INTRINSIC MOTIVATION TO LEARN AMONG MILLENNIAL AT PRIVATE UNIVERSITY: THE ROLE OF SELF EFFICACY AND SELF ESTEEM

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ABSTRACT

Intrinsic motivation to learn is a driven from internal reward. Millennial simply enjoy the activity and see it as opportunities to explore, learn and actualize their potentials. Intrinsic motivation to learn is a vital as it helps to assist millennial mindset to find their work meaningful. Intrinsic motivation to learn is a vital as it helps to assist millennial mindset to find their work meaningful. Through intrinsic motivation to learn, willingness to learn among millennial is established and this would definitely influence one's productivity and overall performance in performing task in the organization especially in education industry. However, there are only a few studies that focus on millennial intrinsic motivation that can be found. Thus, this study aims to determine the relationship between self-efficacy and self-esteem towards intrinsic motivation to learn among millennial at private university. This study also aims to determine the dominant variable that influence intrinsic motivation among millennial at private university. Data collection was based on questionnaire. Taking care of the implementation carried out during the movement control order to curb COVID 19; this study has received 285 online feedback using quantitative methods distributed to final year students in private university through email and WhatsApp application. The sample included 285 final year students who studying in courses of Business and Management Studies in Private University, Selangor. All the questions were designed to be close ended for easy analysis of the feedback and the Likert Scale was used to ascertain the level of agreement and disagreement. The replies have been analyzed for frequency distribution, reliability analysis, correlation analysis and multiple regression analysis using IBM SPSS Version 23. The outcomes of this study indicated that two independent variables which were self-efficacy and self-esteem show positive relationship with intrinsic motivation to learn among millennial at private university. The result also indicated that self-efficacy was the strongest predictor that affects intrinsic motivation to learn among millennial at private university.

Keywords: Intrinsic motivation to learn among millennial; Self efficacy; Self-esteem.

INTRODUCTION

Millennial are entering the work market and eventually will be occupying leadership positions in the organizations. Millennial is the new generation workers that had joined the workforce and their number nowadays will keep increasing as the survey conducted by the Millennial Branding (2013), in 2025 this generation will become 75% of the global workforce. Hence, millennial is the largest generation in the workplace and they will become the biggest influence on organization performance and sustainability. This millennial plays an important role towards the success performance. Millennial will become a competitive advantage because past researcher proved in their finding, 100% agree millennial will give a positive impact on productivity.

Millennial has unique characteristics, traits and personality which also different from past generation such as Gen X and Baby Boomers. For Baby Boomers and Gen X, they are more focusing on stability in long term that leads them more to the organization. On the other hand, Millennial perform their tasks to meet their needs. Hence, the difference in motivation of millennial who is more motivated by growth needs such as self esteem show intrinsic motivation may become a key factor to increase performance among millennial (Wiedmer, 2015).

Intrinsic motivation to learn is mental construct that puts individual into action when they learn. Through intrinsic motivation to learn, willingness to learn among individuals is established and this would definitely influence one's productivity and overall performance in performing task in the organization. More importantly, intrinsic motivation is a powerful element of human development and refers to doing an activity for internal satisfaction rather than external intention (Ryan & Deci, 2000 and Vallerand, 2004). Therefore, individual with internal motivation will have inspiration and energized to start and finish their work.

Millennial are now facing with the competitive environment and more unrealistic expectation especially in education industry. In addition, the researcher only found a few comprehensive researches that study millennial in Malaysia. Although many previous research papers have been published on millennials, there is little research to identify on intrinsic motivation to learn among of millennial at Private University. Intrinsic motivation to learn among millennial is still not well researcher upon, specifically among millennial at Private University (education industry).

Since Millennial highly regard self concept (self efficacy and self esteem) as important in their life, this study aim : (1) determine the relationship between self efficacy and intrinsic motivation to learn; (2) determine the relationship between self esteem and intrinsic motivation to learn and (3) determine the most variable that influence intrinsic motivation among millennial in education industry.

Respondents of this study will be millennial generation (people born between 1980 and 1994) (Smola & Sutton, 2002). The study is expected to contribute to a better understanding on intrinsic motivation factors that influence the motivation to learn among

millennial. Intrinsic motivation factors is vital as it helps to assist Gen Ys mindset to find their work meaningful because they're applying themselves, giving their best in solving challenging and important problems in education industry.

LITERATURE REVIEW

Intrinsic Motivation

Intrinsic motivation to learn is a driven from internal reward. Millennial simply enjoy the activity and see it as opportunities to explore, learn and actalize their potentials. In addition, intrinsic motivation to learn is referred to as the desire to engage in learning behaviors for no reason other than sheer enjoyment, challenge, pleasure, or interest (Banfield & Wilkerson, 2014). It is a mental construct that puts individual into action when they learn. Through intrinsic motivation to learn, willingness to learn among individuals is established and this would definitely lead to better productivity level and the increased of overall performance. Intrinsic motivation to learn also helps individuals develop their own objectives in achieving what they desire. When individuals have intrinsic motivation, they have the intention to succeed and successfully achieve the desired objectives. In addition, positive attitudes will come out naturally throughout the learning process and continuous effort to succeed will be achieved (Gamboa; Mauricio; Andres, 2013)

Self-Efficacy and Intrinsic Motivation to Learn

Self-efficacy is the cognitive process by which a person evaluates his or her ability to perform a certain task (Bandura, 1997). Lent et al (1996) found that self-efficacy influences individual inner motivation to learn. If individuals have high level of self-efficacy, they also have high level of motivation to learn as they have high aspiration to achieve their targets and goals. Kheirkhah (2017) who conducted a study on midwife students in Iran found positive relationship between self-efficacy and motivation. A study conducted by Lane, Andrew and Kyprianou (2015) investigated relationship between self-efficacy and academic motivation performance among a sample of 205 postgraduates' students. Correlation result indicated significant relationship between self-efficacy and achievement motivation. Study by Laura (2012) had studied about the relationship between self-efficacy and managers' motivation. In this study, the model was tested through surveys distributed to 150 managers and their direct report in Real Estate Management Company and an industrial chemical firm. Positive relationship was found between self-efficacy and manager motivation. A study by Leon, Medina & Munduate (2015) titled 'An empirical examination of the effects of self-efficacy, supervisor support and motivation to learn'. This study concluded that self-efficacy had a direct influence with motivation to learn.

Therefore, it is hypothesized that:

H1: There is positive significant relationship between self-efficacy and intrinsic motivation to learn among millennial at Private University

Self Esteem and Intrinsic Motivation to Learn

Self-esteem is referred to as one's positive or negative orientation which reflects the self-worth (Branden, 2009). In another words, self-esteem is the key to human motivation. It is not only a natural sense of one's self-worth, it is also the ability to cooperate with problems in life and the right to feel deserving, worthy and be respected according to our wants and needs benefited from the effort shown in that cooperation. In a study conducted by Van et al (2017), they found a positive link between self-esteem and motivation among students in Belgium. Past researchers have found that self-esteem has a significant relationship with intrinsic motivation. Based on a research done by Khawla (2014), the findings of this study derived from the sample of 175 students who were enrolled in courses at Sakhnin College. The findings show a positive relationship between self-esteem and motivation for learning in this sample. Helen and Noami (2016) also proved that there is a significant relationship between self-esteem and intrinsic motivation where they used 160 mature women students as a sample. In this study, mature women students had the highest score intrinsic motivation scores, as well as the highest self-esteem score in the sample.

The following study by Reda (2016) examines students' self-esteem and achievement motivation. The study sample consisted of 135 undergraduate students and results revealed the students' self-esteem and achievement motivation have significant correlations. Correlation analysis suggests self-esteem makes positive contributions to students' scores on deep processing. Besides that, a study by Lane et al (2015) investigated relationship between self-esteem and academic motivation performance among a sample of 205 postgraduates' students. Correlation result indicated significant relationship between self-esteem and achievement motivation. Harlen and Crick (2013) found there is a positive correlation between self-esteem and motivation for learning.

Therefore, it is hypothesized that:

H2: There is positive significant relationship between self-esteem and intrinsic motivation to learn among millennial at Private University.
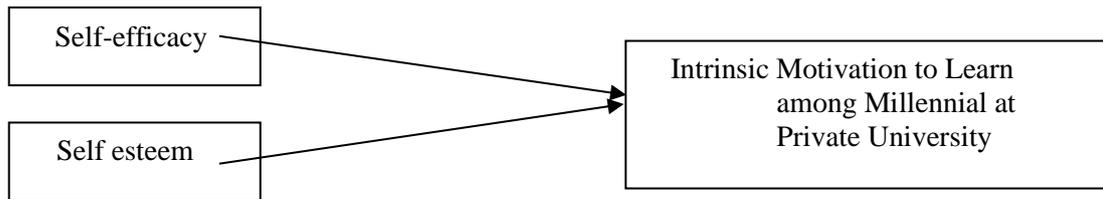
RESEARCH METHODOLOGY

The method of this research is based on quantitative study. A total of 285 set of questionnaires will be distributed to the respondents. The population is referring to all final year the students in Business and Management Studies in Private University in Selangor which are 1100 students. Based on simplified table in choosing a sample size done by Krejcie and Morgan (1970), the researcher chose all the 1100 millennial students (N=1100) as the population size thus the sample size is only 285 (S=285).

In the present study, purposive sampling technique is adopted. A purposive sampling is also known as judgmental, selective or subjective sampling. This is where the researcher chooses to examine the sample population that has one or more shared characteristics. Basically, it is to study a particular group within a larger population. In this study, the millennial final year students are chosen as the respondents in Business and Management Studies in Private University. Purposive sampling is chosen to focus on the characteristics of millennial workers such as conscious about the environment (Barber et al., 2009; Eastman et al., 2013). This enables the researcher to answer the research questions and research objectives based on the homogeneity of the respondents. Researcher focused on primary and secondary data in order to gather information in completing the research. The primary data obtained from questionnaire surveys that are distributed for respondents. Meanwhile, secondary data collected via online sources, websites, journals and articles. All primary data are processed and analysed using Statistical Package for Social Science Version 23. Questionnaires were divided into two sections. The measurement was adopted from prominent researchers and responses were standardised according to Likert scale rating 1 to 5 which valued 1 as equal to strongly disagree, 2 as equal to disagree, 3 equals to neutral, 4 as equal to agree and 5 as equal to strongly agree. The measurement for intrinsic motivation to learn was adopted from Musa (2012), self-efficacy from Gaumer and Noonan (2018), and self-esteem from Khawla (2012).

FINDINGS

Table 1: Demographic Profile

	Frequency (n)	Percentage (%)
Gender		
Male	81	28.4
Female	204	71.6
Age		
19-23	132	46.3
24-28	119	41.8
29-33	26	9.1
34-38	8	2.8
Qualification		
Diploma	85	29.8
Bachelor Degree	176	61.8
Master	24	8.4
Departments		
Economic	23	8.1
Finance	31	10.0
Islamic Banking	11	3.9
Insurance	12	4.2
Customer Service	14	4.9
Entrepreneurship	12	4.2
Marketing	20	7.0
Retailing	26	9.1
Human Resource	35	12.3
Management	3	1.8
Health Administration	42	14.7
International Business	9	3.2
Office System Management	8	2.8
Operation Management	14	4.9
Transport	20	7.0
Mode		
Fulltime	137	48.1
Part time	148	51.9

The total numbers of respondents are 285. Based on the findings in Table 1, it shows that 76.1 percent are female, while remaining 28.4 percent are male. 66 percent of respondents who participated are single that makes up as majority. Based on age, majority of respondents were found in 19-23 years old which represent 46.3 percent. Based on education, more than half of the respondents are bachelor degree holder which represents 61.8 percent. Based on the department, it shows that 14.7 percent of respondents who are from Health and Administration department that makes up as majority. Mode of study shows that 48.1 percent respondents are fulltime and 51.9 percent are part time.

Table 2: Interpretation of Reliability based on Cronbach's Alpha for 285 respondents

Variables	Cronbach Alpha	No of Items	Results
Intrinsic motivation	0.846	18	Good
Self-Efficacy	0.914	11	Good
Self Esteem	0.920	9	Good

Source: Primary data from IBM SPSS V23

Based on the table 2, intrinsic motivation has high correlation with 0.846 of Cronbach's Alpha. Secondly, self-efficacy has high correlation with 0.914 of Cronbach's Alpha. Thirdly, self-esteem has high correlation with 0.920 of Cronbach's Alpha. All items are valid and relevant to be asked since the Cronbach Alpha is more than 0.5.

Table 3: Correlation Analysis

		Self-Efficacy	Self esteem
Intrinsic Motivation	Pearson Correlation	0.668**	0.548**
to Learn	Sig. (1-tailed)	0.000	0.000
	N	285	285

**Correlation is significant at the 0.01 level (1-tailed)

Table 3 illustrates the correlation between variables. At first, there is a significant and moderate positive relationship between the self-efficacy and intrinsic motivation to learn (r = 0.668, p = 0.001, p<0.01) this indicate that self-efficacy increase, intrinsic motivation into learn increase.

Next, there is a significant and moderate positive relationship between the self-esteem and intrinsic motivation to learn (r = 0.548, p = 0.001, p<0.01) this indicate that self-esteem increase, intrinsic motivation into learn increase.

Table 4: Multiple Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.839[a]	.704	.696	.47461

a. Predictors: (Constant), Self Esteem, Self-Efficacy
b. Dependent Variable: Intrinsic Motivation

In this section display the value of R=0.839 and the coefficient of determination (R^2) of 0.696. This suggest the notion that intrinsic motivation to learn is influenced 69.6% by independent variables (self-efficacy and self-esteem), while the rest (100% - 69.6%= 30.4%). Thus, 30.4% of the variance dependent variable is not explained in this study. This indicates that there is other independent variable is not included in this study.

Table 5: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11400.684	2	5700.342	113.928	.000[b]
	Residual	14109.723	282	50.034		
	Total	17766.956	284			

a. Dependent Variable: Intrinsic Motivation
b. Predictors: (Constant), Self Esteem, Self-Efficacy

As shown in ANOVA Table 5, which indicates the F value of 113.928 is significant because is more than 1, meanwhile p value has significant value because of the result (p=0.000, p<0.05). Therefore, the overall regression model of the four predictor variations which are self-efficacy and self-esteem has worked well in explaining the variation in intrinsic motivation to learn among millennial.

Table 6: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.173	3.043		9.587	.000
	SEF	.970	.112	.640	8.648	.000
	SE	.785	.132	.435	5.947	.050

a. Dependent Variable: Intrinsic Motivation to Learn

Based on the table 6, it shows that self-efficacy is the most influenced variable towards intrinsic motivation to learn among millennial as (b=0.640) which is 64%. It is significant because (p= 0.000, p<0.05). Next is followed by self-esteem where (b=0.435) which is 43.5%. As a conclusion, self-efficacy is the most influenced variable towards to intrinsic motivation to learn and relationship is also significant.

Table 7: Summary of Hypotheses

	Hypotheses	Result
HI	There is significant and positive relationship between self-efficacy and intrinsic motivation to learn	Supported
H2	There is significant and positive relationship between self-esteem and intrinsic motivation to learn	Supported

Table 7 shows the summary of hypotheses for this study resulting from multiple regression analysis that had been done by the researcher. H1 indicates that there is significant and positive relationship between self-efficacy and intrinsic motivation to learn. Based on findings, there is significant relationship between self-efficacy and intrinsic motivation to learn. Hence, H1 is supported. H2 indicates that there is significant and positive relationship between self-esteem and intrinsic motivation to learn. Based on findings, there is significant relationship between self-esteem and intrinsic motivation to learn. Hence, H2 is supported.

CONCLUSION AND RECOMMENDATIONS

In conclusion, this research has successfully achieved the all research objectives accordingly:

To determine the relationship between self-efficacy and intrinsic motivation among millennial at Private University

Researcher found that there is positive significant relationship between self-efficacy and intrinsic motivation to learn among millennial at Private University. According to Lane et al (2015) indicated significant relationship between self-efficacy and achievement motivation.

To determine the relationship between self-esteem and intrinsic motivation among millennial at Private University

Researcher found that there is positive significant relationship between self-esteem and intrinsic motivation to learn among millennial at Private University. This result was also consistent with study by Khawla (2014) the findings show a positive relationship between self-esteem and motivation for learning.

To determine the most variable that influence intrinsic motivation among millennial in education industry.

Researcher also found that among the two tested independent variable, self-efficacy is the most factor that influence intrinsic motivation to learn among millennial. This result was also consistent with viewpoint of study by Laura (2012) had studied about the relationship between self-efficacy and managers motivation. In this study, the model was tested through surveys distributed to 150 managers and their direct report in Real Estate Management Company and an industrial chemical firm. Positive relationships were found between self-efficacy and manager motivation.

For the future research, it is highly recommended if other variables are included to expand the knowledge on factors that influence motivation to learn among millennial. In addition, researcher wants to recommend a larger sample size to be carried out for future study so that the result is more reliable. In order to obtain accurate evaluation of factor that contribute to millennial, focus group interviews are recommended for future research. This improvement strategy can help the researchers to get detailed information and a deeper understanding of a person perception. Moreover, the research should carry out on people in Generation X. This would clarify the factor that can influence Generation X about intrinsic motivation to learn.

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