

ANALYSIS ON THE VALIDITY AND THE IMPACT OF CAREER MOTIVATION MODULE ON UNIVERSITY STAFF: A PRELIMINARY STUDY

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Abstract

Motivation can be divided into two different components; intrinsic and extrinsic motivation. Both have different effects in terms of the subjective feelings of the work, the desire to do the job, and the quality of the performance. Nevertheless, previous research claimed that intrinsic motivation will make work more satisfying and it is also one of the factors of work continuation while reducing stress levels. Thus, this study aims to 1) test the validity of Career Motivation Module; and 2) to analyse the impact of Career Motivation Module. This study has employed the face validity (content validity) test by selecting 10 experts to validate the content of the Career Motivation Module. On the other hand, the module efficacy test involving pre and post-test was conducted with 20 respondents in the preliminary study. The study was conducted at the counselling unit of Universiti Kebangsaan Malaysia (UKM), Bangi, Selangor, Malaysia. The respondents were volunteers from different career backgrounds and ranks involved in a programme called “*Syoknya Kerja*”. The result of the Module Validity Test has indicated a significant score given by the experts. The result of the module efficacy test shows that there is a significant increase of motivation level among the respondents who had undergone the Career Motivation Module. The findings suggest that the Career Motivation Module can be implemented in various workplace settings and can also help to assess the level of workers’ motivation, thus helping them in improving their job performance as well as reducing stress.

Keywords: Motivation module, Intrinsic motivation, Workplace, Job performance, Career motivation module

INTRODUCTION

According to Pinder (1998) motivation is defined as a set of driving power which comes from the internal and the external of individuals, and encourage employees to act in determining the direction and the desired goal. Motivated means “encouraged” to do something. Basically, someone who is not inspired to act towards a specific target is considered to be unmotivated (Battistelli et al., 2013). Employees who tend to be less motivated in trying to do their job, often refrain from work, out of the organization if there are opportunities, and produce low quality work. Conversely, employees who are motivated are more committed, creative, productive and produce high-quality work output (Amabile, 1993).

Empirical studies claim that human motivation can be categorized into two types, namely (i) internal motivation or intrinsic motivation, and (ii) external motivation or extrinsic motivation. Internal motivation refers to feelings and desire for self-development in themselves. Employees who have a high internal motivation will have a strong innate desire to succeed. This type of motivation is very important in today's work environment. Research shows that intrinsic motivation is the key to performance and innovation. On the personal level, this motivation will make work more satisfying and it is a major cause of the continued work while reducing stress levels (Ganta, 2014).

While extrinsic motivation is a desire that comes from external factors. In the context of an employee, they need a reward as an outcome of the work they are doing in an organization. The job promotion, social recognition, money, fame, competition or material achievements are other examples of external motivation (Ganta, 2014). Although both internal motivation and external motivation can motivate a person to perform, they have different effects in terms of the subjective feelings of the work, the desire to do the job, and the quality of the performance (Amabile, 1993).

Clarke (2011) has explored one approach to advancing women's careers through a women-only development programme designed for those identified as high-potential leaders. She identifies social capital as an important element in career advancement. It is an area where women still lag behind men due to a lack of career enhancing networks and high-status mentors. Clarke (2011) found that Women-only development programmes provide a safe and supportive environment for improving self-confidence, learning new skills, and learning from the experiences of successful role models. They are worthwhile to increase the number of women in senior positions and give impact on career progress.

The findings of this study confirm the value of women-only development programmes. In this environment, women's viewpoints are heard. Focusing on issues relevant to women tends to foster increased trust and self-confidence. Moreover, when group members are dealing with similar problems, they feel more confident to be themselves and to express their views. Besides the supportive environment, structure and content were important elements of this programme.

Four categories of phenomena have been identified to give impact on managerial careers; human capital (such as education and work experience), individual (personality traits, sex roles, and motivation), interpersonal (supportive relationships at work including mentors) and family factors (family status and responsibilities (Clarke, 2011).

Furthermore, Ferneta et al. (2016) has done research on 589 new French-Canadian teachers working in public elementary and high schools to deepen the understanding of the role of work motivation in teachers at career start. This study was conducted on new school teachers (less than 3 years of teaching experience) working in the province of Quebec, Canada. The results provide support for a model explaining the motivational pathways by which school environment factors (work overload, control, recognition, and sense of community) relate to teachers' psychological health (emotional exhaustion), attitude toward the job (occupational commitment), and behaviors in the classroom (climate that fosters student attentiveness). The results show that job characteristics, both positive (job control and recognition) and negative (work overload), can influence teachers' motivation. It appears that negative school environment factors generate controlled motivation in teachers, whereas positive school environment factors contribute to autonomous motivation. By revealing the distinct contribution of two positive environmental factors to autonomous motivation (i.e., job control and recognition), the results

ratify to the need for job resources to be considered separately rather than aggregated. Moreover, the results advance the understanding of how the motivations of new teachers can predict attitudinal, emotional, and behavioural consequences. This paper will fulfil the following objectives: 1) to test the validity of Career Motivation Module; and 2) to analyse the impact of Career Motivation Module.

METHODOLOGY

In this study, face validity (content validity) was conducted by selecting 10 experts to validate the content of the Career Motivation Module. Table 1 shows the items for the Module Validity Test. All the experts involved in this study were asked to give their feedbacks regarding to the content of the module by answering the provided questionnaires. The questionnaires utilized 4-point Likert scale. The validity scores were determined according to the formula by Sidek and Jamaludin (2005) as follows:

Formula:

$$\frac{\text{Total score (x)}}{\text{Maximum score (28)}} \times 100\%$$

Table 1: Module Validity Test

Items
1. <i>Kandungan modul ini sesuai dengan sasaran kumpulan.</i> (The content of this module is suitable to the target group.)
2. <i>Kandungan modul ini boleh dilaksanakan dengan sempurna.</i> (The content of the module can be finely conducted.)
3. <i>Masa yang diperuntukkan mencukupi.</i> (The time allocated is sufficient.)
4. <i>Kandungan modul ini boleh meningkatkan motivasi dalam kerjaya.</i> (The content of this module can enhance career motivation.)
5. <i>Kandungan modul ini boleh mengubah sikap peserta ke arah yang lebih positif terhadap kerjaya.</i> (The content of this module can change the participants' attitude to be more positive towards their career.)
6. <i>Langkah pelaksanaan setiap unit modul adalah praktikal.</i> (The implementation steps in each unit of the module is practical.)
7. <i>Objektif yang disasarkan bagi setiap unit modul boleh dicapai.</i> (The objectives set for each unit in the module is achievable.)

On the other hand, for the module efficacy test, the pre and post-test was conducted involving a total number of 20 respondents in the preliminary study. The study was conducted at

the counselling unit of Universiti Kebangsaan Malaysia (UKM), Bangi, Selangor, Malaysia. The respondents were volunteers from different career backgrounds and ranks involved in a programme called “*Syoknya Kerja*”. The Career Motivation Module was utilized in this programme with the assistance of the counsellors and motivators. A set of questionnaires, namely “*Soal Selidik Motivasi Kerjaya*” (career motivation questionnaires) consisting of 10 items constructed in negative statements were given before (pre-test) and after (post-test) the training. The items in the questionnaires are shown in Table 2:

Table 2: Career Motivation Questionnaires

Items
1. <i>Saya kurang jelas dengan matlamat kerjaya saya.</i> (I am uncertain of my career goals.)
2. <i>Saya ada masalah untuk mengurus masa.</i> (I have issues in time management.)
3. <i>Saya keliru dengan tanggung jawab kerjaya saya.</i> (I am confused with my career responsibility.)
4. <i>Saya gagal mengurus emosi saya di tempat kerja.</i> (I failed to manage my emotion at work.)
5. <i>Saya sukar untuk mewujudkan suasana mesra dan positif di tempat kerja.</i> (It is difficult for me to create a friendly and positive environment at the workplace.)
6. <i>Budaya kerja kelas pertama adalah sekadar moto semata-mata.</i> (First class working culture is just a motto.)
7. <i>Saya tidak pasti dengan arah tuju saya dalam kerjaya ini.</i> (I am uncertain of my career path.)
8. <i>Saya kurang pasti samada kerjaya sekarang sesuai untuk saya.</i> (I am uncertain whether my present career suites me.)
9. <i>Saya kurang jelas apa sumbangan yang patut saya berikan dalam kerjaya ini.</i> (I am uncertain of my contributions towards my career.)
10. <i>Saya kurang berupaya untuk menghadapi pelbagai cabaran di tempat kerja.</i> (I am incapable of facing challenges at my workplace.)

RESULTS

Module Validity Test

The result of the Module Validity Test has indicated a significant score given by the experts based on the formula by Sidek and Jamaludin (2005). A score more than 70% indicates that the module devised has a good score for content validity. The analysis shows that Career Motivation Module has a content validity score of 79% (0.79). Therefore, this module is suitable for application and achieving the targeted objectives.

Module Efficacy Test

A set of questionnaires were employed to determine the efficacy of the module used in this study. Paired sample t-test analysis shows that there is a significant difference in the score of pre

and post test conducted which determined by the t-value recorded at 4.26, $p < 0.001$. The mean score of respondents' career motivation in the pre-test was recorded at 22.67. However, the score for post-test has dropped to 16.80 with a mean difference of 5.87. This indicates that Career Motivation Module is believed to be effective in enhancing workers' career motivation regardless of their posts and seniority in an organization.

DISCUSSION

Motivation is believed to be one of the push factors for a person to deliver his best performance in terms of their working output. This study aims to test the efficacy of the career motivation module in enhancing workers' motivation in one of the public universities in Malaysia. This module was validated by 10 experts. In this preliminary study, results have indicated that the career motivation module is effective in enhancing workers' motivation after the training has ended. Prior to the training, the workers' were lacking of motivation and did not have any specific aims or goals in their years of working. This is indicated by the mean score of pre-test given before undergoing the training whereby the mean score was recorded at 22.67 while the mean score of post-test was recorded at 16.80. The items in the questionnaire were utilizing negative statements, thus the results portrayed in the pre-test is higher in comparison to the results of the post-test which is lower. Therefore, lower mean score for post-test indicates the enhancement of motivation in the respondents involved. Previous studies have revealed that intrinsic motivation is one of the major influence in workplace performance. On a personal basis, intrinsic motivation is ideal in enhancing work satisfaction which can be seen through work consistency whilst overcoming stress levels (Ganta 2014).

CONCLUSION

The main goals of this preliminary study were to test the validity of Career Motivation Module and to analyse its impact on workers' motivation. The results has shown a significant increase in the workers' motivation towards their career regardless of their rank and seniority. The findings suggest that the Career Motivation Module can be implemented in various environment of workplace and can also be utilized to assess the level of workers' motivation, thus helping them improve their job performance as well as reducing the stress level.

APPRECIATION

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