RESEARCH ON LIFELONG LEARNING CULTURE
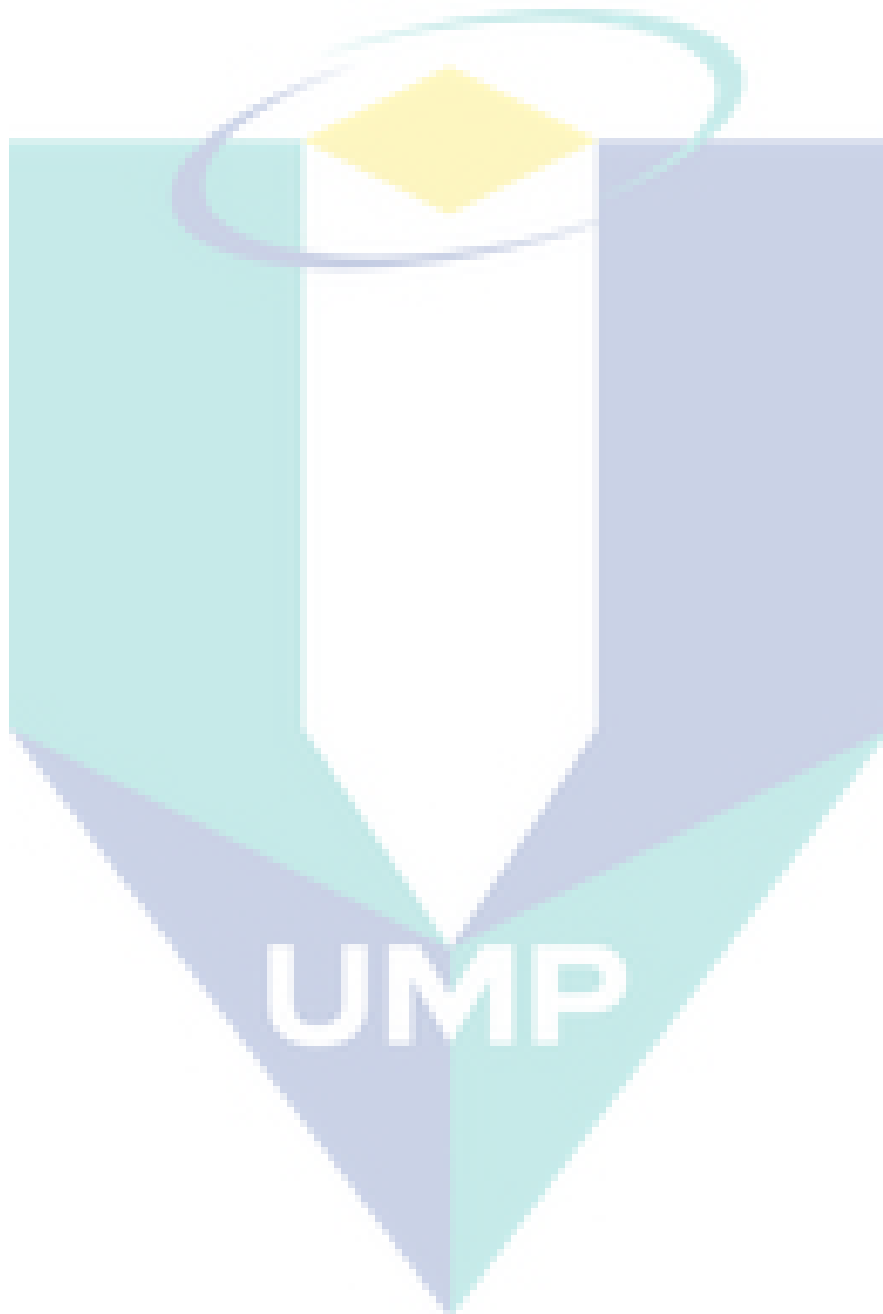
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ABSTRAK

Tujuan kajian ini adalah untuk menentukan kesan hubungan antara kemahiran pembelajaran sepanjang hayat dan prestasi kerja di kalangan pelajar Program MBA. Empat kemahiran pembelajaran sepanjang hayat akan dimasukkan dalam kajian ini yang merupakan kemahiran pengurusan, *"self-esteem"*, kemahiran interpersonal, dan *"hard skills"* Memandangkan terdapat kadar pengangguran yang tinggi di kalangan graduan pada masa kini, adalah penting untuk mengetahui maklum balas daripada pelajar universiti tentang bagaimana kursus yang mereka ambil memberikan mereka kemahiran untuk kebolehpasaran pada masa akan datang. Kajian ini mengambil pelajar 101 MBA dari Universiti Malaysia Pahang (UMP), Gambang Pahang sebagai sampel. Maklum balas daripada pelajar yang dikumpul melalui soal selidik dan data dianalisis melalui SPSS 23.0. Dapatan kaijan menunjukkan, *"self-esteem* dan kemahiran *interpersonal* mempunyai kesan yang paling ketara terhadap prestasi kerja di kalangan faktor-faktor lain. Walaubagaimanapun, kemahiran pengurusan adalah kesan paling lemah terhadap prestasi kerja.

ABSTRACT

The purpose of this research is to assess the impacts of lifelong learning skills and job performance among MBA program students. Four lifelong learning skills were included in this study, which are: managerial skill, self-esteem, interpersonal skills, hard skills, and soft skills. Since there are high rate of unemployment among graduates nowadays, it is important to know the feedback from university students on how the courses that they took provide them with the skills for employability in the future. This study employed 101 MBA program students from Universiti Malaysia Pahang (UMP), Gambang Pahang as a sample. Feedbacks from students were gathered through a set of questionnaires, and the data were analysed through SPSS 23.0. The result shows that self-esteem and interpersonal skills had the most significant effect towards job performance, among the other factors. Meanwhile, managerial skills had the weakest effect towards job performance.

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LIST OF ABBREVIATIONS

MOHE   Ministry of Higher Education

UMP   University Malaysia Pahang

MBA   Master of Business Administration
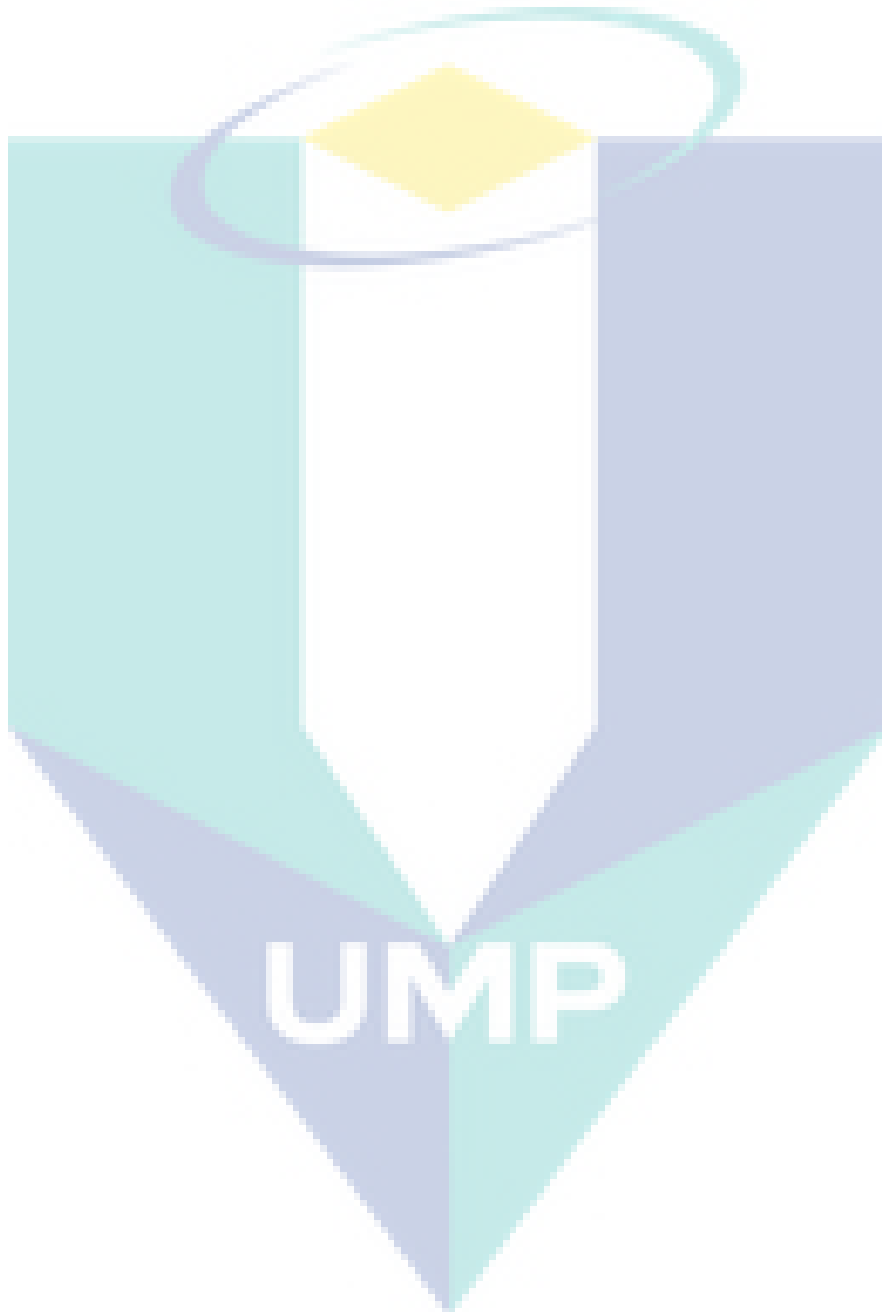
CHAPTER 1

INTRODUCTION

1.1   Introduction

The production of skilled and knowledgeable graduates relevant to the market needs is the main objective of any academic programmes at local universities. In addition, the community sees educational institutions as a knowledge centre that creates knowledgeable graduates, who are also confident and capable of self-reliance. According to Olson, D.A., and Shultz, K.S. (2013), skills are individual-specific abilities that are created through knowledge, information, practice, and aptitudes. He added that beside basic management skills, a manager also needs to acquire lifelong learning skills to succeed in his field of work.

Lifelong learning aims to raise the level quality of life of an individuals and communities. The goal is to provide training and education to everyone with one of the goals to develop human capital. In school environment, human capital development is focused on students' values, discipline, personality, morals and identity systems, to produce workforce that is competent in science and technology, while also innovative, creative and marketable. For adults, learning process does not stop after school but there must be continuity. The changes in the era of globalization where knowledge-based economies make lifelong learning as a government agenda to embrace human capital in the current mould. Relevantly, although the literacy rates among the Malaysian citizens are good especially at reading, writing and counting, they are less interested or eager to read more to expand their knowledge and thinking. Furthermore, many institutions have pioneered lifelong learning courses but there are no significant changes to this negative perception. The most important thing about the economic and social change is education. The production of flexible individuals for a good job and career required people to be competitive and always increase their skills throughout life.

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The lifelong learning supports creativity and innovation, and provides a holistic opportunity for economic and social development (Commission of The European Communities, 2007). In general, lifelong learning is a process of democratization of education that includes skills acquisition programs, knowledge and competence, whether formal or informal, based on experience and workplace training. Lifelong learning has become a part of culture and a way of life towards supporting human capital development according to the needs of knowledge-based economy and innovation through distance education, e-learning, workplace learning, and part-time learning PSPTN (2007).

Currently, Malaysia has made the lifelong learning agenda as a medium to enhance the capability of human capital. The lifelong learning sets up as a third pillar after basic education and tertiary education, and it is considered important to increase the percentage of highly skilled workforce from 28 per cent currently to 33 per cent by 2015. Various capital injections have been awarded to ensure lifelong education programs through the Malaysia Tenth Plan (RMK-10). Institutions involved in offering the opportunities to join the lifelong learning include community colleges, polytechnics, public institutions of higher learning, government agencies and distance education institutions Utusan Malaysia (2010).

To ensure that the lifelong learning is implemented smoothly and effectively, the Ministry of Higher Education has formulated a blueprint to embrace PSH 2011-2020 conforming to the government's force in order to achieve a high-income economy status. The action plan is based on a study conducted on competent, skilled and knowledgeable human capital requirements through the lifelong learning initiative. Among the strategies under the blueprint are to provide adequate financial support to lifelong learning to adopt as a way of life, and enhance the mechanisms and infrastructure to facilitate lifelong learning, and hopefully, it will act as a policy and guide for implementing the lifelong learning initiatives for the next decade Utusan Malaysia (2010) .

Everyone believes that the concept of lifelong learning is one thing that is demanded by religion and culture. Some scholars argue that it needs to be reflected and reformed. According to UNESCO and researcher in this area, lifelong education is the process in which adults are constantly acquiring, in conscious treatment, formal or

informal education over their lifetime, whether to maintain and enhance vocational skills or for personnel development (Shafritz, Koepe & Soper, 1988). Meanwhile, OECD (Organization for Economic Cooperation and Development) (1996) defined the concept of lifelong learning as to make individuals in a community that has been encouraged, to continue to learn through their lives, whether formal or informal (OECD 1996).

The relationship between school and community is so important. Without a community, schools do not exist and will not grow A.Rizal et al., (2008). Therefore schools are seen as important to develop human capital in the local community. Hence, schools are able to provide the most up-to-date and lasting service to almost all societies in the local community. If re-scanned the role of the school may be said to be the oldest and most established educational institution in the community to step in to widen the role of educating not just the children of the school but also to parents who need it. Schools are also seen to have the greatest potential to play the role of nurturing short and lifelong courses to the local community as long as they do not cope with the continuity of the existing formal learning. Change of global economy knowledge, fast and advanced technology, changes in workplace environment, and intense competition in the work sector have caused the need to strengthen and implement learning without taking into consideration the factors of gender, age, occupation, and field involved. Learning throughout life is a constant learning from birth to birth, the same there are formal or informal, conscious or not, in groups or individuals. New and different things are encountered every day and these always require learning process to deal with them Ndyali. L. and Wuhan, L. (2016).

Based on the global economy, quality is the most valuable thing in the face of the globalization era. This is because, life learning or training and development has a significant relationship with the improvement of the quality of workers regardless of field. The globalization flow also caused the workplace environment to change and this demands every employee to improve his/her performance through on-site learning cooperation by improving the skills, achievements, or face change a modern workplace situation. Lifelong learning becomes more important in Malaysia due to pressures from

the explosion of globalization, fast technological change, and growing population Hairuzila, Hazadiah, M. D., and Normah (2014).

1.2   Problem Statement

Lifelong learning plays an important role as part of the national training and education system. Lifelong learning becomes important in Malaysia because of the pressure from globalization boom, rapid technological change, and population growth (Ministry of Education (MOE), 2013). This is because Lifelong learning is one of the National Agendas in Rancangan Malaysia ke-9 (RMK-9) where human resource development is more important and emphasized. Lifelong learning can improve the quality in the field of work and can further develop the organization. Lifelong learning can also be implemented through training and skills whether at work or outside of work hours. In addition, most skills and abilities provided by educational management are believed to be inapplicable in a constantly changing environment (Mjema E., 2015). Furthermore, a master program at a university cannot be said to be successful if the produced graduates cannot meet the requirements of the organization and adapt themselves to the working environment. Based on the scenario described, the evaluation of the skills needed by the business management graduates should be done in order to fulfil the organization's requirement and this will further lead to the economic development of the country. Somehow, scientific studies on this matter are too few in the country.

Continuous quality education and training will also ensure that national human capital remains relevant to current industry requirement and markets, as well as being able to cope with the growing international competition and challenges (Ahmad Badawi, 2006). This is because; human capital is the driving force for the development of the nation, especially the technical and vocational fields. According to Hurrell and Scholarios (2014), the number of employees entering the industrial sector with no qualification in 2005 was 136 out of 404 persons, which was about 26.81 per cent. The total number refers to the number of employees who do not have any working experience in the industrial sector. The number of workforce with degrees and diplomas in institutions of higher education learning is about 176, 467 persons, which is 34.68 percent. Meanwhile, the number of workforce from polytechnics, universities, and other

certificate holder is about 100,540 which accounts to 19.76 percent. On the other hand, Ministry of Higher Education through a study in year 2012 found that 76,200 graduates in Malaysia are unemployed. Meanwhile, in year 2010, employability rate is 24 percent which accounts to 44,391 out of 184,581 graduates from public and private universities and polytechnic in Malaysia.

In addition, based on the statistics from the human resources ministry, the total production of skilled manpower in Malaysia is still inadequate to accommodate the needs of skilled manpower in the industry. From the aspect of the number of trainers, according to the statistical reports from Malaysian education statistics (up to the second quarter of 2008), 42 per cent of the Malaysian workforce is comprised of instructors. This shows that the number of faculty members is still insufficient to raise the level of education to develop human capital. Highly skilled workers can increase productivity and contribute towards a positive economic development. As such, lifelong learning plays an important role, and hence, it is to be empowered at every level to address the problem of unskilled manpower, especially in the management fields. In addition, Nahar and Zubaidah (2015) suggested that new government policy should be considered immediately in order to overcome the coming-in of foreign workers to Malaysia.

The feedbacks of this situation reveal the main factor that contributes to lack of skills among graduates needed by the industry. This may be due to the courses that these graduates had taken in university which do not match with the industry's demand. Other than that, graduates had less additional skill as their value added for the job industry. Therefore, it is important to choose the correct course in university to have a high opportunity of employability after graduation. The emergent issue now is how to cultivate these skills within the MBA students. Lifelong learning skills here are to be practiced for the whole life. This is a culture that flourishes and develops in developed countries. There is much more to be seen and shown to us as to why westerns have cultivated knowledge while our society is still fumbling towards the same.

The objective of the development is to ensure human capital to change the investment in economic development (Visagie and Koekemoer, 2014). Meanwhile, in competitive job market currently, acquiring and maintaining employment requires appropriate job skills (Cheramie, 2013). Appositely, International Labor Organisation

(ILO) (2008) had reported that low level of education, inadequate training, low level of productivity and low salary payment will lead to poor economic development in the country. Therefore, in order to overcome this situation, a country must accommodate skill development in its national and sectoral strategies. Furthermore, programs from basic education level should be enhanced in addition to the provision of more vocational training, labour market entry, and lifelong learning.

Studying Malaysian students, Iksan, Zanaton and Zakaria, Effandi and Meeran, Subhan and Osman, Kamisah and Koh, Denise and Mahmud, Siti Nur Diyana and Krish, Pramela (2012) found that students are good at their communications skills. However, their thinking skills, resources and information are below average. Omar et al. (2012) suggested that university should focus on helping students develop job skills. Educational and industrial institutions must plan to ensure adequate employee resources to provide students that meet the job requirements. Thus, the aim of this study is to experimentally investigate the lifelong learning skills that consist of managerial skill, self-esteem, interpersonal skills, and hard skills seen by students and employers as relevant job skills for MBA students at UMP that meet job performance expectation.

1.3   Research Objectives

There are six main objectives of this study which are: to examine the relationship between managerial skills and job performance, to examine the relationship between self-esteem and job performance, to examine the relationship between interpersonal skills and job performance, to examine the relationship between hard skills and job performance, to evaluate which lifelong learning relating to managerial skills - self-esteem, interpersonal skills or hard skills- that is significant to job performance, and lastly, to see which of the independent variables are the least significant towards job performance.

1.4   Research Question

There are four research questions came out for this study. There are as follows:

RQ 1- Is there a relationship between managerial skills and job performance?

RQ 2- Is there a relationship between self-esteem and job performance?

RQ 3- Is there a relationship between interpersonal skills and job performance?

RQ 4 – Is there a relationship between hard skills and job performance?

1.5   Significance of Research

To accomplish the objectives and respond to a recent call for a research to examine the relationship of lifelong learning skills towards job performance among MBA students in UMP, a study needs to be conducted in order to help identify the problem and the ways to reduce the problem related to the skills among MBA students. This study benefits researcher in terms of the current performance of UMP's MBA students upon completion of this study. In addition, it helps the researcher to determine the factor that contributes most to the performance of UMP's MBA students after graduation as well as helping the researcher to examine the skills that are needed by the industry.

The long term implication of this study also will affect education institutions including the Malaysia Ministry of Higher Education (MOHE). MOHE will be able to prepare an effective program for student's preparation for the job market and also identify the need to invest additional resources in university education. In addition, the accreditation body also will find out the rationale the program of study offered by the university. Research on the nature of lifelong learning skills as the work skills seen by students and employers will be evidence of university engagement in institutional research, with sufficient information on program offerings, teaching methods and assessment standards.

Skills, improvement of knowledge and qualification factors are contributed to the results derived from the studies. The learning program is developed to help MBA students to determine the effective ways to reduce the problems that normally exist in workplace in future. Thus, this study will be beneficial to education institutions to help the university to evaluate its current performance through graduates' performance. The university will take corrective action (if any) towards the current students as well as promote the MBA program to future students. This study is also significant to the future UMP's MBA students to help them evaluate the performance of the university as an option to further their studies to prepare them for a knowledge on the strength of the university that can provide the skills needed for the employment industry.

After all, this study will give an impact towards university stakeholders as a whole. These stakeholders include students, faculty, employers and governing bodies. It is important to measure the lifelong learning skills as it is will lead to an excellent career path development and develop a better student in terms of skills in society. This study enhances the research literature on the nature and relevance of lifelong learning skills as job skills for university students. In general, stakeholders also need to know the university status in preparing students for work. Studied the problem of lifelong learning skills that relates to the job scope will introduce the university faculty to the nature of the lifelong learning skills requested by the employer from potential employees. When the faculty learns about the lifelong learning skills required by the industry especially the prospective employers, they also must take into account the need to combine lifelong learning skills in the direction either need to review or improvise the curriculum and instruction to foster the skills of the students. Therefore, the faculty will see the need to teach lifelong learning skills to students. In the context of this study, university graduates will be aware of the skills required by prospective employers.

Then, students will find out the importance of developing lifelong learning skills throughout their learning experience. Student's awareness about relevant lifelong learning skills in a particular industry can increase job opportunities for them. One of the objectives of university education is to inculcate students with the skills of work to work in the workplace. Knowledge of what an employer (human resource manager, training manager, line manager, supervisor, and other managers) requires recruitment to facilitate university education goals. Employers will be able to articulate the relevant soft skills required in the prospective employees.

This study also is important to the faculty, students, and university employers. Lecturers and students can use the finding results as a references to decision in order develop the most desirable job skills needed by the employer; educators can use the research findings to develop and implement innovative techniques that integrate lifelong learning skills in technical courses, and/or the development of job training programs. The findings of the study could help improve the social and economic status of local university graduates. In addition, any advancement in marketability will lead to better improvements in community, and in graduate communities in general.

1.6   Operational Definition

1.6.1   Lifelong Learning Skills

In general, lifelong learning as defined by Laal and Salamati (2012) covers all learning concepts, formal and informal learning. The concept covers skill, knowledge, attitude and habits that people achieved in their routine life. People continuously develop what they had learned and develop it to a greater level of life and can give a contribution to the society. Lifelong learning also helps the student to adapt the environment changes easily. Moreover, lifelong learning is also one way to promote a person to become a better person and improve the quality of life Wikipedia (2018).

1.6.2   Managerial Skill

Management skills are required for a manager to fulfil his or her responsibilities. Every organization needs a manager to make a decision, give directions to employees, and so on. Therefore, each manager needs to have the skills to manage an organization. Sayed Reza, Maryam Tehrani and Ali Ramezani (2010) in illustrating the notion of management skills, stated that a manager must have comprehensive technical skills on a particular job scope that he or she managed, in order to educate people or subordinates with those skills. Further, Koontz, Harold and Weihrich (2000) defined management skills as comprising a set of behaviours that lead to effective work performance, and without them, in many cases, manager's knowledge has no effect.

1.6.3   Self-Esteem

Myers (2012) defines self-esteem as one's self-evaluation or a person's self-esteem. Thus, based on the definitions he presented, Myers (2012) equated the term self-esteem with self-esteem. Meanwhile, Baron and Byrne (2005) noted that self-esteem is self-evaluation made by each individual; one's attitude toward himself along the positive-negative dimension. The deficiencies of self-esteem, Baron and Byrne (2005) do not linked self-esteem with self-worth. This can be seen from the Kernis statement cited by Baron and Byrne (2005) which states that individuals whose self-esteem is easily influenced by trivial incidents have a less self-esteemed source than self-esteem ones which is relatively constant. Self-esteem theory of Rosenberg in Mruk (2006) explains self-esteem globally, i.e. self-evaluation as a whole, both positive and

negative. Self-esteem is not innately possessed by a person since birth but is a component of personality that has evolved since the beginning of human life.

1.6.4 Interpersonal Skills

Human skills such as effective communication, listening, and comprehension are the skills valuable to a person to influence others (Kar, 2011). According to Spitzberg and Cupach Lukman (2000), an interpersonal skill is "the ability of an individual to communicate effectively." This ability is characterized by the existence of certain psychological characteristics that are very supportive in creating and fostering good and satisfying interpersonal relationships. Based on the above definition, the interpersonal skills are ability possessed by a person where he is able to establish a harmonious relationship with others and understand what other people want from him, be it from attitude, behaviour or feelings.

1.6.5 Hard Skills

Hard skills usually refer to the skills defined by Random House Dictionary (in Robles, 2012) namely: the ability derived from knowledge, practical ability, or intelligence to do things well; competence in doing something; skills or skills that require certain exercises. Hard skills are also often called technical capability and are needed by workers in order to carry out a series of basic tasks to achieve the purpose of work.

1.6.6 Job Performance

In 1984, Hunter and Hunter demonstrated that in an organization, the measurement of job performance is important because efficient worker in the workplace will generate higher productivity level of product or service. Performance can be evaluated, usually in training, mentoring and guidance, in order to help employees create and achieve their goals, and engage employees in this process. The measurement covers the workers' attitude or behaviour that influences their performance and efficiency. In another study by Abdulwahab (2015), it was indicated that worker engagement will lead to the successfulness of the organization. Satisfied worker performs better, and this encourages engagement and increases productivity which in turn will lead to better career development.

1.6.7 Program of Master of Business Administration (MBA)

Program of Master of Business Administration offered by University Malaysia Pahang incorporates theories, real-world practices and personal experiences to develop leaders who can cope with complicated, systematic and creative issues, to improve business and management practices, to provide students with a professional career in becoming a credible manager. The MBA program's curriculum is designed to meet the standards set by the Ministry of Education, and the Malaysian Qualifications Agency. UMP's MBA has earned full school membership by the Alliance on Education and Business Scholarships (ABEST21) in 2016 (http://fim.ump.edu.my). Accordingly, Caceres (2008) stated that from the twentieth century, USA pioneered the MBA programs, and since this time, it is essential for the manager in an organization to make some changes.

1.7 Overview of the Thesis

This research is divided to five chapters. The next chapter (chapter two) will highlight on the findings of previous researches or literature review. Then, the following chapter (chapter three) will discuss on research methodology. Chapter four will discuss the findings, and lastly chapter five, comprises the concluding remarks and suggestion for future research.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

Literature review can be defined as a systematic and thorough search of published work in order to identify as many items as possible on a particular topic investigate (Sekaran, 2003). This chapter will discuss the relevant literature review on MBA program influencing the lifelong learning among students. It is also will cover the literature on the four skills measure towards students. The last portion of this chapter will review the effect of MBA program to post-graduate students.

2.2   Program of Masters of Business Administration (MBA)

MBA program grows rapidly all over the world. The number graduates of business school keeps increasing each year from many colleges. As reported by Atul and Sara (2014), there are about 300,000 students enrolled each year in MBA programs In this regard, MBA degree has been studied, evaluated, and criticized from many different angles. Scholars and practitioners alike have noted the challenges facing business schools as they address the current state of MBA and prepare for the future state of MBA. Of foremost importance is ensuring the longevity of MBA as an important and often necessary credential for a career in business. Here, a group of people questions the relevance of MBA faculty and the applicability of the curriculum (Pfeffer & Fong 2002, 2004; Bennis & O'Toole, 2005), while another group of people still believed that MBA degree is one of the factors that lead to the organization's successfulness. Blackburn (2011) found a few factors that influence postgraduate students in choosing MBA programme and they are well informed about the course before they continued the study. In this regard, the most influencing factor is the university's reputation.

Previous scholars (e.g. Pfeffer & Fong, 2002) found a few professional business schools (i.e. Harvard Business School) was developed and then, this situation is limit the business school to educate their founders in order to become a professional managers, and they would rather to connected to their outside markets. The Wall Street Journal recently stated that 95% of graduates from Harvard Business School class of 2011 successfully found job by middle of September 2010 even though during this time US was facing unemployment crisis. This shows that business schools are strongly able to develop a high skilled worker.

Conversely, Tomoka (2005) revealed that a business school graduate had less job opportunities and receives less salary. Meanwhile, Pfeffer and Fong (2002) said that business school graduated comes out with two chances where; the career of the graduate and the knowledge they gain, and these two chances score weak. There is little evidence that supports and proves that master graduates from business school can use their knowledge to enhance their career or even increase their salaries.

Besides, it was a questioned the purpose student study MBA degree Tomoka (2005). It is important to mention that studying in business school is not wrong; it does not promise the graduates a step ahead. Rather, graduates have to gain more in order to succeed in career (Tyson, 2005). This is because MBA curriculum is often not linked to the practical concerns (Pfeffer & Fong, 2002), and research produced by business schools is often not grounded in business, making MBA education less significant to real working environment (Bennis & O'Toole, 2005). It is because the lack of engagement among academicians and pedagogical structure within business programs with the outside world has led to much criticism over the gap between theory and practice in graduate management education (Michelle, 2016). Therefore, the faculty of business has to aim for developing future excellent executives by developing their students with skills and attributes of work. Furthermore graduates of MBA must be able to take practical action and at the same time, try to boost integrity, judgement, intuition, and other essential leadership attributes (Tyson, 2005).

Tyson (2005) also mentioned that business school must train their students to think, decide and act efficiently in order to survive the uncertainty of world business

environment. Furthermore, Pfeffer and Fong (2002) indicated that the players in business education like training and education generally have limited connection to the field of management organization. This was supported by Bennis and O'Toole (2005) who stated that the "faculty are disconnected from the field of management." Bennis and O'Toole (2005) suggested that "students themselves must understand and integrate this gap between discipline-based knowledge and actual business practice."

According to Yeadon-Lee and Worsdale (2012), Masters of Business Administration (MBA) is known as a successful programme from its initiation in 1908 at University of Harvard. In the beginning, the programme was only offered fulltime to limited candidates by exclusive graduate Business Schools. Nevertheless, there is a rapid increase particularly in MBA programmes as well as general postgraduate programmes which are offered part time. In ensuring the educational curriculum of the school are in terms with the specific standard of quality, external bodies will accredited the MBA programmes in providing both employers and students independent quality view. The programmes in the United States are accredited by the Association to Advance Collegiate Schools of Business (AACSB), while the Association of MBA's (AMBA) accredits MBA programmes in the United Kingdom (UK) (Yeadon-Lee & Worsdale, 2012). Therefore, MBA graduates are able and expected to demand for excellent networking and learning experience which they pay for in exchange for an advance in their career (Schedlitzki & Witney, 2014). According to Blackburn (2011), a Master in Business Administration (MBA) is world recognised business degree, where it has business background and provides an additional value for students in business and management as well.

2.3   MBA Skills Reflecting to Lifelong Learning

The mutual view shared among researchers is that MBA clearly aims for added value to the students by giving them appropriate management skills relating to business, while at the same time, having an encouraging effect on the corporate world performance in general (e.g., Baruch & Leeming, 2001; Boyatzis & Renio, 1989; Ishida, 1997; Louw et al., 2001, 2001b; Sturges et al., 2003, as cited in Mihail & Kloutsiniotis, 2014). In addition, the qualifications of MBA graduate are known in producing benefits economically as well as generating success in the graduate's careers

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(Mihail & Kloutsiniotis, 2014). Ng et al. (2008) discovered that students in US continue MBA study for self-development especially in education. The selected skills required in life-long learning are as follows:

2.3.1 Managerial Skills

The many important causes that resulted in MBA graduates applied to the programme, among of the reasons are; the manager skills that have been improved, development in career, including insights on business Temtime and Mmerekil (2011). Kretovics (1999) stated that the most effective of the MBA program was 'hard' managerial skills, which are; setting goals, gathering information, application of theory, quantitative analysis, and application of technology. Kamel, Abdel Aziz, and Mamoud (2014) in their study stated that a successful manager not only can manage recourses efficiently and effectively in order to achieve goal, but it beyond that; they have to occupy the managerial skills in terms of coaching and mentoring, teambuilding, monitoring, controlling and facilitating, while also able to conduct the informal work environment. Otmar, Michael, and Norbet (2013) in their study on MBA mentioned the need to review the content and curriculum in order to evaluate the managerial skills performance among students.

2.3.2 Self-Esteem and Confidence

Baruch (2009) analysed the contribution of MBA, and it was determined that the MBA programme increases confidence, self-esteem as well as trust in the students, including other important skills. This helps to increase a better managerial situation that requires handling which also resulted in advancement of career (Baruch, 2009). Baruch and Peiperl (2000) also stated that the graduates of MBA programme acquire a higher level of self-confidence. According to Brandt (2005), self-esteem is first, a belief in the ability to act and face the challenges of life. Secondly, it entails the belief in our right to be happy, feelings of worthiness, enabling us to reinforce our needs and desires and enjoy the fruits of our hard work. According to Maslow's Hierarchy of need as summarized Kaur (2013), self-esteem is a human need that requires fulfilment or satisfaction to proceed to a higher level of need. Maslow's need for self-esteem is divided into two types: self-esteem, and

respect from others. Maslow (in Schultz, 1981) also argues that once a person feels loved and has a sense of belonging, they will develop a need for esteem.

2.3.3   Interpersonal Skills

MBA programme is crucial in developing interpersonal skills, which are helping skills, as well as the ability to motivate and inspire others Kretovics (1999). On the other hand, students become unskilled in interpersonal relationships because of their inhibiting nature. Shyness is the biggest barrier in every selfless and interacting student. Shyness also makes the students less daring to try, and afraid to make mistakes during the learning process. The following two studies suggest that shy students resulting in anxiety and have no effect on their academics performance. The effect only exists in the students' social situations. However, according to Ilias, Mohd and Mat Razali, Ahmad and Pisol, Mohd and Sulaiman, Muhammad Syakir (2016) as cited by Nur Pratiwi et al. (2014), shyness, fear of trying, and fear of wrongdoing are attitudes (shyness and fear)   that can be changed by a student in a timely manner

2.3.4   Hard Skills

According to Sturges, Simpson and Altman (2003), hard skills were also developed by MBA programme, for example; marketing and strategic planning. Baruch and Peiperl (2000) also agreed that the abilities and qualities contributed by MBA were relating to hard skills like accounting and research skills. Meanwhile, a study conducted Brian (2016) found that the program of MBA is more to subjectively influencing the students and graduates. The subjective effect includes gaining more confidence, employability and development on business view. M.S M.S. Roa (2013) defined hard skill is the knowledge on particular subject and technical, where it can touch and seen. Hard skill is to enjoy career success and for organisation's success.

2.4   Benefits of MBA

The benefit of MBA programs includes developing human capital in the form of key competencies that are desired by employers. Furthermore, graduates highly value the development and maintenance of a network with other people in the society (Michelle, 2016). Baruch (2009) supported the notion and stated that the significant benefit of MBA programme is the development and maintenance of social contact network. Human capital theorists argue that the degree level of study is instrumental (Hindo, 2002; Connolly, 2003). Human capital theory, as applied to higher education, describes how individuals invest in their education which, in turn, provides knowledge, skills, and experiences which increase an individual's productivity and income (Tan, 2014). Many researchers such Judge et al. (1995), Hsu (2006), and Griffith and Lusch (2007) reported that the types of human capital include: social capital, cultural capital, organizational capital, relational capital, and managerial capital.

Other than that, the benefits of MBA programme towards the student's future are as for career success. According to Cameron (2005), MBA graduates could receive double salary compared to non-MBA graduates. It is also supported the MBA has encouraging effect of successful early career (Herrington, 2010; Inderrieden, Holtom, and Bies, 2006, as cited in Mihail and Kloutsiniotis (2014)). In addition, MBA programmes provide progressive effect on income, employment, job promotions and performance, as well as satisfaction Zhao, Truell, Alexander & Hill (2006). In terms of social contact network, Baruch (2009) stated that the significant benefit of MBA programme is the development and maintenance of social contact network.

2.5   The relevance Program of Master of Business Administration (MBA)

Even though there are many issues and judgment against MBA programs, there are some people who believed that MBA is one of the factors that contribute to the organization's success. Employers rely on MBA degree as a strong indication of a job candidate's competencies (Baruch & Peiperl, 2000), as the degree provides a formal qualification that is perceived as important for an organization.

Tay (2001) studied 122 organizations in Malaysia to scrutinise the employers' attitudes toward employees with MBA degree and found that, about 73% respondents claimed that MBA's graduate with good work ethics, good management and leadership skills, and critical thinking and analytical abilities have high potential to be hired. Companies often consider MBA graduates to be part of a pre-screened applicant pool, saving them time and money in the recruiting process (Pfeffer & Fong, 2002).

Additionally, a number of researchers attempted to find out if MBA is beneficial to other areas. Accordingly, a question that emerges is: Is there value in terms of "hard" managerial skills (e.g. data analysis, project implementation, and goal setting), "soft" skills (e.g. leadership, building relationships, etc.) or other areas of interest for the companies employing MBA graduates? A recent survey conducted by the Graduate Management Admission Council found that about 85% of respondents said that their MBA program helped them develop important professional skills and abilities. In this study, 6,877 MBA alumni responded and 93% of them were employed with a mean salary of 94,542 USD, and the median bonus reported by alumni was 17,565 USD.

Kretovics (1999) revealed that the study towards MBA graduates program can strengthen the 12 skills associated with business. In addition, MBA program was most effective on "hard" managerial skills such as goal setting, information gathering, quantitative analysis, theory application, and technology application, but was also important for building interpersonal skills (i.e. helping skills and the ability to inspire and motivate others).

Another study on the successfulness of MBA program was conducted by Baruch and Leeming (2001). This study selected 344 respondents comprising of managers who were at the same time taking MBA course. It has been proven that MBA program made them a better manager, as they have better managerial skill, self-confidence, and other related skills that can benefit them in their career development. The finding is consistent with Boyatzis and Case (1989) who found MBA program to be highly significant on graduates' managerial skills towards information analysis, quantitative analysis and implementation of project. Nonetheless, MBA did not help the graduates in developing relationship with others, managing and leading people.

Shimizu and Higuchi (2009) mentioned that graduates gain and enjoy a salary higher than that of undergraduates after study. Moreover, this study also showed that companies are more interested to sponsor the worker to further study to a higher level in order to generate skills and become knowledgeable worker. Ly et al. (2015) supported the statement where MBA students in Vietnam showed increase in their attitudes, perception and knowledge after completing their study. Moreover, Sangwan and Grag (2017) in their study had found that MBA creates employability to student and it is a positive impact to the students to encourage them to further their study in MBA as the university is offering the work integrated learning modules. Chen et al. (2012) said that female students benefit from acquiring and developing networking when they study EMBA because they will raised up the level of competencies to the Taiwanese women manager . This notion is strongly supported by Varela et al. (2013) who suggested that the university may not aim for ambitious goal because it might ignore the main focus of MBA program which is to develop skills among students. The ignorance might lead to failure in attaining skill acquisitions and lead to program failure. Further, Tootoonchi et al. (2002) opined that MBA student should improve in communication skills, knowledge, attitudes, fairness, and general personality with the assistance of their instructors' effort, and all these can then be applied in the real world situation.

Adahi et al. (2011) found three personality traits that have deep approach to learning and predicting high MBA student's performance. These traits are: extraversion, openness to experience, and contentiousness. Saba Mahmood, Khalid and Aslam (2011) in their study on the impact of MBA to the advancement in skills and career development among MBA graduates in Pakistan had summarised that MBA program had a positive impact on skill advancement and career development as the program exposed the students to new and different skills. In addition, this program also offers them better opportunity while diversifying their skills to become better employees and managers. Additionally, Louw et al. (2001) studied the quality and the effectiveness of the MBA program among students in South Africa and the researchers found that 67.7% of students with MBA degree strongly believed that MBA will help them perform better in an organisation.

The alumni of MBA had an advantage from this program as this program helps them to contribute more toward the success of their organisation. Further, Atul and Sara (2014) studied the effect of MBA programs towards organizational successfulness in a private college in Virginia. The result showed that MBA program had a significant relationship with creative, logical and social relationship. This finding supported those alumni that MBA is beneficial to them and their company in terms of skills and knowledge.

The similar finding was acquired by Arnaldo Fabrizio, Silvia, and Tatiana (2009) where their study concluded that, MBA program enhances the graduate's other competencies such as social communication, the way of thinking, use of technology, as well as enhancing career development. To sum up, Brian (1987) highlights that MBA combining the learning experienced and the various styles of learning is the effective way to educate students to become a good manager in the future.

2.6   Lifelong Learning

The definition of lifelong learning is the growth of skills and knowledge for a person during his or her lifetime, specifically within the beginning of adulthood (John, 2002). According to Blanden, Buscha, Sturgis and Urwin (2012), lifelong learning is becoming the focus due to the advantages of training and education in life later on, providing benefits skill for both society and individual. For the society level, a very skilled as well as well-trained workforce is crucial to achieve competitiveness globally in markets, in addition to enabling the changes into a knowledge-based economy (Leitch, 2006, as cited in Blanden et al., 2012). For individuals, it is described as human capital accumulation with training and education which will result in returns economically, even later in life (Department for Education and Employment, 1998) .

Education institutions play a role in bridging people with governments through the latest lifelong learning programs through various community service programs (CSRs), networks, collaborations and smart partnerships with various agencies and industries. In addition, university also responds to the government's call by

implementing the National Blue Ocean Strategy (NBOS) by emphasizing the principle of high impact, low cost, fast, and sustainable implementation.

In this twentieth century era, the education world has experienced a rapid and more challenging globalization. Therefore, if one does not follow the development of this sedentary science, sooner or later he/she will experience an outdated fate. Hence, the concept of lifelong education is introduced. This concept is important where it covers the whole human development from birth to the end of one's life. For this reason, the government has focused on lifelong education among the people. This is because lifelong education is important to produce human beings who are knowledgeable and virtuous for the development and successfulness of our nation.

Lifelong education emphasizes that every human being has the right and the opportunity to claim education in his life. The concept of education should cover all aspects of one's life. It should not be limited by age, specific space and time but all the aspects of education that go on continuously throughout the life of a person and in various situations. Such education is a perception of the ability, and the ability of an individual to be tailored to the particular characteristics of each individual. This type of learning is not limited to the learning material offered by formal institutions but covers all fields of life (Lengrand, 1965). Education and learning is a lifelong activity. Someone will run education either directly or indirectly in daily life. Education can be divided into formal and informal learning. Meanwhile, learning can be understood as a process in which an individual experiences change in his behaviour, which is a response to a particular situation. This change of behaviour is not caused by maturity or biological factors, but is derived from the experience of a person in his life. Education is also a process whereby a person acquires new knowledge, skills, attitudes and values.

Referring to Wikipedia (2008), Lifelong Learning means learning activities and lifelong learning, especially adults. Lifelong Learning is considered to be beneficial to individuals as it can improve one's life through enhanced work skills, self-improvement, and knowledge enhancement. Therefore, lifelong education is consistent, where it can involve all walks of life. Therefore, it must be widely disseminated and practiced by everyone.

According to the National Education Philosophy "education in Malaysia is a continuous effort towards furthering the potential of individuals in a holistic and integrated way to create a balanced and harmonious human intellectually, spiritually, emotionally and physically, based on trust and obedience to God. This effort is to produce Malaysians who are knowledgeable, responsible and capable of achieving their well-being, contributing to the harmony and prosperity of society and the nation." The philosophy of Education introduced is in line with lifelong education to lead to the creation of perfect human beings from various aspects.

In line with the Education Philosophy, I think that as a potential educator, we must practice the concept of "lifelong education." This concept can be appreciated through the practice of reading, writing, and researching action from time to time. With this, we can broaden our experience and knowledge. This is because lifelong education can sharpen our competence and our confidence, and as potential teachers, we can be creative, reflective, and innovative. According to Datuk Seri Abdullah Ahmad Badawi (2008), the government emphasized the concept of lifelong learning. This is because the learning process is able to increase productivity and job opportunities. Through this approach, the government believes it can enrich the soul and mind with quality knowledge. According to Utusan Malaysia (2008), in developing human capital, one of the main approaches we want to emphasize is the concept of lifelong learning. Accordingly, the Ministry of Higher Education has embarked on various programs to create better quality infrastructure and learning environment.

What is happening today is the lack of education and practice of society in the country. It is found that many individuals only make education and learning as a necessity to gain a job, and they do not understand the true value of education and knowledge to a human being in this world. Ee (1996) states that education not only contains the meaning of what we do for ourselves or something done by others for us to bring us closer to our natural perfection, but it also understands the potential of each of us. Moreover, from the perception of Islam, "based on the concept of lifelong education, man has been entrusted by God to always practice what has been learned" (Lebar, 2002). The concept of lifelong education has long been introduced throughout Malaysia, and yet, many people do not know it. Although the concept of education was

first introduced was very warm, many programs were organized to promote lifelong education. However, at present, the concept is increasingly forgotten and there is no new program or activity to encourage it. This causes some new generations to be ignorant of the concept of lifelong education and is also unaware of its importance.

In addition, the shortage of knowledge about the importance of the concept of lifelong education is also a problem that will bring harm to our society and our country. This is because knowledge is important to produce intellectuals and scholars who are noble. Therefore, as a human being in this world, we must equip ourselves with diverse knowledge. With this, the most effective way to increase knowledge is to practice lifelong education, which is, by always learning something new and having a curious desire. Indeed, "the education process does not stop at an age level, but continues to operate for life" (Mok, 2002). Lifelong education refers to the way or process of learning in the long run or from time to time. On the point, this study attempts to determine the level of self-knowledge, the level of practice and the factors that encourage students to practice lifelong education. According to Tajul and 'Aini (1992), education in meeting Vision 2020 is to produce humanity that is confident and loyal to religion, knowledgeable, ethical, responsible and ultimately able to contribute to society and country.

2.7   Job Performance

According to Neol (2009), job performance is process of controlling the employees' activities and productivity by the manager in order to achieve organisational goals. Motowildlo S.J. (2003), as cited in Neetu, M. Muzamil, P.J., and Rajender (2017), defined job performance as the standard of total expected value of cumulative individuals carried out within certain period of time. Besides that, Muhammad, Mohamed and Ahmed (2013) analysed how expatriate workers resolve communication problem with the organisation. On the other hand, the way the work is organized, and the employee opportunities to promotion and response are the factors that can influence the quality of work in an organisation (Yahya, 2012) . Further, Johanim and Khulida (2016) added that tasks and feedback strongly affect job performance. Lack of skilled workers encourages company to re-evaluate the workers' skills as demanded by companies (Robbin, 2001).

According to Dessler (2000), job performance and job master refer to an individual's responsibility and action to carry an obligation from organisation as an assignment. Workers are the most important factors in attaining an organisation's goal, and yet, subordinates are the determinant to accomplish goal that had been set. Hence, company will face adverse impact for being ignorant on how to motivate employees (Steers, 1998). Similarly, Hasnizawati, Rozieana A and Mohd (2008) also said that the performance of the company broadly depends on the performance of the employees. Anyhow, many factors, including internal and external factors can contribute to the performance of the employees. These include salary increment, encouragement from co-worker and manager, job promotion and other related policies. Additionally, workers also inspire themselves to succeed or fail.

2.8 Relationship between Lifelong Learning Skills Acquired By MBA Students towards Their Job Performance

A study on UNITEN's final year graduates suggests that student's knowledge contributes the highest to unemployment (Shamsuddin et al., 2013). The curriculum review that is consistent with the needs of the industry and employers by academicians is necessary as many graduates are of no quality (Jackson & Chapman, 2012). According to studies in Australia, employers find business graduates to be lacking in non-technical skills (Playfoot & Hall, 2009). Therefore, the impact of business graduates with less technical skills required for excellent performance at workplace will affect productivity, motivation and innovation within the organization and the entire economy of the country.

According to a study in Australia by Jackson (2015), graduates lack time, opportunity, support and resources to develop skills. Meanwhile, the limited experience of business graduates in the workplace, results in lack of experience (Jackson & Chapman, 2012). Therefore, graduates are encouraged to make connections between what they learn in practice and theories at the university and what skills to practice in the workplace.

However, in the context of Malaysia, as cited by Bishanani et al. (2016), a study by Shamsuddin et al. (2013) on UNITEN's final year students stated that the employer's requirement was the second factor that caused the unemployment of

graduates. Meanwhile, studies in the USA state that business graduates do not provide in-depth skills (job skills) and general knowledge (technical skills) in their curriculum (Rassuli et al., 2012). According to Imeokparia and Kennedy (2012), workability skills are high among business graduates. In addition, some studies such as Imeokparia and Kennedy (2012) and Kazilan et al. (2009) indicated that vocational programs also need to include finance and business management in order to expose students to business and industry. Vocational students are encouraged to engage in financial management aspects as these are important features of management.

According to some studies such as Imeokparia and Kennedy (2012) and Kazilan et al. (2009), Business Studies graduates majoring in Secretarial (Office and Management Technology) tend to display certain skills that differ from graduates majoring in Accounting Education. On the other hand, research findings on foreign auditors in Turkey show students need to have ethics, teamwork and honesty for soft skills (Uyar & Gungormus, 2011). This study is supported by several studies such as Imeokparia and Kennedy (2012) and Kazilan et al. (2009) who mentioned the difference of labour ability skills owned by graduates of business studies as opposed to others.

Therefore, the place of study should provide graduates who remain competitive in the market (Gerdes, 2005; Jackson & Chapman, 2012). The skills mentioned above are undoubtedly invaluable to Graduate Business Studies. Imeokparia and Kennedy (2012) define Business Studies as the development of appropriate knowledge, skills, attitudes, and understanding needed to fit into selected work. There are certain skills that are specific to Business Education graduates. For example, persistent secretarial and accounting skills are relevant, though dynamic growth in the education system and employment world has created innovation in this field.

2.9   Summary

Lifelong learning aims to promote a better quality of life to individuals and communities. The goal is to provide training and education to everyone with one of the goals to develop human capital. In school nature, human capital development is focused on students' values, discipline, personality, morals and identity systems to produce competent workforce in science and technology, and also workforce that are innovative, creative and marketable. In the adults, the learning process does not stop after school but there must be continuity. Therefore, the purpose of this study is to examine the lifelong learning skills that consist of managerial skill, self-esteem, interpersonal skills, hard skills and soft skills seen by students and employers as relevant job skills for MBA students at UMP, and can meet job performance expectation. This chapter explains in detail the aspects needed for lifelong learning among graduates, including the theory that supported this issue. The next chapter provides the methodology for this research.

CHAPTER 3

METHODOLOGY

3.1   Introduction

Research methodology is a basic guideline in the collection of data and analysis of the research. Included in this chapter is the discussion about research method used especially the research design, data collection including types and sources of data, research question, subjects, measures, procedures and confidentiality (S.Uzairiah, 2016).

3.2   Research Design / Approach

To complete this study, quantitative research method is used to measure the most significant factor that contributes to job performance. The instrument tool that will be used is survey questionnaire.

3.3   Subjects

During the first step, the quantitative data are collected through identified people. For this research, the subjects of this study are the MBA students who graduated from Universiti Malaysia Pahang (UMP), comprising of 130 people. Therefore, a total of 101 UMP graduates including new students, current students and graduates that will be responding to the questionnaire.

3.3.1   Sampling

Creswell (2017) stated that before gathering the data, the researcher must determine the planning of respondent or people involved in this study. The determining person of the study in the research is the student Universiti Malaysia

Pahang (UMP), Gambang Pahang. Hence, the sample of the study comprises UMP's MBA students. They include new students, current students and the graduated students. The researcher then decided to select the participants based on simple random sampling. Using this method, anyone has the probability of being selected among the population. Anyone selected will be representative of the population. The target population for this study includes new students, current students and the graduated students. There are 168 graduates and ongoing student from 2014 until 2017.

3.3.2 Sample size

The sample sizes in the case study vary according to the case (Creswell, 2014). In some cases, researcher might use a single individual or single site. In other case, the number may be several, 1 or 2 to 30 or 40, because the researcher needs to report details about each individual or site. The population of the UMP graduates, current students and new students comes to 168 persons. For this study, to simplify the process of determining the sample size, the Krejcie and Morgan (1970) table of determining sample size will be used. The table is as follows:

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Figure 3.1 - Krejcie and Morgan Table of determining sample size

3.4   Data Collection

3.4.1   Questionnaire

Questionnaire is a method for quantitative data collection. It is an instrument to measure the variables in the study namely dependent variable and independent variable. The standard questions and checklist will be developed to observe the students' skills. The question will then be distributed to the respondents and the responses will be collected later on. To analyse the data, the mathematical procedures or statistic will be used. This statistic will then be compared between groups or scores to address the research question. Then, the results of the analysis need to be explained with respect to how they come out and need a support with the expected prediction of the study Creswell (2017).

3.5   Measures

3.5.1   Dependent variable and independent variables

The dependent variable and independent variables can be viewed as follows;
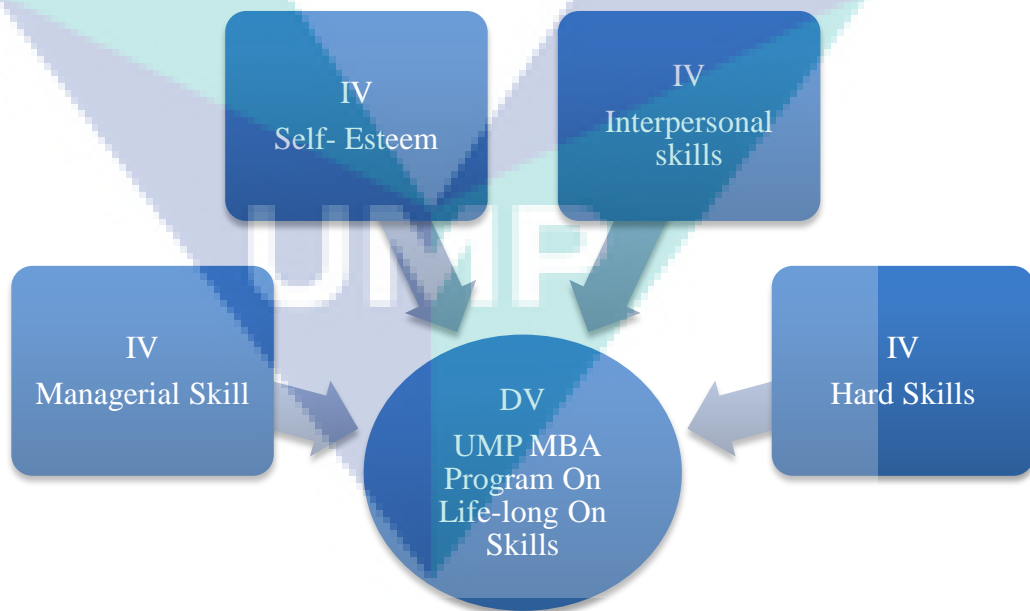
Notes: IV= Independent Variable, DV= Dependent Variable

Figure 3.2- The dependent variable and independent variables

3.5.2 Pilot Study

The pilot study aims to gain the credibility and reliability of items in the questionnaire. Ahmad Mahzan (in A. Santha, 2002) stated that pilot trials were conducted to determine that the questions given to the respondents were appropriate and understandable to them. Reliability is a measure that shows a bias-free questionnaire and ensures consistency across different time items. The reliability test requirement is to measure the stability and consistency of questionnaires to measure the concept, and helps to evaluate whether the questionnaire is good or not (Sekaran & Bougie, 2009). The purpose of the reliability test is to test the capabilities of questionnaires to produce the same results under the same conditions (Field, 2003). Pilot test is to conduct first internal reliability analysis (Bryman & Cramer, 2009). Cooper and Schindler (2011) suggested that 25 and 100 people would fit pilot test. However, Johanson and Brooks (2010) proposed a minimum number of 30 people for a pilot study whose purpose is to study or for scale development.

3.5.3 Descriptive Analysis

Descriptive analysis works by describing the distribution of data. The distribution of data in question is the measurement of central tendency and shape measurement. The techniques measures used in descriptive statistic in this research are percentage, mean, and standard deviation. Descriptive statistical analysis aims to provide a description of the subject of the study based on the data of the obtained variables and the subjects studied (Saifudin, 1998). Included in the analysis of descriptive statistical data is the presentation of data through the frequency distribution table, histogram table, mean, and deviation score.

In this analysis, the data of each variable will be determined, among them are the Scans. In this scoring, the step taken is to enter the questionnaire data that have been obtained. Then, each answer given by the respondents in the questionnaire is added up. The questionnaire of research consists of 10 questions, and each answer item in the questionnaire is given value with the provisions of Likert scale.

3.5.4   Normality

Normality Test is a test performed with the aim of assessing the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not. The Normality test is useful for determining the data that has been collected is either normally distributed or taken from the normal population . The classical method of testing the normality of a data is not so complicated. Based on the empirical experience of some statisticians, the data of more than 30 in number (n> 30), can be assumed to be normally distributed. Commonly said to be a large sample. This analysis is carried out to determine if the entire respondent data obtained is "well-modelled;" if it is distributed normally or not. To get the results for this analysis, Normality Test is performed on the entire data of the respondents.

3.5.5   Pearson Correlation

Correlation analysis in the study was conducted to resolve the statistical relationship between variables. In addition, this correlation test is conducted, if the research takes the overall population that makes it as sample research without using the size of the sample size . Correlation is a statistical term that states the degree of linear relationship (non-reciprocal direction) between two or more variables. The use of Pearson Correlation is to indicate whether is there a connetion or not the relationship between variables X and Y (independent and dependent variables) and to indicate the contribution of one variable to another is expressed in percent . Pearson correlation, or often called Product Moment Correlation (PMC), is a statistical test tool used to test the associative hypothesis (test relationship) of two variables when the data scale is interval or ratio. PMC was developed by Karl Pearson (Hasan, 1999).

PMC is one form of parametric statistics because it tests data on an interval or ratio scale. Therefore, there are some requirements to be able to use PMC, namely:

- The sample is taken by random technique (random)

- The data to be tested should be homogeneous

- The data to be tested should also be normally distributed

- The data to be tested is linear

The function of PMC as one of the inference statistics is to test the generalizability (signification) of the research results. As for the requirement to be able to use PMC besides the requirement of using parameteristic statistic, there is also other requirement, that is independent variable (X) and variable (Y) must be on interval or ratio scale .

3.5.6   Regression

Regression test is conducted to determine the effect between independent variables and dependent variable, then in the use of this analysis of the regression test in the sampling research the number of existing population must use the size of the sample size. In addition, in testing or using this regression test should go through the requirements of regression analysis is usually often called the "Classic Assumption." The classical assumption test consists of Normality, linearity, multicollinearity, and homychicativity Kleinbaum and Kuper, (1998). In this classical assumption test, many ways or formulas are used by regression test users, so that the analysis requirements can be fulfilled. In this material for regression analysis requirements only use the test of Normality and Linearity Test which is often done by the researchers for regression test requirements.

3.6   Procedures

First, data from identified respondents are collected; from the new students, the current students, and the graduate students of UMP's MBA. The sampling would comprise of one hundred and one (101) respondents as per Krejcie and Morgan's Table of sample size determination. The second step is to gain the permission to the selected participants. Meanwhile, the third step is to identify the analysis or statistic point of view , where data are separated according to the answer of the research questions. Then, researcher needs to interpret the result gathered from the statistical analysis into a light prediction or prior studies. Lastly, researcher has to explain the interpretation, particularly on how the result came out, and support the result with an explanation.

3.7 Confidentiality of Data

Researcher has to determine the accuracy of or the credibility of the findings through strategies such as member checking and triangulation. Using triangulation, inquirer examines each information source and finds evidence to support a theme. This assures that the study is accurate because the researcher obtains information from a variety sources, individuals or processes. This will encourage accuracy and credibility.

First, confidentiality has to be addressed during the time of data collection. The researcher convinces the participants by showing them the term and condition of the questionnaire where their name and details will be kept confidential. Their details and answers are only for the study purposes and will not be revealed to anyone. Confidentiality is also assured during data cleaning, where researcher will remove the identifier to create a "clean" dataset. It is mean; the data do not contains any all information about the participants like gender, name, religion, and address. It can be put on somewhere else. For example, the researcher can replace as an anonymous, and address can be deleted when it is no longer used. Lastly, all the data are kept in the safe place such as locker which is not easily accessible to anyone.

3.8 Propose Analysis

For this quantitative study, the ANNOVA Post Hoc analysis has been chosen to examine the dependent variable that can be an indication of independent variable. The independent variables namely managerial skills, self-esteem, interpersonal skills, hard skill, and soft skills are the contribution factors to the dependent variable. All these four (4) were evaluated to see which factor influenced the dependent variable the most, followed by the factors that imparted the least impact.

3.9 Summary

In this chapter, the researcher was able to explain more clearly and in detail about what should be contained in chapter 3 under the scope of the research study methodology. All information provided by the researcher is very important as it can be used as a reference or an initial guide to the real direction of the study. For readers who are interested in continuing such studies, they will get an early look and useful

information in the next chapters. This will also make it easier for further work, which will be done by readers and researchers. It is clear that the information contained in chapter 3 (Methodology of this study) provides many useful inputs and knowledge to all, and is acting as an initial view or description of the research conducted by the researcher himself. In the next chapter, the researcher will explain about the raw data obtained, analysed to obtain the value and reading on the research conducted.
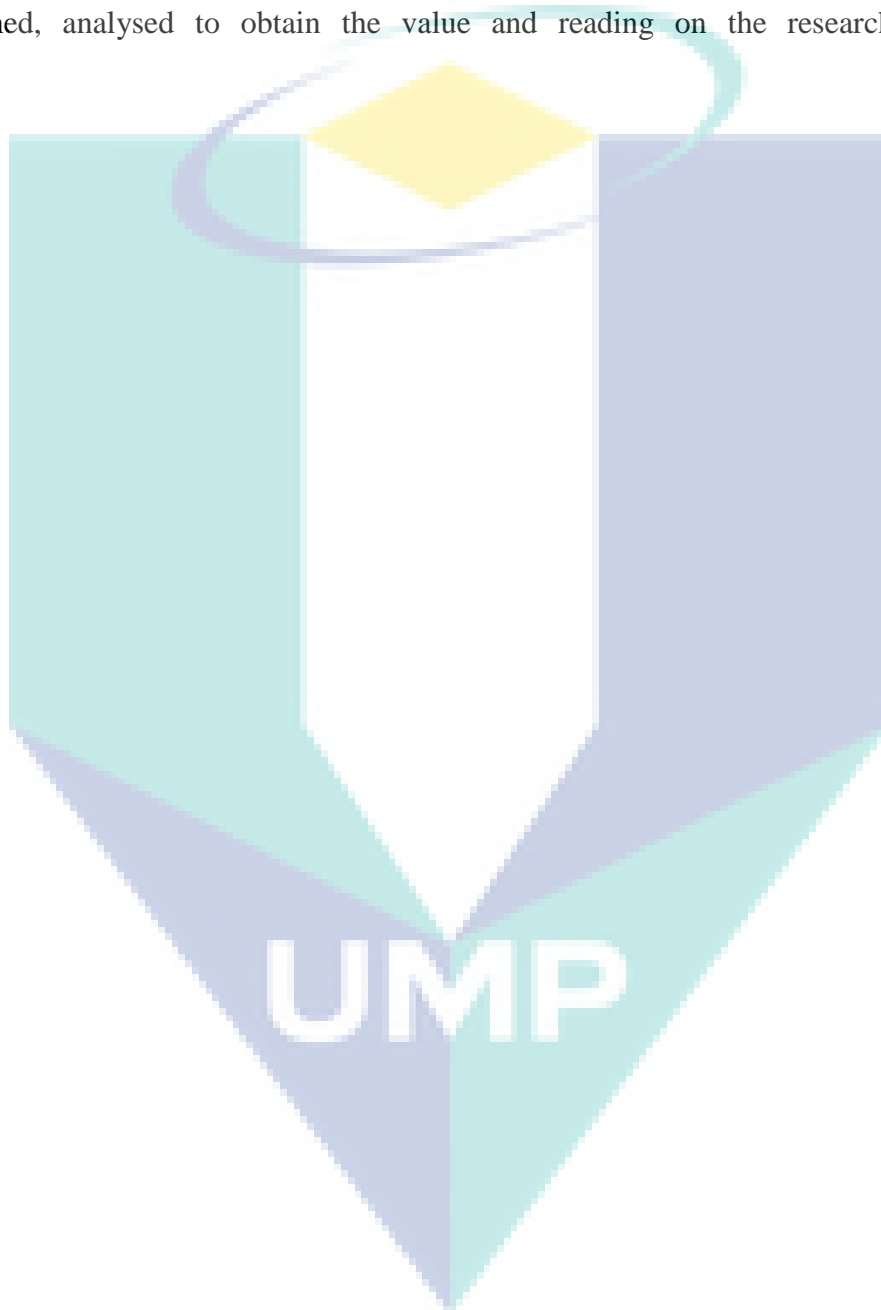
CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the statistical test and interpretation of the result of the analysis, by using SPSS version 23.0. According to Sekaran (2003), there are three objectives of data analysis. The first objective is to get a feel of data where it will give exploratory ideas on gathered a good scales; a good data entering and handled coding have been done. The second objective is to test the goodness of the data, while the third objective to test the hypotheses developed for the research.

This chapter also present the findings of the empirical portion of this study. These empirical findings would contribute to the objectives namely: to examine the relationship between managerial skills and job performance, to examine the relationship between self-esteem and job performance, to examine the relationship between interpersonal skills and job performance, to examine the relationship between hard skills and job performance, to evaluate which lifelong learning skills of managerial skill, self-esteem, interpersonal skills or hard skills, that is significant to job performance, and to see which of the independent variables is the least significant towards job performance.

4.2 Pilot Study

Reliability refers to the fact that a scale should consistently reflect the construct when the data is measured by using Cronbach's alpha coefficients with the range from 0 to 1. DeVellis (1991) considers using the lower value of 0.60, and considers value below 0.60 to be unacceptable. Therefore, by using the reliability analysis, the suitability of the questions being used, can be tested. In this study, there were eight

constructs tested. This showed that the research questions were considered to be well built, reliable, and consistent. Based on the findings, the results of Cronbach alpha ranged between 0.741 and 0.953. It proved that the items in the questionnaire were measurable and able to help researchers in obtaining valid data to meet the research objectives.

Table 4.1: Results of Pilot Study

No.	Factor	Cronbach alpha	n
1	Managerial skills	.874	5
2	Self-esteem and confidence	.860	5
3	Interpersonal skills	.741	6
4	Hard skills	.921	9
5	Current Performance	.783	5
6	MBA life-long learning	.959	18
7	Intended learning outcome	.820	4
8	Evaluation items	.953	7

Table 4.2: Demographic profiles of respondents

No.	Demographic Profile	n	%
1	**Gender**		
	Male	36	35.6
	Female	65	64.4
2	**Age**		
	20-35 years old	66	65.3
	35-40 years old	16	15.8
	40-45 years old	13	12.9
	Other, please specify	6	5.9
3	**Job position before starting MBA**		
	Regular Employee	29	28.7
	Manager	16	15.8
	Junior Manager	18	17.8
	Senior Manager	3	3.0
	General Manager	1	1.0
	Director	5	5.0
	Other, Government Servant	29	28.7
4	**Current job related to MBA area of study**		
	Yes	77	76.2
	No	24	23.8
5	**Principal reason**		
	I looked, but could not find a job closely related to my area of study	4	16.7

	My area of study has no direct connection with specific employment opportunities	3	12.5

Table 4.2 Continued.

	I confined my job search to a specific city or religion	1	4.2
	I developed my new career interests after graduating with my MBA	7	29.2
	The jobs in my field did not offer opportunities with advancement	4	16.7
	I found an exceptional opportunity in an unrelated field.	5	20.8
6	**Income change**		
	Yes	55	54.5
	No	46	45.5
8	**Your current job position**		
	Regular Employee	32	31.7
	Manager	22	21.8
	Junior Manager	5	5.0
	Senior Manager	8	7.9
	General Manager	6	5.9
	Director	1	1.0
	Vice President	1	1.0
	CEO	1	1.0
	Others, please specify	25	24.8
9	**Fulltime**		
	full-time	83	82.2
	Part-time	18	17.8
10	**Graduated**		
	I earn a higher salary	58	57.4
	I earn approximately the same salary	34	33.7
	I earn a lower salary	9	8.9

Next, the below description will refer to the above data in the chart to identify every detail of the respondents profiles'.

4.3　Demographic Analysis

The results of demographic analysis show that 65 (64.4%) of the respondents were female while 36 (35.6%) were male. By looking at the age, over half of the respondents were at the range of 20-35 years old, followed by 16 (15.8%) of 35-40 years old, 13 (12.9%) of 40-45 years old and others. Twenty nine respondents (28.7%) worked as government servant, followed by 29 (28.7%) whom were regular employee, 18 (17.8%) junior manager, 16 (15.8%) Manager, 5 (5%) Director, 3 (3%) Senior Manager, and 1 (1.0%) was general manager. Approximately 77 (76.2%) of the respondents had current job related to MBA area of study while 24 (23.8%) did not say so. Based on the findings, 7 (29.2%) developed new career interest after graduating with MBA, followed by 5 (20.8%) who found an exceptional opportunity, 4 (16.7%) found that the job in their field did not offer opportunities with advancement, 3 (12.5%) found that their area of study had no direct connection and 1 (4.2%) confined the job search to a specific city or religion.

The findings further revealed that 55(54.5%) of the respondents claimed that their income changed after graduating from MBA while 46(45.5%) of the respondents claimed that their income did not change. In terms of current job position, 32 (31.7%) of the respondents were holding the position of regular employee, 25 (24.8%) others, 22 (21.8%) manager, 8 (7.9%) senior manager, 6 (5.9%) general manager, and 1(1.0%) director, vice president and CEO respectively. About 82.2% (83) of the respondents had full time current job while 18 (17.8%) had part time current job. Further, 58 (57.4%) of the respondents earned higher salary after graduating from MBA, 34 (33.7%) earned approximately the same salary, and 9 (8.9%) earned a lower salary.

4.4　Pearson Correlation

Pearson correlation was computed to examine the relationship between independent variables (managerial skills, self-esteem, interpersonal skills, hard skills and dependent variable (performance). It was found that there was a significant correlation between managerial skills and performance (r=0.673,p<0.05), self-esteem confidence and performance (r=0.756, p<0.05), interpersonal skills and performance

(r=0.699, p<0.05), and hard skills and performance (r=0.704, p<0.05). Based on the findings, the correlation between IV and DV was at the moderate and strong level.

Table 4.3: Results of Pearson Correlation

		X1	X2	X3	X4	X5
MANAGERIAL SKILLS (X1)	Pearson Correlation	1	.764**	.650**	.711**	.673**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		101	101	101	101
SELF CONFIDENCE (X2	Pearson Correlation		1	.775**	.752**	.756**
	Sig. (2-tailed)			.000	.000	.000
	N			101	101	101
INTERPERSONAL SKILL (X3)	Pearson Correlation			1	.644**	.699**
	Sig. (2-tailed)				.000	.000
	N				101	101
HARD SKILLS (X4)	Pearson Correlation				1	.704**
	Sig. (2-tailed)					.000
	N					101
PERFOMANCE (X5)	Pearson Correlation					1
	Sig. (2-tailed)					
	N					

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

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Table 4.4: Results of MBA Skills Reflecting Life-Long Learning

No.	FACTOR	Disagree		Neutral		Agree		mean	SD
		n	%	n	%	n	%		
	MANAGERIAL SKILLS								
1	I can manage people.			13	12.9	88	87.1	2.87	0.34
2	I can manage projects.	1	1	14	13.9	86	85.1	2.84	0.39
3	I can manage my career.	1	1	15	14.9	85	84.2	2.83	0.4
4	I am aware of managerial competencies.	1	1	14	13.9	86	85.1	2.84	0.39
5	I understand different types of leadership skills.			12	11.9	89	88.1	2.88	0.33
	SELF ESTEEM AND CONFIDENCE								
1	I have greater self-confidence			14	13.9	87	86.1	2.86	0.35
2	I have better job prospects for the future			17	16.8	84	83.2	2.83	0.38
3	I have the business skills needed to expand my career			14	13.9	87	86.1	2.86	0.35
4	I have greater appreciation for the global nature of business	1	1	21	20.8	79	78.2	2.77	0.44
5	I am more independent, self-reliant and responsible	1	1	7	6.9	93	92.1	2.91	0.32
	INTERPERSONAL SKILLS								
1	I can resolve team conflict			19	18.8	82	81.2	2.81	0.39
2	I can demonstrate cultural awareness and sensitivity			16	15.8	85	84.2	2.84	0.37
3	I can use creativity and innovation to solve problems			26	25.7	75	74.3	2.74	0.44
4	I can interact and work effectively with people from different backgrounds			10	9.9	91	90.1	2.9	0.3
5	I developed a strong sense of ethical and social responsibility			9	8.9	92	91.1	2.91	0.29
6	I am more willing to consider opposite point of views	3	3	9	8.9	89	88.1	2.85	0.43

Table 4.4: continued

	HARD SKILLS								
1	I have stronger skills in 1-on-1 oral communication	1	1	14	13.9	86	85.1	2.84	0.39
2	I have stronger skills in group oral communication and presentations	1	1	14	13.9	86	85.1	2.84	0.39
3	I have stronger skills in written communication	2	2	13	12.9	86	85.1	2.83	0.43
4	I have stronger skills in negotiation			25	24.8	76	75.2	2.75	0.43
5	I can implement a vision and strategy	1	1	21	20.8	79	78.2	2.77	0.44
6	I can lead a cross-functional team	2	2	21	20.8	78	77.2	2.75	0.48
7	I can use creativity and innovation to solve problems			20	19.8	81	80.2	2.8	0.4
8	I can lead ethically and responsibly			11	10.9	90	89.1	2.89	0.31
9	I can lead in a business environment	1	1	21	20.8	79	78.2	2.77	0.44

Table 4.4 above further reveals that the majority of the respondents claimed that they can manage people, project and career. A large number of respondents (>80%) were aware of managerial skills and understood different types of leadership skills. In terms of self-confidence, 87 (86.1%) of the respondents agreed that they had greater self-confidence, and 84 (83.2%) had better job prospect in the future. Approximately 87 (86.1%) of the respondents had business skills, and 79 (78.2%) had greater appreciation for the global nature of business. Ninety three (92.1%) of the respondents were more independent, self-reliant, and responsible.

Over 80% of the respondents were able to resolve team conflict and demonstrate cultural awareness and sensitivity. About 75 (74.3%) of the respondents were able to use creativity and innovation to solve problems. A large number of respondents were able to interact effectively with people, and developed a strong sense of ethical and social responsibility. By looking at the aspect of hard skills, 86 (85.1%) of the respondents had stronger skills in 1-on-1 and group oral communication. The majority of the respondents also claimed that they had stronger skills in written communication, and skills in negotiation. Over three quarter of the respondents were able to implement a vision and strategy, and able to lead a cross-functional team. Furthermore, it was

found that the respondents could use creativity and innovation to solve problem, were able to lead ethically and responsibly, and lead in business environment.

Table 4.5 below presents the performance of respondents. Approximately 83.2% (84) of the respondents developed business skills for their career, while 79 (782%) of the respondents gained practical experience. It was found that with MBA, respondents were able to facilitate connections that helped expand their professional work. Further, 88 (87.1%) of the respondents developed career management and 94 (93.1%) were able to work better with people from different backgrounds.

Table 4.5: The descriptive study towards performance

No.	Performance	Disagree		Neutral		Agree		mean	SD
		n	%	n	%	n	%		
1	I develop business skills for my career	1	1.0	16	15.8	84	83.2	2.82	0.41
2	I gain practical experience	2	2.0	20	19.8	79	78.2	2.76	0.47
3	I facilitate connections that helped expand my professional network	2	2.0	15	14.9	84	83.2	2.81	0.44
4	I developed career management			13	12.9	88	87.1	2.87	0.34
5	I am able to work better with people from different backgrounds.			7	6.9	94	93.1	2.93	0.26

MBA Life Long Learning Contribution to Career

The findings revealed that 87 (86.1%) of the respondents agreed that MBA program was/is beneficial to them and it was easy for them to secure their current job. About 59 (58.4%) of the respondents were strongly confident that their job search will be easy with MBA. Over half of respondents reported that they had more networking in the business community, increased current income, job promotion, and they also became qualified to have promotion. The majority of respondents had excellent opportunities for career growth, high level of job security for their current job and had excellent opportunity for personal growth and development. Furthermore, 77 (76.2%) of the respondents reported that they performed well in their current job. Over half of respondents 69 (68.3%) developed business ties with people in their class. On the other

hand, 70 (69.3%) of the respondents had more authority at work and clarified their business fundamentals. A large number of respondents clarified that they had more people work under them, can set their own business, and increased ability to learn on the job.

Table 4.6: MBA Lifelong Learning Contribution to Career

No.	MBA LIFE LONG LEARNING CONTRIBUTION TO MY CAREER	Disagree		Neutral		Agree		mean	SD
		n	%	n	%	n	%		
1	The MBA program was/is beneficial to me.	2	2.0	12	11.9	87	86.1	4.34	0.77
2	It was easy for me to find my current job.	4	4.0	24	23.8	73	72.3	4.02	0.89
3	It will be easy for me to find another job even if I lose my job now.	8	7.9	34	33.7	59	58.4	3.72	0.99
4	I have more networking in the business community.	7	6.9	25	24.8	69	68.3	3.92	0.95
5	My current income has increased.	7	6.9	33	32.7	61	60.4	3.79	1.00
6	My position has been promoted.	5	5.0	39	38.6	57	56.4	3.77	0.99
7	I am qualified to have promotion(s).	2	2.0	30	29.7	69	68.3	3.93	0.84
8	I have excellent opportunities for career growth	2	2.0	23	22.8	76	75.2	4.04	0.82
9	I feel a high level of job security for my current job	3	3.0	28	27.7	70	69.3	3.96	0.84
10	I have excellent opportunity for personal growth and development	3	3.0	17	16.8	81	80.2	4.09	0.78
11	I am performing well in my current job	2	2.0	22	21.8	77	76.2	4.00	0.79
12	I developed more business ties with people in my class	6	5.9	26	25.7	69	68.3	3.87	0.89
13	MBA helped me change my field of work	3	3.0	19	18.8	79	78.2	4.08	0.83
14	I have more authority at work	2	2.0	29	28.7	70	69.3	4.01	0.84
15	MBA clarified my business fundamentals	3	3.0	16	15.8	82	81.2	4.16	0.83
16	I have more people work under me	11	10.9	35	34.7	55	54.5	3.67	0.99
17	I can set-up my own business	2	2.0	30	29.7	69	68.3	3.90	0.78
18	My ability to learn on-the-job has increased	2	2.0	18	17.8	81	80.2	4.14	0.77

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Post-Graduation Evaluation of Your Learning In the Master of Business Administration

Based on the respondents' perception, courses focusing on theory gave little contribution to 12 (11.9%) respondents while 41 (40.6%) of the respondents reported that the courses gave some contribution. Furthermore, courses focused on application gave 12 (11.9%) respondents little contribution while 36 (35.6%) respondents felt that the course gave some contribution. The majority of respondents agreed that courses that emphasized on quantitative skills, analytical and critical thinking skills, oral presentation, writing-intensive course, and courses that focused on team work gave some contribution.

Table 4.7: Post-Graduation Evaluation of Your Learning in Master of Business Administration

No	Evaluation Item	N/A		No Contri		Little Contri		some contri		sig cont	
		n	%	n	%	n	%	n	%	n	%
EVA1	Courses that focused on theory	7	6.9	4	4	12	11.9	41	40.6	37	36.6
EVA2	Courses that focused on application	1	1	6	5.9	12	11.9	36	35.6	46	45.5
EVA3	Courses that emphasized quantitative skills	1	1	5	5	7	6.9	44	43.6	44	43.6
EVA4	Courses that emphasized analytical and critical-thinking skills	1	1	3	3	10	9.9	28	27.7	59	58.4
EVA5	Courses that focused on oral presentation	2	2	2	2	7	6.9	43	42.6	47	46.5
EVA6	Writing-intensive courses	1	1	5	5	13	12.9	37	36.6	45	44.6
EVA7	Courses that focused on teamwork	1	1	3	3	4	4	31	30.7	62	61.4

Post-Graduation Evaluation of Your Learning in Master of Business Administration

The majority of the respondents obtained learning outcome at least at the proficient level in terms of leadership and managerial skills, transfer knowledge and skills, achievement of aspiration and ability to solve industrial problem at work place.

Table 4.8: Post Graduation Evaluation of Your Learning in Master of Business Administration.

No	Evaluation Item	N/A		No Contri		Little Contri		some contri		sig cont	
		n	%	n	%	n	%	n	%	n	%
EVA1	Acquire leadership and managerial competencies to improve business and management practices sustainably			10	9.9	69	68.3	22	21.8	3.12	0.55
EVA2	Transfer knowledge and skills gained from classroom to workplace and vice versa	1	1.0	11	10.9	58	57.4	31	30.7	3.18	0.65
EVA3	Graduates achieve their career aspirations	2	2.0	16	15.8	46	45.5	37	36.6	3.17	0.76
EVA4	Graduates are able to solve industrial problem at their workplace	1	1.0	8	7.9	53	52.5	39	38.6	3.29	0.65

4.5 Skewness and Kurtosis

Using the statistical method and graphical test, an analysis of the normality of each variable was conducted. Skewness and kurtosis were used to test the normality, and determine the value of bell-shaped distribution. The results are shown in Table 9. Normality test was carried out using the skewness and kurtosis on the managerial skills, self-esteem and confidence, interpersonal skills, hard skills and performance. A summary of the statistics is presented below. By referring to the table below, all the skewness and kurtosis values were within the range of +3 to -3. As a rule of thumb, data were said to be normally distributed if the skewness and the kurtosis value ranged from

-3 to +3 (Garson, 2012). Skewness was used to determine the degree of asymmetry of a distribution around its mean.

Data points were skewed to the right if the skewness had a positive value, and vice versa. In this study, the result shows that the data distribution is normal since the skewness is between -.296 and 0.183. Meanwhile, the kurtosis values showed the relative peakedness or flatness of the normal distribution. Positive kurtosis indicates a relatively peaked distribution while negative kurtosis indicates a relatively flat distribution. Data can be considered normal if kurtosis falls between +3 and -3. Table 9 shows that the distribution of data is normal since the kurtosis is between -0.741 and 0.249. Hence, from this study, we can conclude that the data were normally distributed

Table 4.9: The results of skewness and kurtosis

Factor	Skewness stats	SE	Kurtosis stats	SE
Managerial Skills	-.296	.240	.165	.476
Self Esteem and Confidence	-.106	.240	.249	.476
Interpersonal skills	.183	.240	-.289	.476
Hard Skills	-.037	.240	-.215	.476
Performance	.048	.240	-.741	.476

4.6   Multiple Regressions

Multiple regressions were computed to examine the significant predictor towards job performance. There were four independent variables tested namely managerial skills, self-esteem and confidence, interpersonal skills and hard skills.

4.6.1   ANOVA Results

Before multiple regression analysis was carried out, a measurement of ANOVA was used to determine the significance of this model in predicting current job performance. Based on Table 9, the result showed that there was a significant

association at 5% level of significance (p < 0.001). Therefore, it can be concluded that there was a sufficient evidence to confirm that there was a significant difference in at least one of the independent variables to dependent variable.

Table 4.10: Results of one ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.614	4	4.653		
Residual	10.401	96	.108	42.952	.000[b]
Total	29.015	100			

a. Dependent Variable: PERFOMANCE

b. Predictors: (Constant), Hard Skills, Interpersonal skills, Manage Skills, Self Confidence

4.6.2 Coefficient Table

Table 4.11: The coefficient results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.288	.303		.951	.344
Manage Skills	.114	.098	.117	1.160	.249
Self Confidence	.327	.131	.307	2.506	.014
Interpersonal Skills	.256	.109	.230	2.342	.021
Hard Skills	.238	.097	.242	2.455	.016

a. Dependent Variable: PERFOMANCE

The results of multiple regression demonstrated that self-esteem and confidence (b=0.327,p=0.014), interpersonal skills (b=0.256,p=0.021) and hard skills (b=0.238,p=0.016) were significant predictors towards job performance. However, managerial skills insignificantly predicted performance (b=0.114, p=0.249). R square measures how well the set of independent variables explain the outcome. Based on the five findings, four predictors of performance predicted 0.642 (64.2%) variance in the current performance.

By looking at the beta, in every 1 unit changes in self-esteem confidence , the changes of performance will be 0.327. Similarly, other variables will be changed according to their weighted . In terms of contribution, Self-esteem and confidence (b=0.327) had the strongest effect towards performance, followed by interpersonal skills (b=0.256), hard skills (b=0.238), and the weakest effect was managerial skills (b=0.114).

Table 4.12: Summary of Hypothesis

No.	Hypothesis	Remarks
1	There is a significant relationship between managerial skills and job performance	Rejected
2	There is a significant relationship between self -esteem and confidence and job performance	Accepted
3	There is a significant relationship between interpersonal skills and job performance	Accepted
4	There is a significant relationship between hard skills and job performance	Accepted

4.7 Conclusion

This chapter demonstrated the data analysis results and interpretation pertaining to reliability assessment, demographic profile, descriptive analysis, correlational analysis, and multiple regressions. Reliability analysis was conducted to examine the construct validity. The findings confirm that the instrument used in this study is reliable and valid. The descriptive analysis was conducted to investigate the characteristics of the data while inferential statistics namely multiple regression was performed to identify significant predictors towards job performance. The findings disclosed that three out of four were significant predictors of job performance. In details, the variables of self-esteem and confidence, interpersonal skills, and hard skills have significant relationship with job performance. Meanwhile, managerial skills insignificantly predicted job performance.

CHAPTER 5

CONCLUSION

5.1 Introduction

In this chapter, the researcher discusses the overall major findings of the research. In particular, this chapter will highlight some of the implication and notions about the research and finding presented in chapter four. Furthermore, the researcher would prove the result, which indicated that three of the objectives of this study were achieved.

A quantitative study has been conducted to investigate the relationship between independent variables (IV) 1: managerial skills, IV2: self-esteem, IV3: interpersonal skills and IV4: hard skills and job performance of UMP's MBA Program students. A total set n= 101 questionnaires were distributed amongst the respective sample size using random sampling method amongst which 64.4% of respondents were female and 35.6% were male students. Majority of respondents targeted in the survey, which is 65.3%, were from the age group of 20-35 years old followed by 15.8% respondents from the age group of 35-40 years old. Majority of respondents targeted in the survey which is 28.7% were government servants and similarly 28.7% of respondents were regular employees employed by different organizations in Malaysia. Majority of the students targeted in the survey which is 76.2% of respondents had current job related to MBA whereas 23.8% of respondents had a job from unrelated area fields. Majority of respondents which accounts to 29.2% of students reported that they have developed interest in their career after

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graduating with my MBA Degree from UMP. Majority of respondents which accounts to 54.5% stated that their income has changed after obtaining MBA Degree from UMP.

Pearson (2 tailed) correlation and multiple regression analysis have been used to test the proposed four hypotheses. The findings of Pearson (2 tailed) correlation with the significant level less than 0.01 shows that managerial skills are strongly correlated with job performance of UMP MBA Program students with the correlation coefficient r= .764 which is closer to 1. Self-esteem is strongly correlated with job performance of UMP MBA Program students with the correlation coefficient r= .775 which is closer to 1. Interpersonal skills are moderately correlated with job performance of UMP MBA Program students with the correlation coefficient r= .644 which is closer to 1, while hard skills are strongly correlated with job performance of UMP MBA Program students with the correlation coefficient r= .704 which is closer to 1.

The findings of multiple regression tests show R^2 of 64.2% which tends to determine the variation in a construct to predict job performance of UMP MBA Program students. The findings reveal that managerial skills are not a significant predictor of job performance of UMP MBA Program students with the significance level of .249>0.05 significance level of internal , which needs to be discarded from the regression model. Self-esteem is a significant predictor of job performance of UMP MBA Program students with the significance level of .014< 0.05 significance level of internal, interpersonal skills are a significant predictor of job performance of UMP MBA Program students with the significance level of .021< 0.05 significance level of internal, and lastly, hard skills are a significant predictor of job performance of UMP MBA Program students with the significance level of .016 < 0.05 significance level of internal. Beta value of regression analysis reveals that self-esteem B=.327or 32%, followed by interpersonal skills with B=.256 or 25% and hard skills with B=.238 or 23% with strong effect on job performance of UMP MBA Program students. To conclude, the null hypothesis for H1 is rejected and the null hypothesis for H2, H3 and H4 is accepted, as our finding suggests that there is a

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significant relationship between self-esteem, interpersonal skills, hard skills and job performance of UMP MBA Program students.

5.2   Implication of study

The findings of the study will have significant implication for UMP MBA Program and business school of UMP to emphasise on developing managerial skills as the alumni of UMP MBA Program suggested that it has no significant relationship with job performance. Thus, it is essential for UMP business school to organize period workshops and seminars to promote managerial skills amongst students of UMP. Furthermore, UMP should make changes in their management sciences curriculum to promote managerial skills by incorporating more case studies and real life examples in the MBA curriculum. Students must be provided with practical learning opportunities to practice managerial skills by organizing a group activity of soft skills. Whetten and Chameron (2011) further added that students must be provided practical knowledge of work life setting by using simulation exercises to improve the students' competency in a managerial role by demonstrating to them the good managerial skills.

5.3   Implications for Future Research

This study will have numerous implications for students to investigate the implications of lifelong learning on financial outcomes amongst students in the form of promotion, salary increase and career growth of UMP alumni. Furthermore, future researchers can investigate the same subject area by investigating the implication of lifelong learning and differences across professions such as banking, manufacturing sector, and entrepreneurship, etc., and genders. Lastly, some of the constructs of lifelong learning such as developing resiliency, locus of control, emotional intelligence, and creative thinking skills have not been catered to in the model construct, which provides opportunities for future researchers to investigate the dynamics of lifelong learning. It is essential for MBA program to cater to attributes, behaviours, orientations, and strategies

for enhancing the successful performance by associating it with managerial and organizational effectiveness. These kinds of knowledge and skills not only identify management skills but also consider the strategies, the approaches to management, personality traits and the implementation, which are beyond the control of manager.

5.4   Limitations of the study

This study is subject to two limitations which include sampling and biasness amongst respondents. Firstly, this study was conducted on a very small sample size of n-101 which did not represent the true traits of the entire population as the data were collected from the UMP alumni students using random sampling method. Secondly, the respondents of survey might have provided biased response by providing incorrect information as access to personal information such as career development, financial outcome and their current job performance is very confidential information and therefore, some of the respondents may not be keen to provide accurate information.
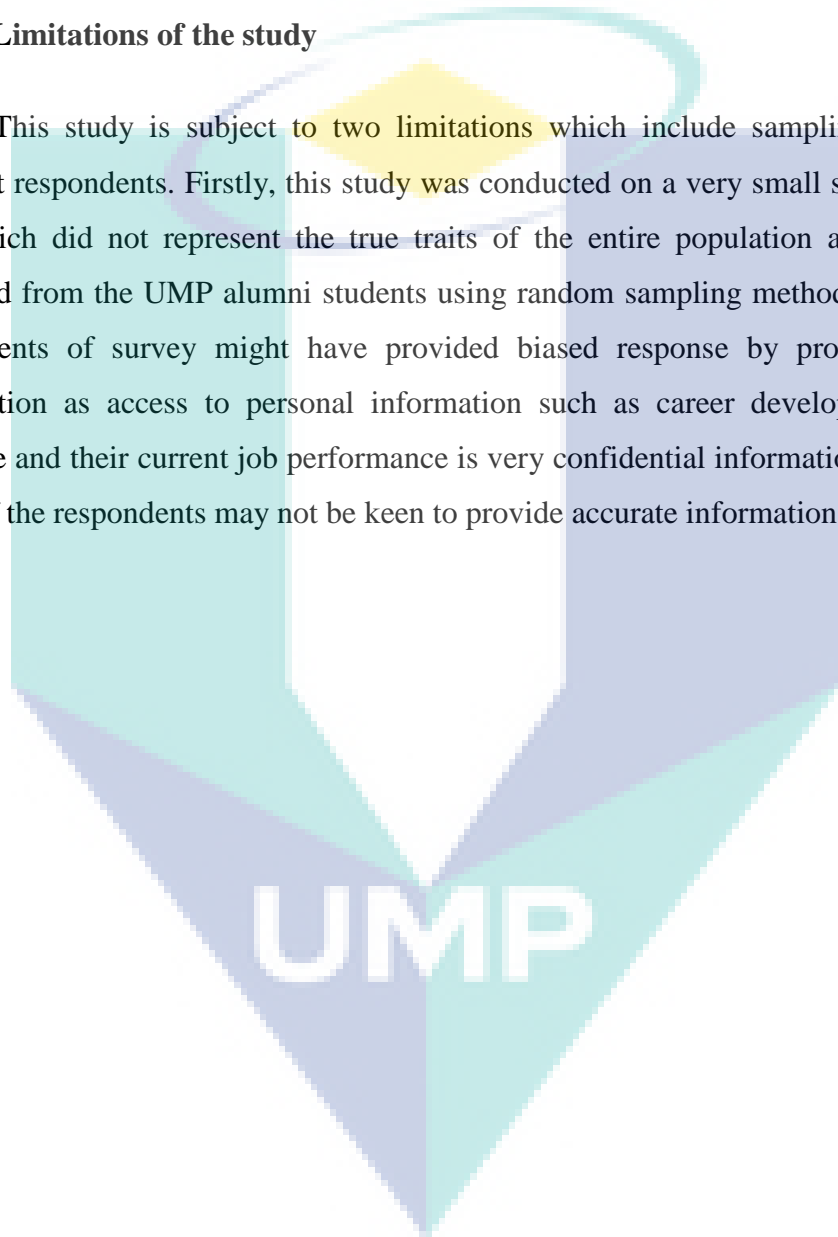
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APPENDIX A
queistionnaire

Appendix

Name:

SECTION A:	DEMOGRAPHIC BACKGROUND

Please **TICK (√)** for the appropriate boxes.

1) Gender:

☐ Male   ☐ Female

2) Age:

☐ 20 – 35 years old   ☐ 40 – 45 years old

☐ 35 – 40 years old   ☐ Other, please specify _____

3) Job position before starting MBA:

☐ Regular Employee   ☐ Senior Manager   ☐ Vice President

☐ Manager   ☐ General Manager   ☐ CEO

☐ Junior Manager   ☐ Director   ☐ Others, please specify _____

4) Was your job full-time or part-time before MBA?

☐ Full-time   ☐ Part-time

5) If you are currently employed, is your current job position related to your MBA area of study?

☐ Yes   ☐ No

6) If you answered no to question 5, please indicate the principal reason:

☐ I looked, but could not find a job closely related to my area of study

☐

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My area of study has no direct connection with specific employment opportunities

☐ I confined my job search to a specific city or region

☐ I developed my new career interests after graduating with my MBA

☐ The jobs in my field did not pay well.

☐ The jobs in my field did not offer opportunities with advancement

☐ I found an exceptional opportunity in an unrelated field.

7) Did your income change right after graduating from MBA?

☐ Yes   ☐ No

8) Your current job position:

☐ Regular Employee	☐ Senior Manager	☐ Vice President
☐ Manager	☐ General Manager	☐ CEO
☐ Junior Manager	☐ Director	☐ Others, please specify _____

9) Is your current job full-time or part-time?

☐ Full-time   ☐ Part-time

10) How would you characterize your current salary in comparison to before you graduated from the MBA program?

☐ I earn a higher salary
☐ I earn approximately the same salary
☐ I earn a lower salary

SECTION B:	MBA SKILLS REFLECTING TO LIFELONG LEARNING

The research proposes a cross sectional longitudinal study on new, current and past MBA students, to look for skills that they have acquired, what helped and which could be improved for the MBA program. Getting feedback from students could help the faculty improve their teaching and stress on the points that students think are extremely helpful in the industry.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
MANAGERIAL SKILLS					
I can manage people.	1	2	3	4	5
I can manage projects.	1	2	3	4	5
I can manage my career.	1	2	3	4	5
I am aware of managerial competencies.	1	2	3	4	5
I understand different types of leadership skills.	1	2	3	4	5
Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
SELF-ESTEEM and CONFIDENCE					
I have greater self-confidence	1	2	3	4	5
I have better job prospects for the future	1	2	3	4	5
I have the business skills needed to expand my career	1	2	3	4	5
I have greater appreciation for the global nature of business	1	2	3	4	5
I am more independent, self-reliant and responsible	1	2	3	4	5
INTERPERSONAL SKILLS					
I can resolve team conflict	1	2	3	4	5
I can demonstrate cultural awareness and sensitivity	1	2	3	4	5
I can use creativity and innovation to solve problems	1	2	3	4	5
I can interact and work effectively with people from different backgrounds	1	2	3	4	5

I developed a strong sense of ethical and social responsibility	1	2	3	4	5
I am more willing to consider opposite point of views	1	2	3	4	5

HARD SKILLS

I have stronger skills in 1-on-1 oral communication	1	2	3	4	5
I have stronger skills in group oral communication and presentations	1	2	3	4	5
I have stronger skills in written communication	1	2	3	4	5
I have stronger skills in negotiation	1	2	3	4	5
I can implement a vision and strategy	1	2	3	4	5
I can lead a cross-functional team	1	2	3	4	5
I can use creativity and innovation to solve problems	1	2	3	4	5
I can lead ethically and responsibly	1	2	3	4	5
I can lead in a business environment	1	2	3	4	5

CURRENT PERFORMANCE					
Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I develop business skills for my career	1	2	3	4	5
I gain practical experience	1	2	3	4	5
I facilitate connections that helped expand my professional network	1	2	3	4	5
I developed career management	1	2	3	4	5
I am able to work better with people from different backgrounds.	1	2	3	4	5

MBA LIFE LONG LEARNING CONTRIBUTION TO MY CAREER

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The MBA program was/is beneficial to me.					
It was easy for me to find my current job.	1	2	3	4	5
It will be easy for me to find another job even if I lose my job now.	1	2	3	4	5
I have more networking in the business community.	1	2	3	4	5
My current income has increased.	1	2	3	4	5
My position has been promoted.	1	2	3	4	5
I am qualified to have promotion(s).	1	2	3	4	5
I have excellent opportunities for career growth	1	2	3	4	5
I feel a high level of job security for my current job	1	2	3	4	5
I have excellent opportunity for personal growth and development	1	2	3	4	5
I am performing well in my current job	1	2	3	4	5
I developed more business ties with people in my class	1	2	3	4	5
MBA helped me change my field of work	1	2	3	4	5
I have more authority at work	1	2	3	4	5
MBA clarified my business fundamentals	1	2	3	4	5
I have more people work under me	1	2	3	4	5
I can set-up my own business	1	2	3	4	5
My ability to learn on-the-job has increased	1	2	3	4	5

SECTION C

POST-GRADUATION EVALUATION OF YOUR LEARNING IN THE MASTER OF BUSINESS

1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced

ADMINISTRATION

Intended Student Learning Outcomes	1	2	3	4
Acquire leadership and managerial competencies to improve business and management practices sustainably				
Transfer knowledge and skills gained from classroom to workplace and vice versa				
Graduates achieve their career aspirations				
Graduates are able to solve industrial problem at their workplace				

N/A =	1 =	2 =	3 =	4 =

If you are currently employed, please respond to the following items:

Not Applicable   No Contribution   Little Contribution   Some Contribution   Significant Contribution

Reflecting back on your studies, please indicate the extent to which the following types of courses contributed to preparing you for your current position:

Evaluation Items	N/A	1	2	3	4
Courses that focused on theory					
Courses that focused on application					
Courses that emphasized quantitative skills					
Courses that emphasized analytical and critical-thinking skills					
Courses that focused on oral presentation					
Writing-intensive courses					
Courses that focused on teamwork					

Additional   Comments:

_____
_____
_____
_____
_____
_____

Thank you for completing this survey. Your contribution is highly appreciated as it will help us better improve the programs we offer.