Postgraduate Enrollment: Does It Provide Better Career Opportunity

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ABSTRACT

The main objective of this paper is to examine the perception levels of career motivation, personal needs, personal attributions, organizational development, program attractiveness and reward for postgraduate study enrollment in institutions of higher learning. It also undertakes to evaluate the most prominent constructs that are more likely to influence the career motivation for postgraduate study enrollment in institutions of higher learning, beside examining the relationship between personal needs, personal attributions, organizational development, program attractiveness and reward with a career prospect. Analysis of 330 responses collected from 3 universities by using Pearson Correlation analysis revealed that there was a significant relationship between organization development passion and career motivations. From the finding, an organization development with the beta value of 0.560 which indicating that organization development is the best predictor that followed by personal attributions, personal needs, program attractiveness and reward that can be used to predict career motivations for postgraduate study enrollment.

KEYWORDS: Career Motivation, Postgraduate Study Personal Needs, Personal Attributions, Organization Development, Program Attractiveness, And Reward.

INTRODUCTION

Postgraduate studies have been accepted to be one of the avenues for those seeking better and more challenging professional careers. It was discovered that the need to move higher in career prospects and the arousal of continuous studying for new knowledge significantly act as a motivational tool for entry into postgraduate study [8]. It is agreeable that with McClelland's theory, it had postulated and motivated varying degrees of people that strive forward to go for the need for achievement, need for power and need for affiliation [7, 23]. In most cases, someone with a high need for achievement always seeking for more challenging goals, accepting responsibilities, and getting performance feedback not only from the superior but also among the co-workers. For someone that are attached with a high need for affiliation, they are seeking for establishing favorable interpersonal relationships and value communication opportunities. In another category, there are people who enjoy getting attention, been recognized and exercising influence over others. This group known to be those with high need for power [36].

Realizing the relevancy of ensuring more of the citizens to opt for higher education, most new universities were given license to provide programs for the postgraduate enrollment. As for the public universities, bigger allocation of budgets were made available for attracting student to enroll in postgraduate studies. In an attempt to strengthen the postgraduate program, the new higher education act was introduced which empowers the universities to be more proactive and dynamic. Additionally, the Ministry of Higher Education has outlined seven strategic thrusts that can be used by the Malaysian public and private institutions of higher learning (IHL) to leapfrog the educational transformation [25].

The current scenario of developing postgraduate programs needed more attention from the management of the universities, since the majority of the students are already being employed. It is therefore becoming a concern through which educational philosophies and systems will provide that postgraduate students with choice, flexibility, convenience and personalization that can enhance the learning process [37]. Postgraduate education nowadays allows learners to tap knowledge as they learn from study peers, involvement with class projects, while at the same time the use of text still necessary, besides acquiring knowledge and information through field trips, multimedia and also interactive videos. Besides that, postgraduate education provides opportunities for presenting content in new and innovative ways which often using a combination of traditional modes, media and other latest delivery modes [34].

Statement of Problem

Education is one of the key elements for supporting an improvement in the quality of life among the society. The up and down movement of the society many times will be depending on the accomplishment of their academic achievement and the acquisition of knowledge during the process [29]. However, without education, people will be having a lack of knowledge, lack of skills (such as command of language,

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communication and computer) and lack of motivation which unable to improve career prospects and left behind for promotion exercise [27]. Besides, people who are less motivated will be unable to have a good social relationship, external expectations and lack of social interaction.

Based on the data revealed by the Higher Education Statistics 2013 [14], it shows that postgraduate student's enrollment in master and Doctor of Philosophy (PhD) program was on the fluctuating trends between 2009 till 2013. For example, we can observe from the data that for the year 2010 indicated that the higher master program enrollment compared to other years. For the year 2011, the data of the master program revealed a drop figure and inconsistent with the projected enrollment of the postgraduate study. Similarly, as of the year 2010 and 2011, it shows the drop off for PhD program enrollment. It indicated that less people were interested to enroll in a postgraduate program.

Research Objectives
- To examine the levels of postgraduate perception of career motivation, personal needs, personal attributions, organizational development, program attractiveness and reward.
- To investigate the most dominant variables that may influence the career motivation for postgraduate study enrollment in institutions of higher learning.
- To examine the relationship between personal needs, personal attributions, organizational development, program attractiveness and reward with career motivations for postgraduate study enrollment in institutions of higher learning.

Significance, Scope and Limitations of Study

This study also provides a better understanding of the postgraduate program such as students' career intentions, ambitions and the support they need in their future career decision making upon the completion of their studies. This study will provide postgraduate students with the understanding of required skill for improving their job prospects with better job position, further equipped them with reasonable knowledge and skills for a better opportunity of career change and promotions. To the industries, they are demanding knowledgeable, skilled and adequately trained workforce in the competitive technological world. In line with market demands, postgraduate program offers courses that can provide additional skills and knowledge to those in need in making organizations more competitive and also the development of indigenous communities as a whole.

This study only focused on postgraduate students from Universiti Teknologi Mara Terengganu (UiTMT), University Malaysia Terengganu (UMT) and University Sultan Zainal Abidin (UniSZA). In other words, this study only focuses on the postgraduate student who took the masters and PhD program in IPTA of institutions of higher learning (IHL) in Terengganu. Although the findings will provide evidence on career motivations for postgraduate study enrollment, but it cannot be used to generalize its contribution to the postgraduate educational development in Malaysia.

LITERATURE REVIEW

Career

A good career development will provide individuals to advance along the employment ladder over time. The possibility of securing employment in a certain occupational sector within the industry will be much better if the career pathway programs offer a series of connected education, postgraduate programs and support services that are relevant to the development of the industry [15]. There are several reasons that can be attached to keep on studying. Among others could be such as becoming a better informed person, preparing for a new or current job, spending spare time enjoyably and get a chance to meet new and interesting people in their daily routine activities [16]. In the case of Malaysian students, they realized the importance of education for their future development and they are extrinsically motivated by factors such as the desire to get good grades, opportunities to further their studies and career advancement in the workplace [33]. A person will not survive alone. He or she needs to adapt to the quickly changing of the trend, values and ways of doing thing by constantly learning new things [6]. The external environment forces such economic cycle, the pouring of information, new innovation in technology, requires certain jobs need to be modified, eliminated and new job created to match the new approach of doing things. With a growing demand for new talents, skills, knowledge, the need for further education through technological devices become necessary. It is therefore important for most adult learners being technologically literate if they want to keep themselves relevant to their job positions, earning better wages, seek promotion, or moving to new careers [12].

Motivations

Motivation is defined as a person's inner drive to participate and commit towards achieving something. The concept of motivation is highly abstract due to the nature of undertaking different strategies at different

times that will yield different results. Most people believed that no one can produce guaranteed favorable results all the times with one single strategy [13].

The fundamental issue of motivation initially focused on reward and punishment which was known to be behavioral approached. It steadily shifted to personality approach that are more dependable on the students' needs, effecting on learning and to a more cognitive approach which concentrated on the students' achievement in the classroom [28]. In most cases, the motivational aspiration works intrinsically as well as extrinsically. But, the pursuit is more likely to occur due to the intrinsic effort with a certain degree of support for the extrinsic effort. It has been postulated that students are more appropriate to be inspired when they are able to comprehend the relevance materials of what they had learned [10]. The strength of intrinsic motivation not only able to enhance positive response to queries, but it also acts as a very powerful source of producing fast results, make it more interesting and eventually promote growth.

Student's education is much associate with motivation. Factors that serve as sources of motivation for student learning are expectations to comply with the directive given by someone else, social relationship and social welfare [22].

Personal Needs

The need for Affiliation involved the process of formulating, sustaining or restoring a favorable affective relationship with another person regardless of the status [26]. In another approach, the need for an affiliation act as the need to establish close personal relationships and establishing warm friendship, while trying to avoid conflict with someone else. Students who exhibit the need for affiliation are seeking interactions with other people. In addition, the need for power is a desire to influence or control others, be responsible for others and have authority over others. It is because; the students who exhibit the need for power have a desire to be influential and create something to make an impact [7].

Personal Attributions

Personal attributes are among the key variables to be examined. The basic principle of attribution attempt to explain the underlying motives for the performing of certain behavior. The process involved exploring an explanation of such a behavior through a cognitive approach [17]. The attribution will provide favorable weightage the moment the acquisition of knowledge and skills being thoroughly internalized. As a result, the individuals may perform certain things intuitively, perceive things holistically, addressing problems quickly and accurately and have a stronger sense of ownership [19].

The observation of the attribution given by adult learners suggested that by embarking into education to a much higher level will comprehensively improve knowledge and skills. Following that, it will improve their career status beside earning better wages, and will eventually allow them to participate for a much better future. For example, when the American labor market was experiencing significant shifts with demand for workers with post-secondary credentials at an all-time high. In addition, it was stated that since the 1970, education and healthcare jobs had increased from 10 to almost 20% of all jobs [5].

Organization Development

Organizational development is the key ingredient of postgraduate student motivation that will provide them with accessibility to be part of environmental development. The image of the organization is observed to operate with full of quality dimensions which act as the pulling factor in motivating postgraduate students [20]. In motivating postgraduate students to demonstrate high levels of self-management to be more responsible and actively responsive, effective goal setting must occur in that student. With a realistic effective goal setting, clear understanding of course outline, objectives, means and methods for accomplishing the assignment and measurable benchmarks for assessing students progress will end up with the desired outcome.

Program Attractiveness

There is no single explanation to respond to the issue of why the adult learners willingness to go for higher education. Some observers consider matured learners were driven by the intrinsic factors such as self-satisfying and the enjoyment of learning that provide the momentum for their learning, while there were others suggested that what really motivate them to pursue for higher education was due to who extrinsic factors [2]. Some may call it as a stepping stone. The general perception of the relationship of economic incentives associates with the program offered also do provide the motivation for enrollment in postgraduate study. There were others believed that with the higher education program, it acts as one of the appropriate investment decision. With this decision, an individual has the possibility to evaluate the costs and benefits involve. Probably, the most important factor that educators can target in order to improve teaching [1, 35] which will eventually beneficial to those who had enrolled in the postgraduate program.

Reward

The meta-analysis of reward motivation is important for postgraduate learning and adjustment in educational settings [4]. In some situation for example, it was demonstrated that there were significant differences between the studies of the 2 nations (China and Canada) as regard to the impact of culture and gender in work goals among postgraduate students. Chinese students showed more concern in the rewards and less interest in a balanced life. Their attention on extrinsic rewards and organizational influences are the same compared to the Canadian student's attention [3]. The fact that more females had the tendency to continuously involve in organizational learning which eventually support the strengthening of an institution shows the impact of gender on educational development [30]. National studies concerning the demographics of postgraduate students suggested that there are older students enrolled in postgraduate study provide a clear profile of postgraduate students is continually emerging. In terms of gender, several of their reviewed articles noted that there were more females enroll in colleges and postgraduate study [21].

Research done by [11] viewed that career opportunities for professional development found to be the main push factor for 8 of the 12 senior managers to be attached with their career. The other 2 senior managers were happy with their career progressed due to their proper career planning move. The other 2 reported strategies of a mixed approach. The acquisition of particular skills is often strategically planned which have identified particular weaknesses, acquiring training and education to develop strengths in particular areas to increase the chance of career development opportunities arising. These different expectations, although appearing to some institutions which is not that significant [30] were attributed by the structure and culture of the employing organizations. Middle managers also commented that although jobs may arise opportunistically, some strategic planning in skill development was important to maximize the impact to a higher or different position to help develop a multi-skilled approach, and moving higher in career development.

The relative importance of motivational factors attached to each individual to some extent found to be similar, but still they may differ due to difference in needs and wants. However, there are several dimensions of motivation such as wages and salaries, incentives offered, promotion on the job, involvement in decision making, recognition of the work done and a feeling of usually received a high ration [24]. Nevertheless, finding on managing relationship does not provide evidence on the importance of salary among the workgroup [31].

RESEARCH METHODOLOGY

Conceptual Framework and Hypotheses

The study attempts to describe the roles of personal needs, personal attributions, organizational development, program attractiveness, and reward in explaining their contribution to the understanding of their impact on to career motivation.
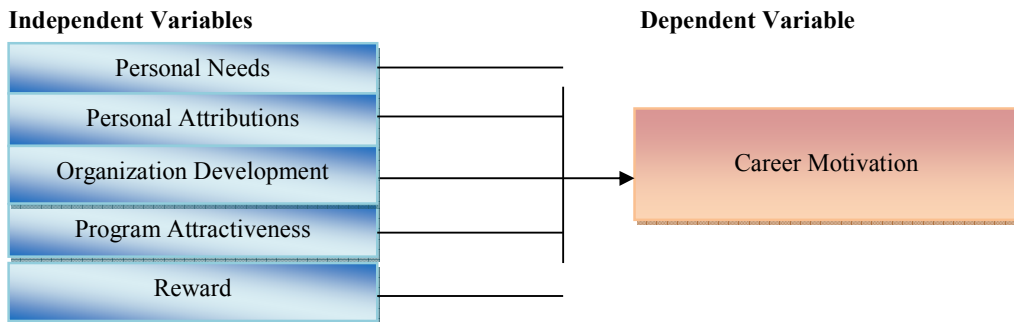
Independent Variables   **Dependent Variable**

| Personal Needs |
| Personal Attributions |
| Organization Development |
| Program Attractiveness |
| Reward |

Career Motivation

Figure 1: Framework of relationship between selected variables with career motivation

The hypotheses of the investigation are as follows:
H1a: There is a significant relationship between personal needs and career motivation for postgraduate study enrollment in IHL.
H1b: There is a significant relationship between personal attributions and career motivation for postgraduate study enrollment in IHL.
H1c: There is a significant relationship between organizational development and career motivation for postgraduate study enrollment in IHL.
H1d: There is a significant relationship between program attractiveness and career motivation for postgraduate study enrollment in IHL.
H1e: There is a significant relationship between reward and career motivations for postgraduate study enrollment in IHL.

H2: All the selected independent variables are able to significantly influence career motivations for postgraduate study enrollment in IHL.

Research Design and Sampling Procedure

For the purpose of gathering better research insight, the approach of descriptive research design was adopted. With the attempt of focusing more on examining the relationship, it is appropriate for the data to be collected cross-sectionally. The sampling frame for this study was taken based on population generated by academic department from each university. The target population in this research was postgraduate students from 3 universities which are UiTM(T), UMT and UniSZA.

Based on the information generated by the academic department from each university in 2014, the population of students recorded to be 1056. Since the populations do not have any probabilities attached to their being chosen as sample subjects, thus quota sampling had been chosen to be used in this research. Quota sampling seems to be having similar properties of proportionate stratified sampling, in which a predetermined proportion of students were sampled from 3 different universities on a convenience basis. The sample size of 285 respondents was taken from the population of 1056 from postgraduate students of the 3 universities based on recommended sample size proposed by [18]. However, the sample size was inflated to be 330 as the research attempted to analyze the comparison between the subunits of the population.

Data Collection Procedures

In doing a research, data collection is important to get an accurate result. In this research, the researcher used a quantitative approach by using primary data to obtain the relevant information. Through this method the written sets of questions were distributed to the respondents. The personally administered questionnaire discovered to be the best way to get a response, since the research team was able to collect all complete responses from respondents in a short time as compared to other types of questionnaire survey such as mail questionnaire and electronic questionnaire which usually generated very low response rate. The personally administered questionnaires were distributed to postgraduate students from the all faculties in the IHL in Terengganu which are UiTMT, UMT and UniSZA. In addition, the researcher was ensured that all of the data of the respondents are to be kept confidential.

Survey Instrument

In this research, questionnaire has been adapted from previous research done by [32] and distributed to the respondent. Questionnaires were divided into 7 sections which are A, B, C, D, E, F and G represents each variable.

In section A, the questions attempted to explore the demographic profile of respondents. This part includes the respondent's gender, age, position, university, education, mode of study and salary. As in the section B, the questions are related to career motivations. While section C attempted to measure personal needs. Section D, questions relate to the second variable which is personal attributions. In this section, personal attributions attempted to capture how a person makes inferences about the motives underlying other behavior. In section E, questions are related to the organizational development intensified postgraduate students for career motivations. In section F, questions attempted to examine whether programs attractiveness can act as motivators for the postgraduate students. In section G, the questions are related to the rewards given and further explore the type of reward that the students expected to get. The reward could be in term of promotions or recognitions. All items in section B, C, D, E, F and G were measured using a 5 point Likert scale technique.

Reliability of Instrument

In addressing the issue concerning the reliability of the instrument, 62 sets of questionnaires were early distributed to the selected respondent and collected for analysis. This questionnaire was subject to pilot testing to assess content adequacy. The measurement was done by calculating the Cronbach' alpha, which provides indication how well the items in a set are positively correlated to one another. With some minor improvements, the fieldwork was executed.

The data collected were subjected to the reliability analysis to establish the reliability of measures. The result of the reliability test of this research is shown as:

Table 1: Reliability testing on actual research

Sections	Before Adjusted		After Adjusted	
	Items	Alpha	Items	Alpha
Career motivation	5	0.632	5	0.632
Personal needs	12	0.786	10	0.808
Personal attributions	10	0.790	10	0.790
Organizational development	7	0.659	7	0.659
Program attractiveness	5	0.540	4	0.629
Reward	6	0.753	6	0.753

For the career motivations sections, 5 questions indicated the cronbach's alpha of 0.632. As for the personal needs there were 12 items which had been initially used in order to measure the variable. The result of the analysis indicated the alpha of 0.786. However, there were 2 items found to be far below 0.3 based on corrected item total correlation, and the decision was to use only 10 items in measuring the personal needs. For the personal attributions and organizational development variables, there were 10 and 7 items respectively. The result of the analysis indicated the alpha of 0.790 and 0.659. As for the program attractiveness, there were 5 items which had been initially used in order to measure variable concerning program attractiveness. The result of the analysis indicated the alpha of 0.540. However, there was 1 item found to be negative and far below 0.3. As such, only 4 items found to be appropriate at the alpha value of 0.629. As for rewards, there were 6 items were used to measure the concept based on the alpha value of 0.753.

FINDINGS AND ANALYSIS

Respondent Profile Analysis

Table 2: Respondent's profile

Item	Frequency	%	Item	Frequency	%
Gender: Male	123	37.3	University: UiTMT	77	23.3
Female	207	62.7	UMT	141	42.7
			UniSZA	112	33.9
Age: 30 years old and above	217	65.8	Education: Master	230	69.7
31-40 years old	79	23.9	PhD	100	30.3
41-50 years old	22	6.7	Mode of Study: Full-time	112	33.9
51 years old and above	12	3.6	Part-time	218	66.1
Positions: Managerial	87	26.4	Salary: Less than RM2000	138	41.8
Supervisorial	37	11.2	RM2001-RM3000	40	12.1
Clerk	26	7.9	RM3001-RM4000	64	19.4
General Worker	25	7.6	RM4001-RM5000	38	11.5
Lecturer	55	16.7	RM5001and above	50	15.2
Not Working	84	25.5			
Business	14	4.2			
Research Assistant	2	0.6			

Table 2 showed the profile of the respondents whereby 23.3% involved UiTMT students, 42.7% from UMT, and 33.9% were from UniSZA. The breakdown of gender displayed female been 62.7% and male at 37.3% involved in the study. In terms of age group, 65.8% of them were 30 years old and above; 23.9% within the age range of 31- 40 years old; 6.7% from 41- 50 years old made up 6.7% and those from the age group of 51 years old were 3.6% represented. Referring to the working position, 26.4% were holding managerial post; 25.5% still not working; lecturer at 16.7%; supervisory position at 11.2 %, 7.9% and 7.6% respectively were from clerk and general worker. For those who were operating their own business made up 4.2% participated in the study. Besides, those with the position of research assistant made up 0.6%.

The exploration of the enrollment program displayed that, 69.7% of them were on Master program, followed by PhD at 30.3%. Of the representation 66.1% enrolled to be part-time while 33.9% as full-time study. In terms of salary earned, those with the salary of less than RM2000 made up 41.8% of the distribution, followed by those earnings between RM3001-RM4000 at 19.4%, those earning more than RM5001 and between RM2001-RM3000 been 15.2%, and 12.1% respectively represented. The remaining 11.5% were those earning between RM4001-RM5000.

Mean Analysis

Table 3: Mean analysis testing

Variables	N	Minimum	Maximum	Mean
Career motivation	330	1	5	4.0285
Personal needs	330	1	5	4.0306
Personal attributions	330	1	5	4.0730
Organizational development	330	1	5	4.0680
Program attractiveness	330	1	5	3.8121
Reward	330	1	5	4.0859

The procedure of analyzing mean value among the variables was explored for providing evidence to what extent all the investigated variables have been perceived by the respondents. The results in the career motivation of the sample indicated that most of the respondents were moderately motivated in career motivation for postgraduate study enrollment as indicated by the mean value of 4.0285. The dimension concerning reward indicated that respondents were moderately involved with a mean value of 4.0859, followed by personal attributions with the mean value of 4.0730, organization development variable with a mean value of 4.0680 and

personal needs variable with the mean value of 4.0306. While, the program attractiveness displayed the low variance of career motivation of postgraduate study enrollment in IHL with a mean value of 3.8121.

Correlation of Coefficient

The analysis for correlation of coefficient was tested by using the Pearson Correlation Matrix since the used of the interval measurement of scale. The rules of thumb have been proposed by [9] to characterize the strength of association between variables. The table below will explain more detail about Pearson Correlation Coefficient after the reduction of outlines data on the magnitude of a correlation.

Table 4: Pearson correlation coefficient for variable

		(B)	(C)	(D)	(E)	(F)
Career	**Pearson Correlation**	0.283**	0.441**	0.624**	0.219**	0.309**
Motivations (A)	**Sig.(2-tailed)**	0.000	0.000	0.000	0.000	0.000
Personal	Pearson Correlation	1	0.509**	0.271**	0.251**	0.282**
Needs (B)	Sig.(2-tailed)		0.000	0.000	0.000	0.000
Personal	Pearson Correlation		1	0.336**	0.207**	0.255**
Attributions (C)	Sig.(2-tailed)			0.000	0.000	0.000
Organization	Pearson Correlation			1	0.313**	0.520**
Development (D)	Sig.(2-tailed)				0.000	0.000
Prog.	Pearson Correlation				1	0.414**
Attractiveness (E)	Sig. (2-tailed)					0.000
Reward (F)	Pearson Correlation					1
	Sig. (2-tailed)					

The results of the coefficient analysis showed that the relationship between the independent variables involving personal needs, personal attributions, organization development, program attractiveness and reward which indicating a mixed strength of correlation as being shown by the 0.283** (low), 0.441** (moderate), 0.624** strong), 0.219** (low) and 0.309** (low) respectively. Regardless of the differences of their strength, but still each of them indicated that they were having a significant relationship toward career opportunity based on the significant value of 0.000.

Multiple Regression Analysis

Regression is another procedure for measuring the linear association between a dependent variable and the constructs. It further attempts to predict the values of personal needs, personal attributions, organization development, program attractiveness and reward on the impact on career motivation.

Table 5: Regression Analysis

Model	Standardized Coefficients			
	Std. Error	Beta	t	Sig.
1(Constant)	0.258		1.377	0.170
Personal needs	0.052	0.014	0.285	0.776
Personal attributions	0.057	0.258	5.236	0.000
Organization development	0.057	0.560	11.210	0.000
Program attractiveness	0.044	0.011	0.236	0.814
Reward	0.049	-0.057	-1.121	0.263

Dependent Variable: career motivations; Adjusted R Square: 0.444; Sig F Change: 0.000

The above are displayed value suggested that an organization development was at the highest beta value of 0.560, followed by personal attributions is 0.258, personal needs at 0.014, program attractiveness at 0.011 and the lowest value is -0.057 that is reward. It seems that organization development is the best predictor, followed by personal attributions, personal needs, program attractiveness and reward that can be used to predict career motivations for postgraduate study enrollment. However, the combination of 5 constructs suggested that only personal attributions and organization development found to be significant at the value of 0.000. Despite, only 2 of the predictors indicated of their significant contribution, but the combined effort of all the predictors was able to explain 44.4 % of its impact on career motivation for postgraduate enrollment. The remaining 55.6% could be some other dimensions that may not have been discussed in this study. As a whole, all the predictors found to be significant at 0.000.

DISCUSSION AND CONCLUSION

The need to pursue education into a much higher level seems to attract every sector of the economy, which getting more popular to many people in most nations of the world. There is no doubt that the art of increasing academic qualification requires investment initiatives such as time, effort, patience and most

important of all is financial capacities. But, to some extent, the role of luck will help the candidate to be high academic performers.

In a broader approach, this paper attempt to explore to what extend does several selected variables such as organizational development, personal attributions, personal needs, program attractiveness and reward significantly take the role in ensuring candidates learning at postgraduate studies confidently believed which it can assist them in career motivation. The result of the mean analysis provides an indication that most of the respondents seem to agree that while pursuing their postgraduate studies, it does provide motivation toward seeking for a better career opportunity. However, the finding from further analysis through multiple regression revealed that only 2 of the most identifiable variables (personal attribution and organization development) significantly contribute towards promoting better career opportunity after the completion of the studies.

The observation on the strength of the relationship between each selected variable was performed for exploring to what extent does each of them are relevant to be used for understanding career motivation. Although the regression model provides evidence about the importance of organizational development and personal attributions significantly contribute, but each of the variables found to be useful and significant. Again, both organizational development and personal attributions indicated that both were having strong and moderate relationship when associating them with career motivation. When an investigation has been made one by one through the linear it shows that all variables which are personal needs, personal attributions, organization development, program attractiveness and reward has a significant relationship with the value of 0.000 where time with the value of 0.479, facilities with the value of 0.123, support with the value of 0.071 and gender with the value of 0.804.

As such citing a growing demand for global education and global competence, the need for further innovative education with the use of new technology will always become relevance [12]. Due to the complexity of competition in the market place, it is therefore essential for most adult learners or potential postgraduate students to be more technologically literate in securing their job position, gearing for promotion exercises, or even if they wish to change their careers.

Suggestion for Future Research

This research focus of 5 independent variables which are personal needs, personal attributions, organization development, program attractiveness and reward. The researcher can add more variable for independent variables. This study was only focused on 3 universities which are UiTMT, UMT and UniSZA. Further generalization of the findings may be more meaningful if future research undertake to explore large scale studies covering other universities of private institutions in Terengganu or outside Terengganu.

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