Faculty of Cognitive Sciences and Human Development

RELATIONSHIP BETWEEN MOTIVATION TO LEARN AND JOB PERFORMANCE : SUPERVISORY SUPPORT AS A MEDIATOR

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RELATIONSHIP BETWEEN MOTIVATION TO LEARN AND JOB PERFORMANCE : SUPERVISORY SUPPORT AS A MEDIATOR

NAZHATUL BINTI BAKRI

This project is submitted in partial fulfilment of the requirements for a
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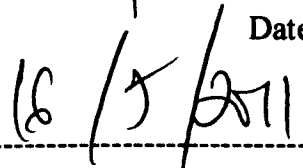UNIVERSITI MALAYSIA SARAWAK
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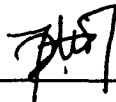
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Statement of Originality

The work described in this Final Year Project, entitled
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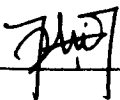
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ABSTRACT

RELATIONSHIP BETWEEN MOTIVATION TO LEARN AND JOB PERFORMANCE: SUPERVISORY SUPPORT AS A MEDIATOR

NAZHATUL BINTI BAKRI

This study was conducted to measure the mediating effect of supervisory support in the relationship between motivation to learn and job performance. A survey research method was used to gather 110 usable questionnaires from employees who have work at education sector which is school teachers at Kota Samarahan and Kuching Sarawak. The outcome of stepwise regression analysis confirms that relationship motivation to learn and supervisory support had increase the employee job performance. The result confirms that supervisory support does act as full mediating variable in the motivation to learn factors of the organizational sample for increase the job performance. In addition, the implication of this study to expectancy theory and practice, conceptual and methodology limitation and direction for future research are discussed.

ABSTRAK

PERHUBUNGAN DIANTARA MOTIVASI UNTUK BELAJAR DAN PRESTASI KERJA: SOKONGAN PENYELIA BERTINDAK SEBAGAI PENGANTARA

NAZHATUL BINTI BAKRI

Kajian ini dijalankan bagi mengukur peranan sokongan penyelia dalam program latihan yang dirasakan sebagai pembolehubah pengantara diantara motivasi untuk belajar dan prestasi kerja pekerja. Kaedah tinjauan yang digunakan yang digunakan bagi mengumpul 110 borang soal selidik daripada pekerja di sektor pendidikan iaitu guru-guru sekolah di kawasan Kota Samarahan dan Kuching Sarawak. Keputusan Stepwise Regression menunjukkan bahawa interaksi antara motivasi untuk belajar dan sokongan penyelia kepada pekerja telah mampu meningkatkan prestasi kerja pekerja dalam organisasi. Dalam kajian ini mengesahkan bahawa sokongan penyelia bertindak penuh sebagai pembolehubah pengantara dalam faktor- faktor motivasi untuk belajar dalam organisasi kerja bagi meningkatkan prestasi kerja pekerja. Turut dibincangkan di dalam kajian ini adalah implikasi kajian terhadap teori yang digunakan, limitasi – limitasi kerangka teori dan metodologi kajian sedia ada serta cadangan kajian lanjut untuk masa akan datang.

CHAPTER 1

INTRODUCTION

Introduction

This chapter is divided into nine sections that explain the study about the motivation to learn and job performance with help from supervisor support. The first section is related about the background of the study. The second section is explaining the problem statement in this study and the third section states the objectives of the study. The fourth section will state the conceptual framework and meanwhile the fifth section explains the hypothesis of the study. The six sections explain the definition of term that used in the conceptual framework. The seven sections explaining about the significant of the study and the eight sections are explained about the limitation of study. The last section is concludes all the section of the study.

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1.2) Background of Study

In globalization era, motivation is very important to increase the job performance in organization. It is because without the motivation employee in organization cannot have the spirit to work very well to achieve the organizational goal. Motivation that gives will increase the employee ability and strengthen their work properly.

In motivation to learn have two factor that influence the trainee's it self. The first factor is intrinsic motivation. According to (Ryan and Deci, 2000) (p.p 56), intrinsic motivation is define doing of an activity for its inherent satisfaction rather than for some separable consequence. If intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of the external factors, products, pressure or reward.

Intrinsic motivation is more to internal motivation in motivation to learn. For example is learning motivation which is intrinsic motivation will also increase employees' commitment to their organization. It is because intrinsic motivation will creates a desire for self-improvement as a means to support the organization, bringing about the development of "learn to learn" capabilities. According to Natalia Martı́n Cruz, Vı́ctor Martı́n Pe′rez and Celina Trevilla Cantero, (2009), in the same way, intrinsic motivation helps eradicate a lack of work-related challenges, because the increment of responsibilities increases the necessity of knowledge sharing. In the same manner, intrinsic motivation favors decision making consensus, which requires a significant commitment among different groups of employees (Walsh, 1995).

According to Natalia Martı́n Cruz, *et.al.*, (2009), extrinsic motivation also is a factor in motivation to learn which is a considered as the set of monetary rewards to both direct and indirect. Direct monetary reward refers to wages, incentives, bonus, while indirect reward refers to time not worked, training, contributions to employees' benefit plans such as medical dental and life insurance, fringe benefits, expense account, and other allowances that individuals receive in exchange for their job. These external

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incentives motivate employees to perform valuable tasks for the organization (Prendergast, 1999; Bonner and Sprinkle, 2002).

However, in this study, support from supervisory is also important on job performance. Reaction between factors in motivation to learn and supervisory support will increase the trainee's or employee job performance in organization. It is because supervisors have the ability to encourage trainees through effective communication to attend and participate in training program very well.

1.3)   Problem Statement

The success or failure of an organization usually based on the employee quality in order to achieved the organization goals. An organization is successfully if it employee job performance is very well and can produce the product as well as the achievement of the initial objectives.

Job performance has a big impact on the organization itself. It is because, the success of the organization is depend on the employee job performance. If the employee job performance is decrease will effect the development of the organization very well. The force that keeps an organization going lies solely on its employees. What the employees do and think will indirectly affect the productivity and the efficiency on the organization.

According to Kedence Buchanan (2006), labor turnover and absenteeism are commonly associated with dissatisfaction, however, there may be some correlation, and many other possible factors. In organization, no universal generalizations about worker dissatisfaction exist, to offer easy management solutions to problems of turnover and absenteeism. This study suggests that it is primarily in the area of job design, where opportunity resides for a constructive improvement of the employee satisfaction level. Employees also are not satisfied with the current system that is carried the organization. It is because they cannot have the self efficacy in their job. When they cannot have the

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efficacy in their self, so it is will decrease the job performance in the organization. The decrease of the job performance was cause by the organization failure in developing it self.

According to Philips and Fox (2003), to improve the job performance, motivation play an important role to motivate the employee. The job performance will failed without the motivation in organization. The form of motivation is internal and external motivation that helps the organization to increase the employee job performance.

At the same time, there are also some organizations that fail in developing the job performance. It is because; the organization cannot give the good motivation to the employees for them to increase their job performance. According to Arman Abdul Razak, et. al., (n.d), in Malaysia there has been numerous cases of organization that cannot develop very well and failed to achieve their intended objectives. It is because the decrease of the job performance in organization. The decrease of job performance is because lack of the motivation to learn among the employee it self and also lack of the support from the organization management.

Surprisingly, a through review reveals that such a relationship is also influenced by supervisor support. The ability of the supervisor to properly implement their role in managing training may lead to positive training outcomes. This implies that, although many studies have been done, the mediating role of supervisor support in the training program is less emphasized. There are various studies on examining the motivation to learn as a mediator. However, the researchers have been overlooked on the antecedent factors that rise before the trainee motivation to learn.

Thus, it is important for the organization to probe into these matters in order to find out what have gone wrong in the system. Through this study, the researchers wish to find out whether increasing motivations to learn in training program will influence on the job performance and how supervisory support can help in increasing the job performance in the organization.

From the review study has more research about motivation to learn in training program is was implementation. But it is not effect to the job performance. Its only effect to the job satisfaction in the employee it self. Beside that, the review studies also not discuss about the role of supervisor in help the motivation to learn effect employee job performance. So this research implementation to study overall the supervisory support role towards the motivation to learn with the factors of intrinsic and extrinsic motivation and how job performance can increase when the supervisor support has act as a mediator in the relationship motivation to learn and job performance.

1.4) Objective

This study has creates into main and specific objectives that are:

Main Objective

- This study aims to test the mediating effect supervisory support in the relationship between motivation to learn and job performance

Specific objectives

- To examine the relationship between intrinsic motivation and job performance

- To examine the relationship between extrinsic motivation and job performance

- To examine the effect of supervisory support as mediator in the relationship between intrinsic motivation and job performance

- To examine the effect of supervisory support as a mediator in the relationship between extrinsic motivation and job performance

1.5) Conceptual Frameworks

Independent variable   Mediating   Dependent variable


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┌─────────────────────┐      ┌──────────────────────┐      ┌──────────────────┐
│ Motivation to learn │      │                      │      │                  │
│                     │─────▶│ Supervisory Support  │────▶ │       Job        │
│ -Extrinsic motivation│      │                      │      │   Performance    │
│ -Intrinsic motivation│      │                      │      │                  │
└─────────────────────┘      └──────────────────────┘      └──────────────────┘
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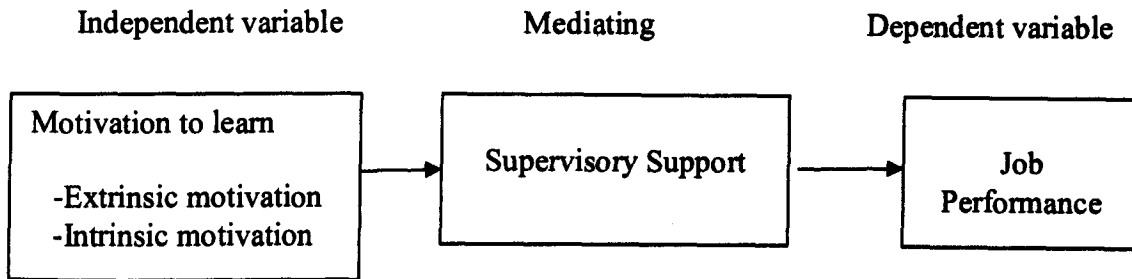
Figure 1: Theoretical Framework for the Studies

1.6) Hypothesis

These study to attempts to examine the mediating role that supervisory support in the relationship between motivation to learn and job performance. Thus, the following are hypothesized.

- H1 : There is a significant relationship between intrinsic motivation and job performance

- H2 : There is a significant relationship between extrinsic motivation and job performance

- H3 : Supervisory support mediates the relationship between intrinsic motivation on job performance

- H4 : Supervisory support mediates the relationship between extrinsic motivation and job performance

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1.7) Operational Definition of Terms

This section will explain the operational definition of terms that use in this study.

1.7.1) Motivation to learn

Refers to trainee interest to attend, participant and thus learn the content of the training program.

1.7.2) Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades.

1.7.3) Intrinsic Motivation

Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades.

1.7.4) Supervisor Support

The ability of supervisor to encourage trainees through effective communication to attend and participant in training program

1.7.5) Job Performance

Refers to the employee performance in their job in measured the quality of the employee in training program

1.8) Significant of Study

This study used of the organization to determine whether relationship exist between the motivation to learn and its employees' job performance and the supervisor support as a mediator can help for increase the job performance. Through the study, the organizations need to motivate the employees or trainees in their job. With this way, the trainees or employee can improve their job performance very well. At the same time supervisor play a role for support the trainees in their job with give a motivation to learn to them. Motivation that was given can help the trainees perform very well and can increase the spirit in trainees it self for work in organization. This study also can be used as a guideline for the practitioners especially for the employer and the management teams to improve the job performance in the organization. The study will also be useful to the society. The study can be a guideline or reference for prospective researchers to carry on their study. It may also be helpful to the new established organization to determine how motivations to learn effect to job performance with help the supervisor support.

1.9) Conclusion

The overall concept of the study is practical to human resources development. With the comprehensives overview of the research from the background of study, problem statement, conceptual framework, hypothesis, definition of term, significant of study and the limitation of study, the following chapter will greatly outlined other's opinion that lead to chosen the problem and variable.

CHAPTER 2
LITERATURE REVIEW

2.1) Introduction

This chapter will explain about the previous study that has implication to training in general as well as its persistent influence job performance. The various assumption, models and concepts stated are used as general guideline in research undertaken. This chapter also explains theoretical and empirical evidence that support the relationship or hypothesis of the study.

2.2) Training Concept

The training program is the most simplistic definition, is an activity that changes the people behavior. The most important reason for training is to increase the organization productivity. Mc Namara (1997) stated the general benefit from the training program is increased the job satisfaction and directly also increase the job performance in trainee it self. Beside, its also can increased motivation and morale, increased efficiencies in process, resulting in financial again, increased capacity to adopt new technologies and method, increase innovation in strategies and product and reduce employee turnover (Ibrahim Mamat, 2001). This is only partial listing of the many result from the training benefit in organization.

2.3) Concept of Motivations to Learn

Motivation to learn consists of two components which is motivation and learning. Motivation can be identifies as direction, persistence and amount of effort that may be expand by an individual to achieve their particular objective. (Blanchard & Thacker, 2007). Learning can be determine to human cognitive and behavioral perspective. Cognitive theories explain learning as relatively permanent changes in cognition occurring as a result of experiences. Behavior theories also define learning as relatively permanent changes in behavior in response to a stimulus or set of stimuli. (Noe, 1986: 736-170). In the training context, motivation is seen as the intensity, persistent and direction of learning new knowledge, skills and attitudes. All of this will affected to individual who has clear goal, puts a high value of outcomes, high self efficacy and is satisfied with supervisor treatment. (Adams, 1963, 1965; Noe, 1986, 2005; Vroom, 1964, 1973; Wood & Bandura, 1989).