadership Styles	134	2	5	3.82	.821
Leadership Styles	134	1	5	3.69	.936
Recognition and Reward 1	134	1	5	3.71	.964
Recognition and Reward 2	134	1	5	3.88	.974
Recognition and Reward 3	134	1	5	3.60	1.137
Recognition and Reward 4	134	1	5	3.25	1.102
Recognition and Reward 5	134	1	5	3.44	.863
Recognition and Reward 6	134	3	5	4.19	.508
Training and Development	134	2	5	4.16	.635
Training and Development	134	2	5	3.72	.742
Training and Development	134	2	5	3.50	1.009
Training and Development	134	2	5	4.20	.572
Training and Development	134	2	5	4.06	.572
Training and Development	134	2	5	4.13	.540
Job motivation	134	2	5	3.51	.820
Job Motivation	134	3	5	4.28	.481
Job Motivation	134	2	5	3.94	.763
Job Motivation	134	2	5	4.11	.690
Job Motivation	134	2	5	4.27	.590

b)

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
JOB_MOTIVATION	134	3.00	5.00	4.0373	.44244	.335	.209	-.289	.416
LEAD_STYLE	134	3.27	5.00	4.1731	.40544	.395	.209	-.484	.416
RECOG_REWARD	134	2.50	4.67	3.7030	.49565	-.219	.209	-.337	.416
TRAIN_DEVELOP	134	3.17	4.83	3.9456	.39674	.403	.209	-.437	.416
Valid N (listwise)	134								

## 5. PEARSON CORRELATION COEFFICIENT TEST

a)

Correlations					
		LEAD_STYLE	RECOG_REWARD	TRAIN_DEVELOP	JOB_MOTIVATION
LEAD_STYLE	Pearson Correlation	1	.335**	.471**	.534**
	Sig. (2-tailed)		.000	.000	.000
	N	134	134	134	134
RECOG_REWARD	Pearson Correlation	.335**	1	.164	.103
	Sig. (2-tailed)	.000		.058	.234
	N	134	134	134	134
TRAIN_DEVELOP	Pearson Correlation	.471**	.164	1	.564**
	Sig. (2-tailed)	.000	.058		.000
	N	134	134	134	134
JOB_MOTIVATION	Pearson Correlation	.534**	.103	.564**	1
	Sig. (2-tailed)	.000	.234	.000	
	N	134	134	134	134

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

b)

Coefficients <sup>a</sup>													
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
		1	(Constant)	.856			.372		2.297	.023	.119	1.593	
	LEAD_STYLE	.408	.087	.374	4.704	.000	.236	.580	.534	.381	.315	.710	1.409
	RECOG_REWARD	-.078	.063	-.088	-1.236	.219	-.204	.047	.103	-.108	-.083	.888	1.126
	TRAIN_DEVELOP	.448	.085	.402	5.297	.000	.281	.616	.564	.421	.355	.778	1.286

a. Dependent Variable: JOB\_MOTIVATION

## 6. MULTIPLE REGRESSION TEST

a)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 <sup>a</sup>	.417	.404	.34160

a. Predictors: (Constant), TRAIN\_DEVELOP, RECOG\_REWARD, LEAD\_STYLE

b. Dependent Variable: JOB\_MOTIVATION

b)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.866	3	3.622	31.041	.000 <sup>b</sup>
	Residual	15.169	130	.117		
	Total	26.036	133			

a. Dependent Variable: JOB\_MOTIVATION

b. Predictors: (Constant), TRAIN\_DEVELOP, RECOG\_REWARD, LEAD\_STYLE

c)

<b>ANOVA</b>					
JOB_MOTIVATION AND ROCOGNITION AND REWARD					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.314	16	.270	1.452	.130
Within Groups	21.722	117	.186		
Total	26.036	133			

d)

<b>ANOVA</b>					
JOB_MOTIVATION AND LEADERSHIP STYLE					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.012	33	.394	3.027	.000
Within Groups	13.024	100	.130		
Total	26.036	133			

e)

<b>ANOVA</b>					
JOB_MOTIVATION AND TRAINING AND DEVELOPMENT					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.654	12	.971	8.172	.000
Within Groups	14.381	121	.119		
Total	26.036	133			