

A Study on Factors Influencing Working Adults to Continue Study in Higher Education

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Research Project Submitted in Partial Fulfilment of the Requirements

for the Degree Master of Business Administration

Universiti Tun Abdul Razak

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## DECLARATION

I hereby declare that the case study is based on my original work except for quotations and citations that have been duly acknowledged. I also declare it has not been previously or concurrently submitted for any other degree at Universiti Tun Abdul Razak (UNIRAZAK) or other institution.



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Abstract of the project paper submitted to the Senate of University Tun Abdul Razak in partial fulfilment of the requirements for the Master of Business Administration

**A Study on Factors Influencing Working Adults to Continue Study in Higher Education**

**By**

**Mohamad Nizam Bin Mohamad Shamsudin**

**October 2023**

This research study delves into the intricate web of factors that shape the decisions of working adults to pursue higher education while concurrently managing their professional responsibilities. In an era where the evolving workforce necessitates continuous learning for career progression and adaptability, the unique demographic of working adults, marked by their diverse backgrounds and intricate life commitments, takes centre stage in the higher education landscape. The primary aim of this study is to meticulously identify, analyse, and comprehend the motivations, hurdles, and contextual forces influencing the educational choices of working adults. Through a comprehensive exploration of intrinsic and extrinsic motivators, obstacles encountered, and contextual influencers such as industry trends and socioeconomic backgrounds, this research seeks to offer a holistic perspective on the decision-making processes of this distinct group aims to furnish valuable insights to academia, educational institutions, policymakers, and employers. In summary, this research embarks on a journey to illuminate the motivations, challenges, and aspirations of working adults as they navigate the intricate landscape of higher education. By focusing on their experiences and choices, it contributes to a more inclusive, adaptable, and responsive educational ecosystem that empowers individuals to thrive in an ever-changing world of work and learning.



# CHAPTER 1

## Introduction

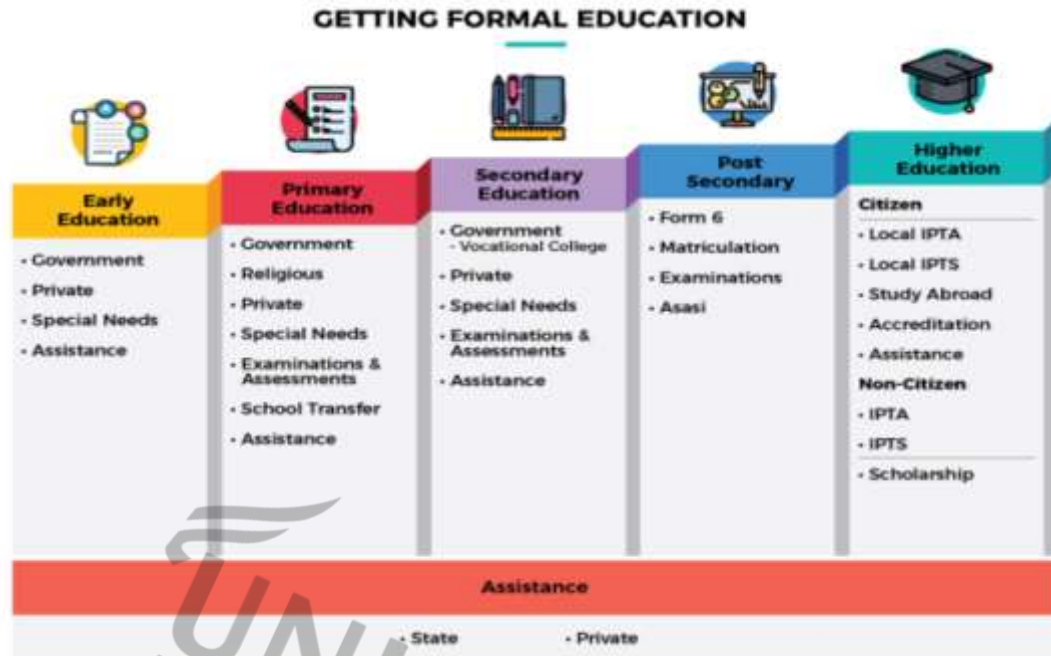
### 1.0 Background of the study

The transmission of social values to children and youths as well as the preparation of individuals for future social roles in the form of professions have historically been seen as goals of education (Macfarlane, 1998). With the understanding that education and learning processes are all about the most effective social reformations and are intended to be terminated once they are no longer essential, formal education came to an end at this point (Crowther, 2004; Ladson-Billings & Tate IV, 1995). Education, as a new function to empower and help individuals in addressing the new world, has not yet been a success. Due to obstacles in applying knowledge to new areas or in solving complicated problems, White and Selwyn (2012) found that the failure of formal education manifests itself every time they come across individuals who are unprepared for new challenges in post-school life. A new privileged class of knowledge workers could now rule the knowledge and information society thanks to the colossal failure (Zoogah, 2010). By choosing continuous education wisely, society can think about how adopting new information might make a difference in influencing its future rather than just waiting for the inevitable to happen (Head, Hoeck, & Garson, 2015).

As time is changing, and we are undergoing profound technological transformations, particularly in the field of information technology and information systems, which are radically altering the way that social communities and family's function (Jarvis, 2009, p. 12). The old idea of education, in which specific education was obtained and was then followed by actual job, is no longer valid (White, 2012). The population has been expanded to encompass everyone and education is now made available at all levels of the community (Yildiz, 2008). Everyone is given the opportunities that they need to adapt to the changes. Over the past few decades, the direction of education has also seen some change. According to Jarvis (2009), some of these changes included a transition from childhood to adult and continuous education, from teacher-centred to student-centred learning education, from face-to-face to remote and online education, and from education to learning experiences. All these changes reflect the trend away from rigorously designed education towards more hands-on, skill-based, self-directed, and self-managed learning. This type of learning can take place at any point in a person's life and enables them to adapt to the ever-changing demands of the outside world. Therefore, a person who is eager to learn new things can view continuous learning as a means of acquiring knowledge, particularly specialised knowledge that was unavailable during formal schooling (Cronin & Messemer, 2013).

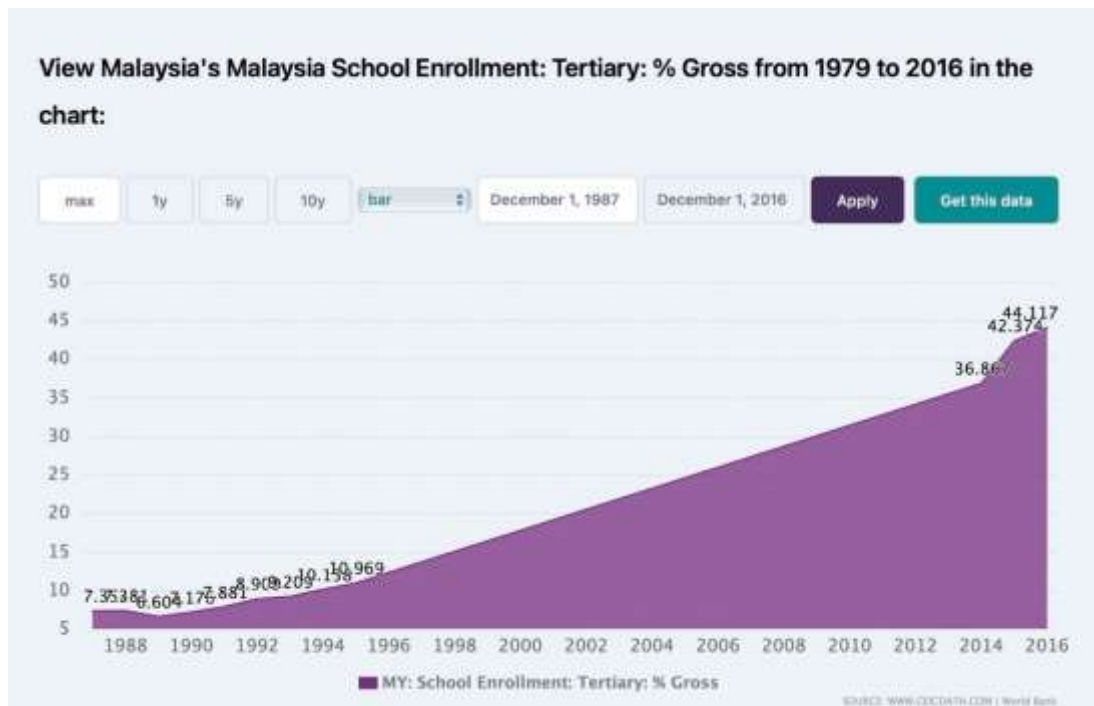
The Malaysian government supports its human capital in improving their knowledge and skills to enhance education and produce effective citizens (Ali, 2015). The Economic Transformation Programme (ETP) (2010, p. 7) includes the nation's objective "to become a high-income nation through increasing the supply of highly skilled manpower to support the knowledge development-based economy by 2020." The government has also incorporated human capital development in its 11th Malaysian Plan 2016-2020 (11th Malaysian Plan, 2015) to create a highly skilled human capital base. The difficult demands of the twenty-first century, however, continue to have a significant impact on Malaysia. Knowing that there is a sufficient pool of local human capital with the necessary skills for both domestic and international arenas is crucial. By recognising education and training as fundamental competences in tackling any issue ahead, Malaysia must push it ways forward in establishing a knowledge-based, in pursuing as a high-income economy.

Continuous learning is now an alternative to meet societal needs to develop a dynamic society, and anyone can choose from the domestic learning options that are offered to receive suitable acknowledgment in fulfilling the necessity for learning (Thompson, 2011). In Malaysia, the idea of ongoing education is generally acknowledged and put into practise at all educational levels.



<https://www.malaysia.gov.my/portal/category/871>

In 2016, enrolment in Tertiary Education in Malaysia: % gross data was reported at 44.117%. This represents an increase from the prior figure for 2015 of 42.374%. Tertiary enrolment in schools in Malaysia: % The annual update of gross data includes 19 observations with a mean of 7.352% from December 1979 to 2016. The information peaked at 44.117% in 2016 and fell to a record low of 3.823% in 1979. Tertiary enrolment in schools in Malaysia: % Gross data is still being published by the World Bank and has an active status in CEIC. The information is grouped under Malaysia - Table MY in the Global Database. World Bank: Statistics on education. Gross enrolment ratio (GER) is the proportion of all enrolment, regardless of age, to the population in the age bracket that is considered to formally correspond to the education level displayed. The successful completion of secondary education is typically a requirement for entry to tertiary education, whether to an advanced research qualification. Statistics Institute of UNESCO average with weights According to the classification of the World Bank Group's fiscal year 2018 (July 1, 2017–June 30, 2018), each economy is categorised.



<https://www.ceicdata.com/en/malaysia/education-statistics/my-school-enrollment-tertiary--gross>

As Malaysia's population changed due to globalisation and technology, more people were participating in continuous learning courses and tertiary education (Ali, 2015). Accordingly, the fact that the population of Malaysia is growing annually implies a new demographic that requires more employment and training possibilities, which could lead to an increase in the demand for continuous learning (Mohamad, Husin, Zakariah, & Abu, 2014).

Therefore, this study aims on determining the variables that affect working individuals' intentions to pursue higher education.

### 1.1 Problem Statement

In recent decades, the educational and workforce development landscape has experienced a profound transformation. This shift occurs within an era marked by rapid technological advancements, evolving industries, and dynamic employment dynamics, where the pursuit of higher education has emerged as a pivotal element for career advancement and adaptability.

Notably, Romele (2012) highlights the escalating need for continuous learning and skill development in tandem with technological progress. Amid this evolving educational environment, one demographic stands out as a pivotal force shaping the trajectory of higher education: working adults. Deborah (2004) further underscores the value of higher academic qualifications in job applications, as individuals with lower educational attainment tend to earn less. The intersection of personal and professional responsibilities, coupled with the imperative to acquire new knowledge and skills, has spurred a growing interest in understanding the factors that influence the decisions of working adults to pursue further education.

The contemporary educational landscape is currently undergoing significant transformations characterized by the integration of innovative teaching methods, technology-driven learning, diverse curriculum standards, and the widespread availability of various educational modalities, notably online classes. These shifts, while subject to regional and educational-level variations, are instrumental in addressing the ever-evolving requirements of students.

Simultaneously, working adults have assumed a central role in the realm of education, with a substantial portion choosing to re-engage with educational institutions to acquire new skills and advance their careers. To effectively cater to the specific needs of this demographic and enhance their prospects for success, it becomes imperative to attain a comprehensive understanding of the unique challenges they encounter, particularly in the delicate balancing act between work, family commitments, and their pursuit of education.

Moreover, motivation in education holds paramount significance, particularly when considering the driving forces behind working adults' pursuit of further education. Investigating the factors that underpin their desire to continue learning and maintain their engagement in studies is a critical undertaking for both educational institutions and policymakers. This inquiry involves the identification of the most effective strategies to sustain and enhance students' motivation in diverse learning environments.

Within the current landscape, it is apparent that gaps exist within the realm of educational research, with certain areas lacking updated or comprehensive studies. Recognizing and addressing these gaps holds vital importance in the advancement of the field and the optimization of educational practices. This research endeavours to bridge these voids through the execution of fresh studies, surveys, and experiments, ultimately yielding invaluable insights and knowledge that can inform and improve educational approaches and strategies in these domains.

## **1.2 Objectives of the Research:**

The central aim of this research is to comprehensively investigate the factors that influence the decisions of working adults to pursue higher education while concurrently managing their employment responsibilities. The study seeks to achieve a holistic understanding of the motivations, barriers, and contextual influences that underlie these educational choices.

Specifically, the research encompasses several key objectives by providing an in-depth literature review that examines existing research on adult learners, their motivations, and the challenges they face in balancing work and education, thereby highlighting gaps in the current body of knowledge. The research methodology, including data collection methods, participant selection, and analytical techniques, is also elucidated.

Furthermore, the study aims to identify the motivating factors that drive working adults to pursue higher education, focusing on both intrinsic and extrinsic motivations, such as career advancement, personal growth, and other pertinent factors. It also delves into the barriers and challenges faced by working adults in their educational pursuits, encompassing issues such as time constraints, financial limitations, and commitments related to employment. Contextual influences, including industry trends, socioeconomic backgrounds, and technological advancements, are thoroughly analysed to understand their impact on the decision-making processes of working adults in relation to higher education.

The research endeavours to offer practical recommendations based on the findings, aimed at improving the support and opportunities available to working adults seeking higher education. These recommendations are directed towards educational institutions, policymakers, and employers.

In conclusion, this research seeks to provide valuable insights into the decision-making processes of working adults getting into higher education, ultimately contributing to the advancement of more inclusive and adaptable educational systems.

### **1.3 Significance of the study**

The importance of addressing this issue cannot be overstated for several compelling reasons. In an era characterized by rapidly evolving industries, gaining insight into the motivations driving working adults to pursue higher education is instrumental for educational institutions to adapt their programs to align with the dynamic workforce's evolving needs.

Furthermore, higher education is often associated with enhanced earning potential and increased socioeconomic mobility. Addressing the knowledge gaps in this area is pivotal for shaping informed policies that aim to reduce educational disparities and promote economic equity.

This research also holds significant value for educational institutions, as it can guide them in tailoring their offerings and support services to cater specifically to the unique requirements of working adults. Such customization can result in increased enrolment, higher retention rates, and improved educational outcomes.

Moreover, the research findings have far-reaching policy implications. Policymakers can leverage these insights to craft policies that encourage lifelong learning, alleviate financial constraints, and provide comprehensive support to adult learners on their educational journeys.

Lastly, the community-level impact of this research is noteworthy. It has the potential to foster a culture of learning and skill development within communities, ultimately contributing to the enhancement of local economies and the overall well-being of society.

In conclusion, this research takes on the critical challenge of comprehending the reasons behind the choices of working adults to pursue higher education and the obstacles they encounter along the way. By addressing this issue, we can pave the way for a more inclusive and responsive educational ecosystem that empowers working adults to thrive in an ever-changing world of work.

### **1.4 Alignment with Problem Statement:**

The research objectives are intricately linked to the problem statement, aligning with the imperative to unravel the intricate web of factors influencing the educational choices of working adults. By fulfilling these objectives, we aim to make several significant contributions to the advancement of knowledge and its practical application.

This research endeavours to yield practical insights capable of informing the development of tailor-made educational programs, support services, and policies meticulously designed to cater to the specific needs of working adults. Through an analysis of the contextual influences on educational decisions, this research has the potential to assist industries in anticipating skill demands and evolving workforce trends. This insight can contribute to the cultivation of a workforce that is more aligned with the requirements of contemporary professional landscapes.

Additionally, by identifying barriers and recommending solutions, this research holds the potential to diminish educational disparities, thus fostering broader access to higher education for a more diverse range of individuals.

Furthermore, by delving into the motivating factors that drive working adults to pursue higher education, this research can empower this demographic to make well-informed decisions regarding their educational journeys. This empowerment can lead to not only enhanced career prospects but also personal growth, ultimately benefitting individuals and society at large.

In conclusion, the primary objective of this research is to attain a comprehensive understanding of the factors shaping the decisions of working adults regarding higher education. The realization of these objectives not only advances the body of knowledge within the field but also furnishes practical solutions that hold the potential to positively impact both individuals and the broader workforce and education ecosystems.

### **1.5 Research Questions**

Based on the research topic and objectives, here are the research questions that will guide the investigation:

- What are the primary intrinsic motivating factors that drive working adults to pursue higher education while concurrently employed?
- What extrinsic factors, such as career advancement opportunities and financial incentives, influence the decision of working adults to continue their education in higher institutions?
- What are the significant barriers and challenges faced by working adults in their pursuit of higher education, particularly in balancing work responsibilities with academic commitments?
- How do industry trends, technological advancements, and socioeconomic backgrounds affect the decision-making processes of working adults regarding higher education?
- Are there discernible differences in motivating factors and challenges based on demographic variables, such as age, gender, and current level of education among working adults?
- What role does the availability of flexible learning options and support services play in shaping the educational choices of working adults?
- What recommendations can be derived from the research findings to better support and facilitate working adults in their pursuit of higher education, and how can these recommendations be implemented effectively?

These research questions are designed to focus the investigation on specific aspects of the research topic, providing a clear direction for the study and helping to achieve the research objectives outlined earlier.

## CHAPTER 2

### Literature Review

#### 2.0 Introduction

The Theory of Planned Behaviour, which was developed as a modification of the Theory of Reason and Action, serves as the basis for this study (Ajzen, 1991). The attitudes, subjective norms, and perceived behavioural control of a person influence their purpose, according to A. Sarwar et al. (2016). A person will be more likely to act with a firmer intention if they have a favourable attitude towards something, as well as a societal norm that is acceptable and a high level of behavioural control perception. It is very likely that the behaviour will be carried out if there is intention (Ajzen, 1991).

The diagram below shown the relationship among attitude toward the behaviour, subjective norm, perceived behavioural control, intention, and behaviour. According to Ajzen (1991), behaviour intent is the most important determinant of a person's behaviour.

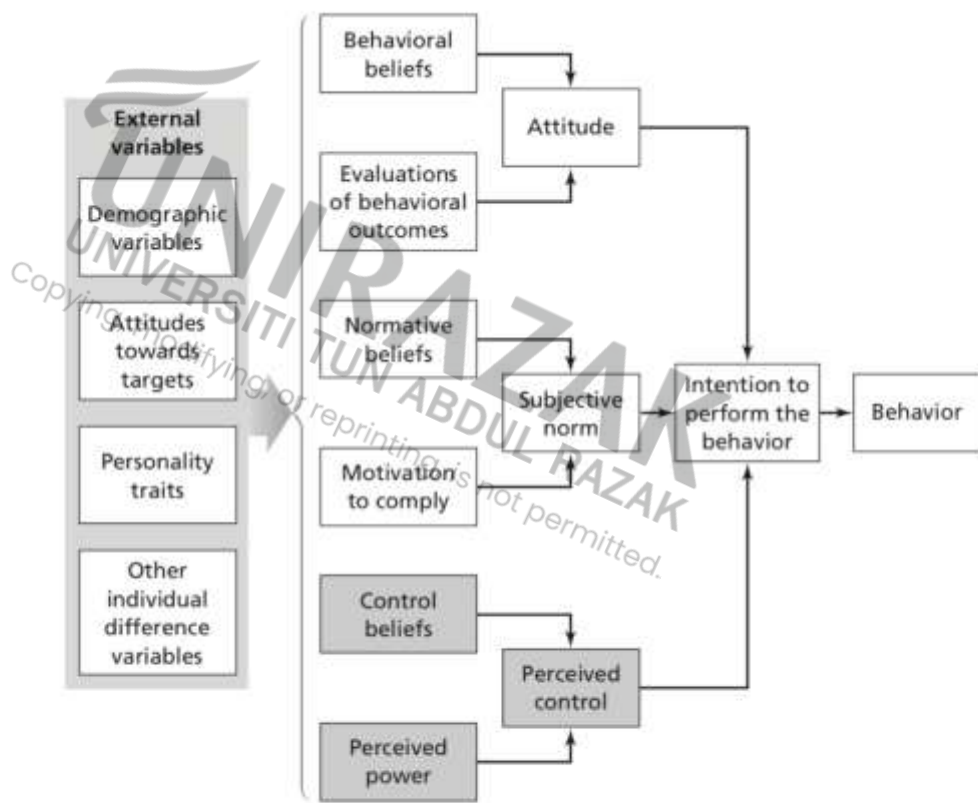


FIGURE 4.1. Theory of Reasoned Action and Theory of Planned Behavior.\*

\*Note: Upper light area shows the Theory of Reasoned Action; entire figure shows the Theory of Planned Behavior.

<https://courses.lumenlearning.com/suny-buffalo-environmentalhealth/chapter/measurement-and-application-of-constructs/>

The theory of planned behaviour (TPB) is based on how an individual feels about a wide range of outside circumstances and how those feelings affect that person's behaviour. In order to explain behaviour where volitional control is diminished, TPB was introduced to the Theory of Reasoned Action (TRA) (Glanz et al., 2002). The mental process by which a person chooses

and commits to a certain course of action is most closely associated with volition. In other words, the Theory of Planned Behaviour is used to describe people's erratic or theoretically unreasonable acts and behaviour. The idea also provides a framework for creating intentions. According to Hagger and Chatzisarantis (2014), behavioural intentions are the most direct predictor of behaviour and act as a mediator between attitudes, subjective norms, and perceived behavioural control.

This chapter will explain the dependent variable represent the working adults' expressed intentions or willingness to pursue further education in higher institutions while managing their employment responsibilities by measuring this variable on a scale (e.g., from strongly disagree to strongly agree) or as a categorical variable (e.g., not likely, somewhat likely, very likely). By making intention the dependent variable, we are essentially seeking to understand what factors lead working adults to express an intention to continue their education. This approach is often used in research when we are seeking to explore the precursor or predictor variables that influence a specific outcome or intention.

Meanwhile the Independent variables will also be looked at as these would be the factors that are believe may influence or predict the working adults' intention to continue higher education. They could include variables such as age, gender, educational level, employment status, income level, perceived career advancement opportunities, availability of flexible learning options, motivation for learning, barriers and challenges, industry trends, technological advancements, and more.

The analysis would involve examining how these independent variables correlate with or predict the intention to continue higher education among working adults by using statistical methods like regression analysis to assess the strength and significance of these relationships. This approach can provide valuable insights into the decision-making process and factors that drive working adults to consider higher education, which can be useful for educational institutions, policymakers, and employers.

## **2.1 Independent and Dependent variables**

### **2.1.1 Motivating Factors**

Motivating factors is a crucial aspect of understanding why working adults choose to pursue higher education as they often make the decision to return to higher education for a multitude of reasons, driven by a complex interplay of intrinsic and extrinsic factors. Intrinsic motivation refers to those internal, personally meaningful incentives that compel individuals to seek further education. This can encompass the desire for personal growth and self-improvement, a thirst for knowledge, and the aspiration to achieve higher levels of expertise in a chosen field. For many, the pursuit of knowledge itself becomes a source of motivation, with the intrinsic satisfaction derived from learning serving as a powerful driving force.

On the other hand, extrinsic motivators are external factors that influence working adults to continue their education. These often include career advancement prospects, the potential for higher earning potential, and improved job opportunities. Career advancement emerges as a significant extrinsic motivator. As industries evolve and employers place a premium on advanced qualifications, working adults recognize that higher education can open doors to promotions, leadership roles, and increased job security.

In accordance with Maslow's theory of the hierarchy of needs, human behaviour is focused on meeting demands as they rise in priority from the most basic to the most complex (Maslow, 1943). Desires to acquire a change in behaviour are driven by needs. Physiological, safety, belongingness, self-esteem, and self-actualization requirements are among the higher-order



needs that a person tries to satisfy in that order. Only when a need at one level has been at least partially met will one's needs proceed to the next level. Adults are motivated to return to school to meet unmet requirements (Abdul Razaq Ahmad et al., 2009). For employees to maintain their competitiveness in this knowledge-based culture, business training has used Maslow's humanistic perspective to inspire them to upgrade their educational levels (Madsen & Wilson, 2006).

In contrast to typical students, adult learners (also known as non-traditional students) have various requirements and features, which is how Knowles' theory of andragogy was established. In accordance with andragogy, adult learners' life experiences serve as their primary sources of knowledge. Adults need to understand why they should learn, and they want control over what they learn, according to the andragogy theory (Knowles et al., 2011). As a result, adults are prepared to gain the skills necessary to function well in situations encountered in daily life. To overcome challenges in their personal lives or at their current place of employment, they put what they have learned to use. Because of some outside influences, people are encouraged to learn. However, as people age, many of them develop greater independence and an innate desire to study (Knowles et al., 2011).

In 1991, Boshier created a new version of the Educational Participation Scale (EPS) (A-form) to assess seven criteria that adult learners use as incentive to further their education. The seven factors are: heightened social interaction, better communication, academic preparation, career growth, closeness to family, escapism, and intellectual interest. Adult learners are goal-oriented and motivated to participate in continuing education by either intrinsic or extrinsic pressures, according to Boshier (1991).

The most significant motivating factors were career advancement and cognitive interest, while escapism was the least significant motivating factor, according to a few studies using Boshier's EPS to measure the motivational factors of adults in continuing education (Raghavan & Kumar, 2008; Joned & Lee, 2006; Mulenga & Liang, 2008; Garst & Ried, 1999). Additionally, according to Storm (1990), career advancement and cognitive curiosity serve as the strongest inducers of adult learners to register in continuing education courses, while external expectations serve as the worst inducer.

Moreover, other motivations may come into play, such as a desire to remain competitive in the job market, satisfy societal expectations, or fulfil personal aspirations. To comprehensively understand these motivating factors, research must employ a multidimensional approach, examining the intricate web of influences that guide working adults on their educational journeys. By identifying and dissecting these motivations, this study aims to offer valuable insights into the intricate decision-making processes of working adults regarding higher education, providing a foundation for tailored educational programs and support services that cater to their unique needs and aspirations.

### **2.1.2 Barriers and Challenges**

Examining the barriers and challenges faced by working adults in their pursuit of higher education is essential to understanding the complexities of their educational journey. This research objective aims to delve into the various obstacles that can impede their progress, particularly focusing on time constraints, financial limitations, and work-related commitments.

Time constraints are often a significant barrier for working adults seeking to further their education. Balancing work responsibilities, family obligations, and academic coursework can be incredibly challenging. These individuals must allocate time for classes, study sessions, and assignments amidst their already busy schedules. Additionally, the time needed for commuting to campus or attending classes can be a substantial burden.

Financial limitations represent another formidable obstacle. Higher education typically comes with tuition fees, textbooks, and other associated costs. Working adults may struggle to afford these expenses, especially if they have existing financial responsibilities such as mortgages or dependents to support. The prospect of taking on student loans can also be daunting, as it adds to their financial burden.

Work-related commitments often clash with academic pursuits. Demanding jobs, inflexible work hours, or frequent travel can hinder the ability to attend classes or meet assignment deadlines. The fear of jeopardizing one's current employment situation can discourage working adults from pursuing higher education.

By systematically investigating these barriers and challenges, this research intends to shed light on the multifaceted nature of the obstacles working adults' encounter. It aims to provide a comprehensive understanding of the difficulties they face in their pursuit of higher education, paving the way for tailored support services, financial aid programs, and flexible learning options that can mitigate these challenges and make higher education more accessible and attainable for this demographic.

### **2.1.3 Contextual Influences**

Analysing contextual influences is a crucial aspect of understanding the dynamics of higher education choices among working adults. This research objective seeks to explore the external factors that shape their decision-making processes, with a focus on industry trends, socioeconomic backgrounds, and technological advancements.

Industry trends play a pivotal role in influencing the choices of working adults regarding higher education. As industries evolve and demand new skill sets, individuals often feel compelled to pursue further education to remain competitive in the job market. Understanding these trends—whether it's the increasing demand for digital skills, leadership expertise, or specialized knowledge—provides insights into the specific areas of study that are most attractive to this demographic.

Socioeconomic backgrounds also significantly impact educational decisions. Factors like income levels, access to financial resources, and family support systems can either facilitate or hinder enrolment in higher education programs. Lower income working adults may face more significant financial barriers, while those with more substantial resources may have greater flexibility in their choices.

Technological advancements have transformed the landscape of higher education, offering online learning options, flexible schedules, and remote access to coursework. The integration of technology into education has made it more accessible to working adults who may not have the time or means to attend traditional on-campus classes.

By analysing these contextual influences, this research aims to provide a nuanced understanding of the external factors that guide the decisions of working adults regarding higher education. Recognizing how industry trends, socioeconomic backgrounds, and technological advancements interact with individual motivations and challenges can inform the development of educational strategies, policies, and support services that are better aligned with the evolving needs of this diverse and dynamic demographic.

### **2.1.4 Intention to Continue Higher Education**

The "Intention to Continue Higher Education" act as a dependent variable is a fundamental aspect of understanding the educational aspirations and willingness of working adults to further their education while concurrently managing their employment responsibilities. This variable provides valuable insights into the motivations, commitment, and future plans of this demographic regarding their educational journey. The significance of this variable cannot be overstated. It serves as a crucial indicator for educational institutions, policymakers, and employers alike.

**Educational Institutions:** Understanding the intentions of working adults helps educational institutions tailor their programs to meet the specific needs of this demographic. Institutions can develop flexible learning options, evening or weekend classes, and online courses that align with the expressed intentions of these students. This, in turn, can lead to higher enrolment rates and program completion.

**Policymakers:** Policymakers can use data on the intentions of working adults to shape policies that promote lifelong learning and provide financial support or incentives for adult learners. This can contribute to a more educated and skilled workforce, which is essential in a rapidly evolving job market.

**Employers:** Employers can benefit from understanding the intentions of their employees to pursue higher education. They can offer support in the form of tuition reimbursement, flexible work hours, or career development opportunities, fostering a workforce that is more skilled and committed.

**Individuals:** For working adults, themselves, recognizing their own intentions can lead to informed decision-making. It can help them align their career goals with their educational pursuits and seek out the necessary resources and support.

In essence, the "Intention to Continue Higher Education" variable serves as a foundational element for shaping policies, programs, and support services that empower working adults to fulfil their educational aspirations and, subsequently, enhance their career prospects and personal growth. By analysing and understanding this variable, the research contributes to a more responsive and inclusive educational ecosystem, enabling individuals to thrive in a dynamic world of work and learning.

## **2.2 Empirical Research**

Quantitative research focuses on gathering numerical data and analysing it statistically to draw conclusions. In this context on the factors influencing working adults to continue their studies in higher education, a quantitative approach can provide valuable insights.

### **2.2.1 Survey Questionnaires**

By developing a structured survey questionnaire with closed-ended questions. These questions will be designed to gather quantitative data about the factors, intentions, and attitudes of working adults related to higher education.

### **2.2.2 Sampling**

By using a systematic or random sampling method to select participants from the target population of working adults and by ensuring that the sample is representative and provides enough statistical power.

### **2.2.3 Data Collection**

Data will be collected through survey questionnaires in a standardized manner.

### **2.2.4 Data Analysis**

SPSS will be used to analyse the collected data. Employ appropriate statistical tests such as regression analysis to explore relationships between independent and dependent variables. A descriptive statistic will be used to summarize demographic information.

### **2.2.5 Interpretation**

Interpret the quantitative results to draw conclusions about the factors influencing working adults' intentions to continue higher education. Identify significant correlations or associations between variables.

### **2.2.6 Reporting**

All the findings will be presented in a well-structured research report or paper, including charts, tables, and statistical analyses. Clearly articulate the implications of the results for educational institutions, policymakers, and employers.

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## 2.3 Theoretical Framework

The theoretical framework for this study is as shown in Figure 2.3 and was established based on past literature reviews of previous studies. The dependent variable is "Influencing Working Adults to Continue Their Studies in Higher Education," and the independent variables are "Motivating Factors," "Barriers and Challenges," and "Contextual Influences." This framework aligns with the research focus and allows us to explore how these independent variables affect the dependent variable. Here's a simplified outline of this framework.

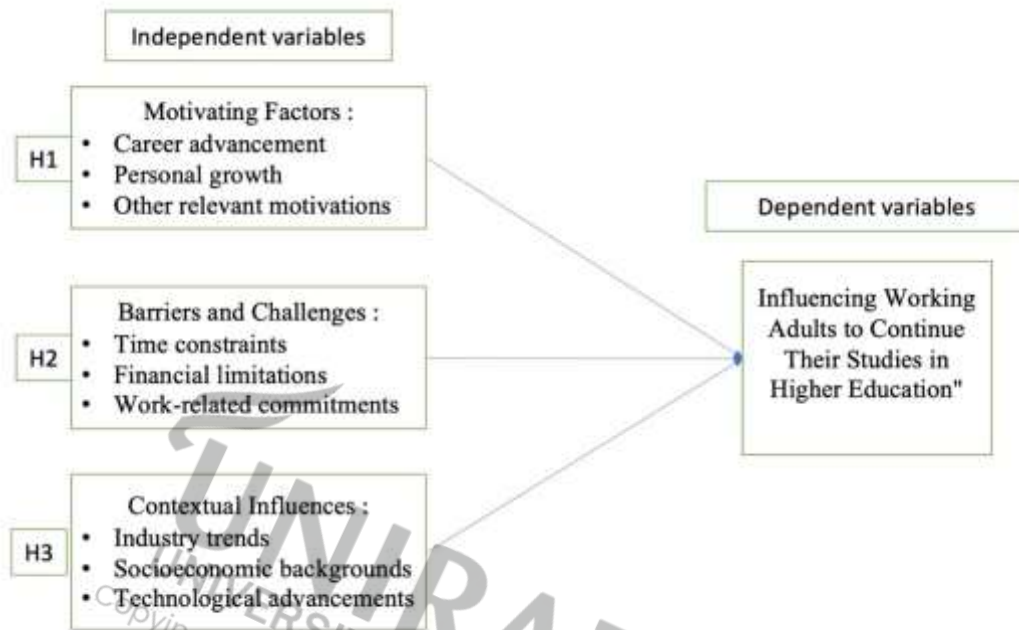


Figure 2.3

### 2.3.1 Dependent Variable

Influencing Working Adults to Continue Their Studies in Higher Education"

### 2.3.2 Independent Variables

#### 2.3.2.1 Motivating Factors

This variable encompasses intrinsic and extrinsic factors that motivate working adults to pursue higher education. Examples include career advancement, personal growth, and other relevant motivations.

#### 2.3.2.2 Barriers and Challenges

Investigate the obstacles and difficulties faced by working adults in their pursuit of higher education. This includes time constraints, financial limitations, and work-related commitments.

### 2.3.2.3 Contextual Influences

Analyse the contextual factors, such as industry trends, socioeconomic backgrounds, and technological advancements, that influence working adults' decisions regarding higher education.

## 2.4 Hypothesis Development

- H1: Motivating factors positively influence working adults' decisions to continue their studies in higher education. Specifically, higher levels of motivation related to career advancement and personal growth lead to a greater likelihood of enrolment.
- H2: Barriers and challenges negatively impact the decisions of working adults to pursue higher education. The presence of significant obstacles, such as time constraints and financial limitations, reduces the likelihood of enrolment.
- H3: Contextual influences have a significant effect on working adults' decisions regarding higher education. Factors such as industry trends, socioeconomic backgrounds, and technological advancements shape their choices.

## 2.5 Conclusion

This chapter provides a comprehensive literature review that forms the theoretical foundation for the study. It outlines the Theory of Planned Behaviour as the basis for understanding how attitudes, subjective norms, and perceived behavioural control influence intentions and behaviours.

The chapter also discusses the significance of behaviour intent as a crucial determinant of a person's behaviour, which is essential in the context of working adults' decisions regarding higher education.

The chapter introduces a theoretical framework where the dependent variable is "Influencing Working Adults to Continue Their Studies in Higher Education," and the independent variables are "Motivating Factors," "Barriers and Challenges," and "Contextual Influences." This framework aligns with the research focus and paves the way for exploring how these independent variables impact the dependent variable.

The chapter also highlights the use of empirical research methods, specifically a quantitative approach, which includes survey questionnaires, sampling, data collection, analysis using tools like SPSS, interpretation, and reporting. This approach aims to gather numerical data to explore relationships between variables and draw meaningful conclusions.

The theoretical framework presented in the chapter guides the research by structuring the exploration of how motivating factors, barriers and challenges, and contextual influences impact the intentions of working adults regarding higher education. Three hypotheses are formulated to test these relationships.

In conclusion, Chapter 2 lays a strong foundation for the research by providing a comprehensive overview of the theoretical and conceptual underpinnings. It sets the stage for the empirical investigation that will follow in the subsequent chapters, with the goal of shedding light on the factors that influence working adults' decisions to continue their studies in higher education.

## CHAPTER 3

### Research Methodology

#### 3.0 Introduction

The earlier chapters of the study discussed the significance of behaviour intent as a significant determinant of a person's behaviour, which is important in the context of working adults' decisions regarding higher education and proposed how the conceptual framework of this study was developed. Additionally, it was thoroughly covered in the literature review that several factors, including motivating elements, obstacles and difficulties, and contextual influences, affect working adults' intentions to pursue higher education.

In this chapter, the study's design is explained. The conceptual framework and premise of the study are based on the research areas. This chapter discusses the methodology of the study, the research tool, data collection, and sampling strategy. Along with the scale of measurement and data analysis approaches, this chapter will also discuss measuring the variables. The study adopts the methodology depicted in the image below, which is based on the research objectives. This chapter provides a recap of Chapter 3 before presenting the research design, data collection methodology, operationalization and measurement, and data analysis procedures.

This chapter provides instructions for locating, confirming, and evaluating data for the hypothetical framework stated in the preceding chapter. The researcher should be aware of all the steps involved in doing research, including the entire research cycle, as well as the advantages and disadvantages of each system. This chapter's objective is to present a suitable method for doing research such that the information gathered is reliable and accurate and serves the intended purpose of the study.

#### 3.1 Research Design

The study design is one of the most important parts of every research report's analysis. The research design is a thorough strategy for resolving the study issue in the most effective manner. In addition, the study's design handles ethical issues, identifies the sources from which data will be gathered, and takes limitations like data access, time, place, and financial resources, among others, into account. These goals are taken directly from the research topic.

This research article is a correlational study, which means it seeks to identify variables that may influence working adults' intention to pursue higher education so that a recommendation may be provide. Finding the connection between independent and dependent variables can be accomplished with the use of correlation analysis (Senthilnathan, 2019). The study dealt with the measurement and analysis of variables to obtain findings. This quantitative research technique is described in more detail below.

Additionally, quantitative analysis procedures gather and assess data in numerical form using mathematical techniques, notably statistics, to determine the veracity of a claim or hypothesis (Apuke, 2017). To get the results of this study endeavour, a questionnaire was distributed and collected.

### 3.2 Study Population and Sampling Methods

150 working individuals in higher education within Klang Valley area were engaged via email and WhatsApp application. All of the targeted population were provided with the survey questionnaires in the Google Form (refer appendix C: Questionnaires) however only 110 respondents completed the survey as per figure 3.2.

Target population			
	Male	Female	Total population
Gender	80	70	150
Executive	20	20	40
Managers	20	20	40
Senior Managers	20	20	40
Business owners / Self employed	15	15	30

Actual population			
	Male	Female	Total population
Gender	60	50	110
Executive	30	30	60
Managers	20	20	40
Senior Managers	0	0	0
Business owners / Self employed	10	0	10

Figure 3.2

The Krejcie and Morgan Sampling Method is one of the most used techniques. Krejcie & Morgan (1970) developed a table utilising the sample size formula for finite population to make figuring out the sample size for a finite population easier.

To choose a sample from a general population, Simple random sampling techniques are used which is crucial for removing bias from the selection process. They may also make it possible to obtain samples with less money or effort.

Table 1: Table for Determining Sample Size for a Finite Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3200	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.  
Source: Krejcie & Morgan, 1970

Figure 3.2.1



The questionnaire was filled out voluntarily by each participant. All the questions use a 5-point Likert scale and are closed-ended with checkboxes. The survey did not include any open-ended questions.

The survey's data is ordinal in nature because it was entirely collected using Likert-scale-style questions. There is no way to distinguish between "agree" and "strongly agree," if only because participants' opinions of the psychological and emotional effects of these answers would undoubtedly differ.

To assess the survey data for this study, the Kruskal-Wallis test was utilised in SPSS. According to Weiner and Craighead (2010), p. 904, this test "assesses the differences among three or more independently chosen groups on a single, non-normally distributed continuous variable." The mode will also be used as it is the only descriptive statistical test that makes sense given the survey data. Numerous characteristics of this data collection, such as mean, median, and mode, will be assessed using the descriptive statistics test.

### **3.3 Data collection Methods**

Data for this study were gathered using both primary and secondary sources. Primary data is information that was gathered directly from the intended respondents. Data that will be used in research but was not produced specifically for the topic at hand is referred to as secondary data.

#### **3.3.1 Primary Data**

Questionnaires were used as the primary research tool. Primary data from respondents is gathered through survey questions. The obtained data will be used to examine the study's main hypothesis further. The questionnaires are distributed to the respondents using Google Form and given to them with instructions on when and how to complete them. According to their perception and knowledge, target respondents are required to complete the questionnaires. Prior to the study, researchers will receive the completed surveys back.

#### **3.3.2 Secondary Data**

The study's secondary data came from a variety of sources, including articles found online, books, academic and professional journals, statistical reports, and studies conducted by other academics in the field.

### **3.4 Sampling Techniques**

This research employs 2 sampling techniques such as convenience sampling and snowball sampling design.

Convenience sampling is the process of collecting individuals and sectors from the population that are the most easily accessible (Sekaran & Bougie, 2010). It may also include interest groups, members of affiliation groups, or random intercepts. To minimise time and money compared to other sample methods, convenience sampling is the most effective strategy for carrying out this study. It can be used for focus groups, pilot studies, and pretesting questionnaires as well.

Snowball sampling is a procedure in which research participants select other research participants to participate in a trial or study. It is utilised in situations where participation is challenging for wider group of participants. It is considered as a useful strategy for selecting

people from a huge population because the snowballing method will assist in recommending others who are similar to them or with whom they have previously worked.

### **3.5 Sampling location**

Locations are selected for sampling to gather the necessary information. According to Sekaran and Bougie (2010), sampling frames allow for the creation of a list of the entire population. The sample population for this study will include working adults enrolled in higher institutions including but not limited to those who are enrolled in Unirazak. Without wasting time on individual interviews, questionnaires would be sent to get feedback from respondents.

### **3.6 Sampling Elements**

Sampling components refer to a portion of the population being chosen, information being gathered, and providing the framework for analysis. The participants in this study are working adults who are enrolled in higher education institutions including but not limited to those who are enrolled in Unirazak. These working individuals will offer the study from their perspectives. In order to better understand the variables influencing working people's decision to pursue higher education, it was decided to focus on them.

### **3.7 Research Instruments**

#### **3.7.1 Questionnaire Design**

This study uses a quantitative research approach to deal with the measurement and analysis of variables to provide results. Questionnaires were utilised since they are more objective in gathering data from multiple groups in a comparatively short amount of time. Additionally, the researcher uses SPSS, or Statistical Packages for Social Sciences, to assess the data. As a result, designing a questionnaire is crucial since it needs accurate information from respondents to respond to the research questions and achieve the objectives. This is because the design of the questionnaire will affect the responses, the validity, and reliability of the data.

#### **3.7.2 Checking the Questionnaire**

Checking surveys questionnaire is a good idea if you want to catch issues early. There are just a few stages involved in authenticating the questionnaire in this research. First and foremost, double-check that everything is in order and that the questionnaires are of good quality. This practise begins once the first round of surveys has been completed and returned. The goal of this step is to identify any current issues with the questionnaire so that we can correct it as soon as possible before conducting the whole survey. According to Malhotra and Peterson (2006), questionnaire checking may uncover problems early in the pilot test, allowing for a full survey when the mistakes are fixed.

#### **3.7.3 Editing Data**

Data editing, according to Hair, Bush, and Ortinau (2006), is the act of identifying errors committed by the interviewer or the responder as well as revising the data after it has been collected. The data will change once the questionnaire has been verified. Going over the questionnaire once more to improve accuracy and precision is the process of data editing. We checked the consistency of these careless answers, which included partial answers and unanswered queries. As a result, missing or incomplete surveys are no longer a problem.

### **3.7.4 Coding of Data**

Each potential response to each question is given a code using data coding. The questionnaire has been given several codes to represent various questions. This code is used once the questionnaire has been fully finished. According to Hair, Bush, and Ortinau (2006), each distinct question in the survey instrument is given a code with a specific number value. In Section A of the survey, respondents are asked about their job satisfaction. Their answers will be rated from "1" to "5" based on how much they agree with each statement.

### **3.7.5 Transcribing of Data**

Data transcribing, often known as keypunching, is the process of entering survey data into computers (Malthotra and Peterson, 2006). In order to obtain accurate findings for analysis, we entered the completed questionnaire's data into the Statistical Package for the Social Sciences (SPSS).

### **3.7.6 Cleaning of Data**

After the data has been transcribed, the data cleaning process begins. Cleaning up the data at this stage includes dealing with missing responses and running consistency checks (Malthotra and Peterson, 2006). This stage is more thorough and detailed than the preceding one, which is how it differs. The consistency check is done with SPSS programme. Consistency tests are used to find data that is out of bounds, illogical, or has excessive values.

Data cleansing is described by Malthotra and Peterson (2006) as "verifying for consistency and handling missing report replies." The raw data is double-checked and double-verified to make sure it was entered into the data collecting form accurately (Burns & Bush, 2006). In order to check for consistency, the SPSS software was used to look for data that was outside of the expected range, such as illogical data or values that were either too high or too low.

## **3.8 Data Analysis Technique**

The questionnaire will be modified based on earlier research. The data will be analysed using factor analysis, SPSS, and the two main methods of descriptive and inferential analysis (correlation, regression, and analysis of variance), respectively. The researcher will make use of a table, bar graphs, horizontal bar, pie charts, line charts, pie graphs, and other types of analysis to show the results and findings of the survey.

### **3.8.1 Techniques for Descriptive Analysis**

A descriptive analysis aims to describe a demographic characteristic or a phenomenon that is the subject of the study. In this case study, working adults who are enrolled in higher education were used as a sample to assess the factors that affected their intention to continue their education. In other words, the researcher focuses on the quantitative research methodology, which comprises collecting data based on quantifiable information and integrating it with a statistical analysis of the population sample. Descriptive analysis is also used by the researcher because it helps to define respondent characteristics. A closed-ended question allows the respondent to disclose the dependent variable.

### **3.8.2 Methods of Inferential Analysis**

The researcher analysed data from questionnaires as well as material acquired from primary and secondary sources using the descriptive and qualitative approaches to accomplish this study. The researcher will use a table, bar graphs, horizontal bars, pie charts, line charts, pie graphs, and other methods of analysis to show the results or outcome of the survey and find.

### 3.8.3 Analysis of Coefficient Correlation

To examine the relationship between two numerical, continuous variables, the Pearson correlation analysis method is performed. In this study paper, the association between each variable is being examined using this method. The coefficient may range in value from -1 to +1; a positive 1 denotes a positive correlation while a negative 1 denotes a negative relationship.

Perfect Negative	-1
Strong Negative	-0.7
Weak Negative	-0.3
Perfect Independence	0
Weak Positive	0.2
Strong Positive	0.7
Perfect Positive	1

Table 3.7.3: The Pearson correlation analysis rule of thumb

### 3.8.4 Reliability Test

Golafshani (2003) defined dependability as both a reliable representation of the general population under study and the consistency of findings over time. If the results can be verified with a similar method, the research instrument is regarded as reliable. The internal consistency or reliability of the test items is measured by SPSS using Cronbach's Alpha. The alpha will be evaluated based on the degree of correlation between the variables. According to Sekaran, 2003, the Cronbach's Alpha Technique is a commonly used reliability coefficient that illustrates how strongly the elements in a set are positively correlated with one another. An excellent level of internal consistency and reliability are indicated by a Cronbach's coefficient of 0.6 or higher.

Alpha Coefficient Range	Strength of Association
<0.6	Poor
0.6 to 0.7	Moderate
0.7 to 0.8	Good
0.8 to 0.9	Very Good
0.9	Excellent

Table 3.7.4: Rule of Thumb about Cronbach's Alpha Coefficient Strength

If  $\alpha > 0.95$ , items need to be examined to make sure they measure various aspects of the idea.

Sources: Samouel, P., Money, A. H., Babin, B., and Hair, J. F. Jr. (2003). *crucial to business research techniques*. : John Wiley & Sons, New Jersey.

### 3.8.5 Inferential Analysis

According to Arsham (1996), inferential analysis focuses on inferring information about the populations from which samples were drawn. Any judgement made about the population from which the sample was drawn based on sample data must be expressed probabilistically. The use of inferential statistics can then be made to clarify a situation or confirm the veracity of a

statement. Based on our research, we will focus on two methodologies: multiple regression analysis and Pearson correlation coefficient analysis.

### 3.8.5.1 Analysis of Pearson Correlation Coefficient

According to Sorana-Daniela & Lorentz (2006), the Pearson correlation coefficient is a measurement of the strength and direction of the linear link between two variables as well as the direction and degree of the relationship to additional variables. Between -1 and +1 are the possible values for the Pearson correlation coefficient. A value of +0.1 denotes a perfect linear relationship between the variables in an increasing connection, a value of -1 denotes a perfect linear relationship between the variables in a declining connection, and a value of zero denotes no linear relationship between the variables.

A strong link exists if the correlation coefficient is greater than 0.8; however, a weak association exists if the correlation coefficient is less than 0.5. The coefficient of determination, or  $R^2$ , indicates the difference between the variances of the independent and dependent variables. In our study, we use Pearson correlation analysis to find a link between the independent and dependent variables.

Coefficient range	Strength
+0.91 to +1.0	Very Strong
+0.71 to +0.90	High
+0.41 to +0.70	Moderate
+0.21 to +0.40	Small but definite relationship
0 to +0.20	Slight, almost negligible

Table 3.7.5.1: Pearson Correlation Coefficient Strength

Source: Hair, J. F. Jr., Money, A. H., Samouel, P., & Page, M. (2007). Research methods for business. Chichester. West Sussex: John Wiley & Sons, Inc

### 3.8.5.2 Multiple Regressions Analysis

Multiple regressions establish the relative predictive power of independent variables by combining independent variables to explain a sizable percentage of the variance in a dependent variable. To determine how much of the variance in the dependent variable can be accounted for by a group of independent factors, we can then perform hierarchical regression. According to Garson (2007), the higher the correlation, the closer the scores are to the regression line and the more precise the forecast. Since every of the independent variables can account for a portion of the variance in the dependent variable, multiple regressions are related with  $R^2$ , multiple correlations.

## 3.9 Operationalization and Measurement

The conceptual model employed in this study makes it apparent which factors to investigate and how each variable influences the study's results. In order to avoid time loss and straying outside the scope of the research investigation, the research will be concentrated on the development of this clear conceptual framework and hypothesis.

### 3.9.1 Independent Variables

The objective of this research is to correlate the relationships between the independent variables and the dependent variable by looking at the independent variables that were found. Motivating factors (H1), challenges and barriers (H2), and contextual factors (H3) are the independent variables that have been labelled based on the hypothesis statement. The most

crucial part of this research is examining whether or not these independent factors have a positive or negative impact on the dependent variables. The independent variables explain the variance in the dependent variable.

### **3.9.2 Dependent Variable**

The intention to continue study is the dependent variable or the result for this particular model. These were the primary goals of this study. The objective of this study is to comprehend, foresee, or justify the variability of this variable.

## **4.0 Conclusion**

In conclusion, Chapter 3 of the study provides a comprehensive overview of the research design, data collection methods, and data analysis techniques employed in the investigation of the factors influencing working adults' intentions to pursue higher education. The chapter begins by highlighting the importance of behaviour intent in understanding individuals' decisions regarding higher education. It also emphasizes the need to develop a suitable research methodology to ensure the reliability and accuracy of the gathered information.

The research design is described as a correlational study, aimed at identifying the variables that may influence working adults' intentions to pursue higher education. The choice of a quantitative research approach is justified, and the use of questionnaires for data collection is explained. Sampling methods, including the Krejcie and Morgan Sampling Method, are outlined, and it is noted that 150 working individuals in higher education in Malaysia were initially engaged, with 110 respondents completing the survey.

The data collection methods encompass both primary and secondary data sources, with questionnaires as the primary research tool. The chapter discusses the importance of questionnaire design, validation, data editing, coding, transcribing, and cleaning to ensure data accuracy and reliability.

The data analysis techniques include descriptive and inferential analysis, with the use of statistical methods such as Pearson correlation coefficient analysis and multiple regression analysis to examine the relationships between independent and dependent variables. Reliability testing using Cronbach's Alpha is also mentioned to ensure the internal consistency of the research instrument.

Finally, the chapter provides a clear operationalization of the independent and dependent variables, with motivating factors, challenges and barriers, and contextual factors as the independent variables, and the intention to continue studying as the dependent variable.

Overall, Chapter 3 sets the foundation for the empirical research conducted in the subsequent chapters, outlining the methodology and procedures employed to investigate the factors influencing working adults' intentions to pursue higher education in Malaysia.

## CHAPTER 4

### Analysis and Findings

#### 4.0 Introduction

This research project's chapter is critical in carrying out the crucial task of assessing the statistical data gathered from the dataset and then discussing the results that were discovered. Results of the examination of missing data, as well as reliability testing, normality testing, frequencies testing, descriptive testing, correlation testing, and regression testing are all covered in this chapter.

#### 4.1 Finding Analysis

As per figure 4.1, It displays the statistics related to the analysis of missing data with relation to the above-provided chart. There were 110 respondents in all that were gathered for the analysis, and an analysis of all of their responses revealed no missing data as the questionnaire in the surveyed were marked as mandatory before the respondents can submit the form.

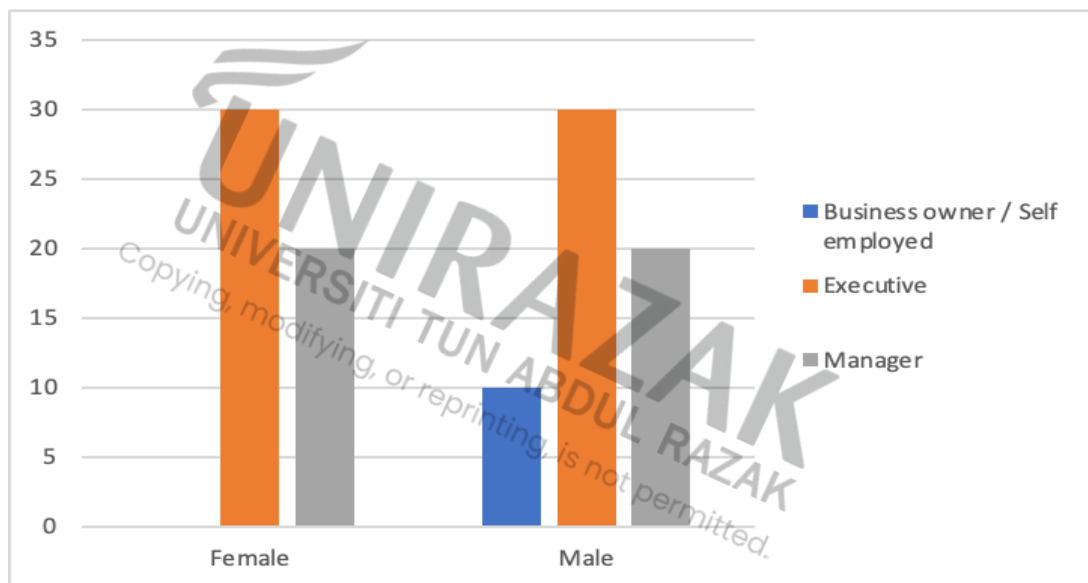


Figure 4.1

#### 4.2 Reliability Tests

The reliability or internal consistency of a group of survey items is measured by the Cronbach's alpha coefficient. By using this test, you can measure a group of objects accurately reflects the same trait across time. On a uniform scale from 0 to 1, Cronbach's alpha measures the degree of agreement. Greater values represent items with greater agreement.

The consistency of each participant's response across a set of questions is shown by high Cronbach's alpha scores. For instance, participants are more likely to respond positively to the other items when they respond positively to one of the items. The reliability of the measurements is demonstrated by their consistency, and it is possible that the items measure the same attribute.

Low numbers, on the other hand, show that the set of items does not accurately measure the same concept. High responses to one question may not necessarily imply that participants

thought highly of the other items. Because the measurements are inaccurate, it is doubtful that the questions will measure the same property.

It must be noted that when analysing the reliability test data that the alpha must exactly equal or above 0.6 in order to signify reliability. If it is less than this number, the questionnaire's scale is not very reliable.

#### 4.2.1 Reliability test for Motivating Factors Likert Scale

Reliability Statistics	
Cronbach's Alpha	N of items
0.640	4

Table 4.2.1 Reliability test for Motivating Factors Likert Scale

Since it is 0.640 ( $>0.6$  or), the alpha for the motivating factors Likert scale does demonstrate dependability. This sort of outcome is taken to indicate moderate reliability.

#### 4.2.2 Reliability test for Barriers and Challenges Likert Scale

Reliability Statistics	
Cronbach's Alpha	N of items
0.781	4

Table 4.2.2 Reliability test for Barriers and Challenges Likert Scale

Since it is 0.781 ( $>0.6$  or), the alpha for the barriers and challenges Likert scale does demonstrate dependability. This sort of outcome is taken to indicate good reliability.

#### 4.2.3 Reliability test for Contextual Factors Likert Scale

Reliability Statistics	
Cronbach's Alpha	N of items
0.858	4

Table 4.2.3 Reliability test for Contextual Factors Likert Scale

Since it is 0.858 ( $>0.6$  or), the alpha for the contextual factors Likert scale does demonstrate dependability. This sort of outcome is taken to indicate very good reliability.

#### 4.2.4 Reliability test for Intention to continue study in Higher Education Likert Scale

Reliability Statistics	
Cronbach's Alpha	N of items
0.762	3

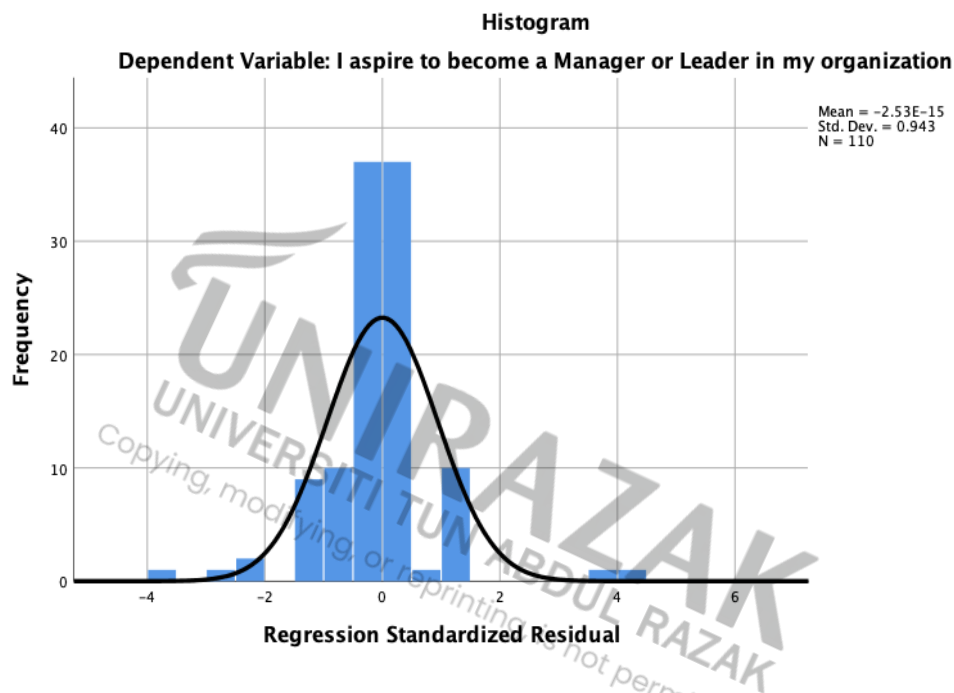
Table 4.2.4 Reliability test for Intention to continue study Likert Scale



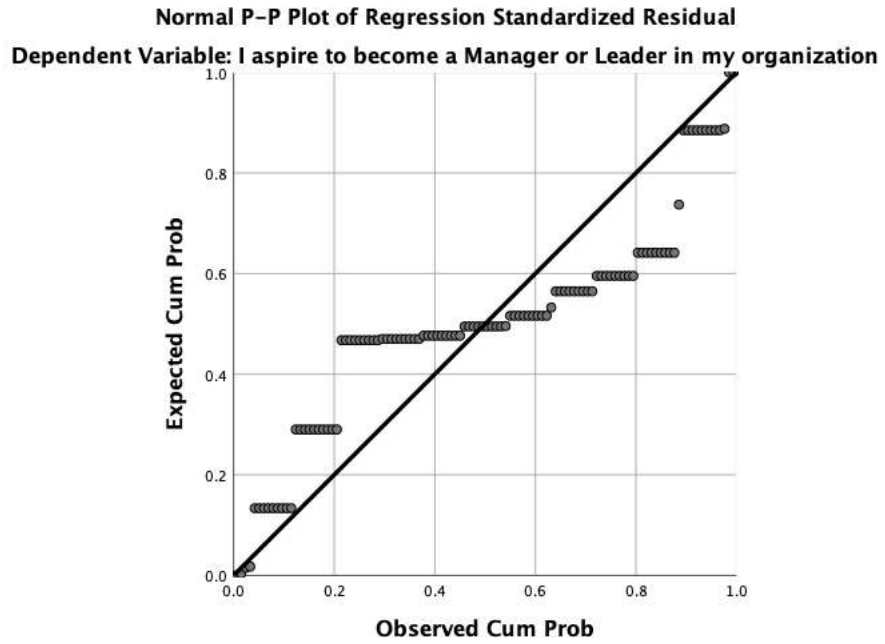
Since it is 0.762 (>0.6 or), the alpha for the intention to continue study in higher education Likert scale does demonstrate dependability. This sort of outcome is taken to indicate good reliability.

### 4.3 Normality Test

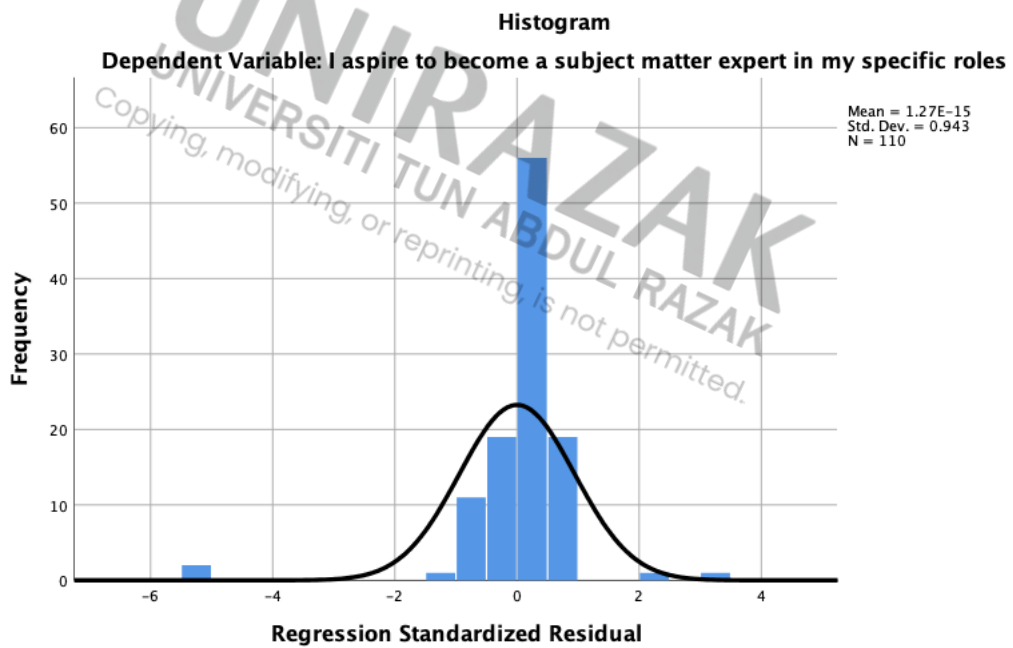
Normality test are important assumptions of multivariate analysis and thus should be fulfilled (Hair & Anderson, 2010). The Normality can be checked through observing the Normal P-P plots and standardized residual histograms. In Normal P-P plots, the standardized residual is compared with normal distribution represented by straight diagonal line, while in histograms the bell-shaped symmetrical curve is observed by having maximum scores in middle and lesser at edges. All the 3 dependent variables which affects the influence to continue study in higher education show it is normality distributed as shown in the below histograms and P-P plots.



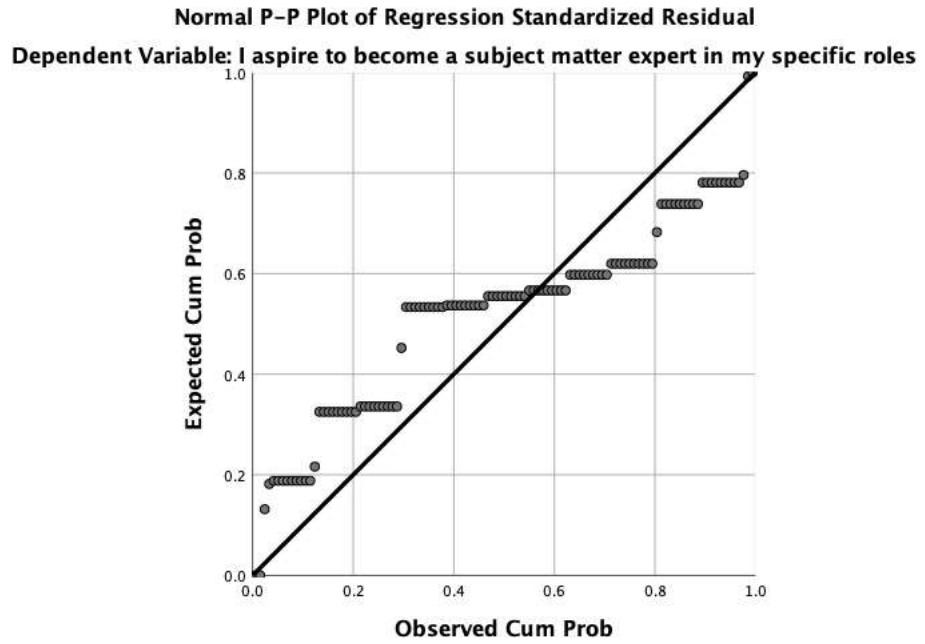
Graph 1: Histogram of dependent variable : I aspire to become a Manager or Leader in my organization



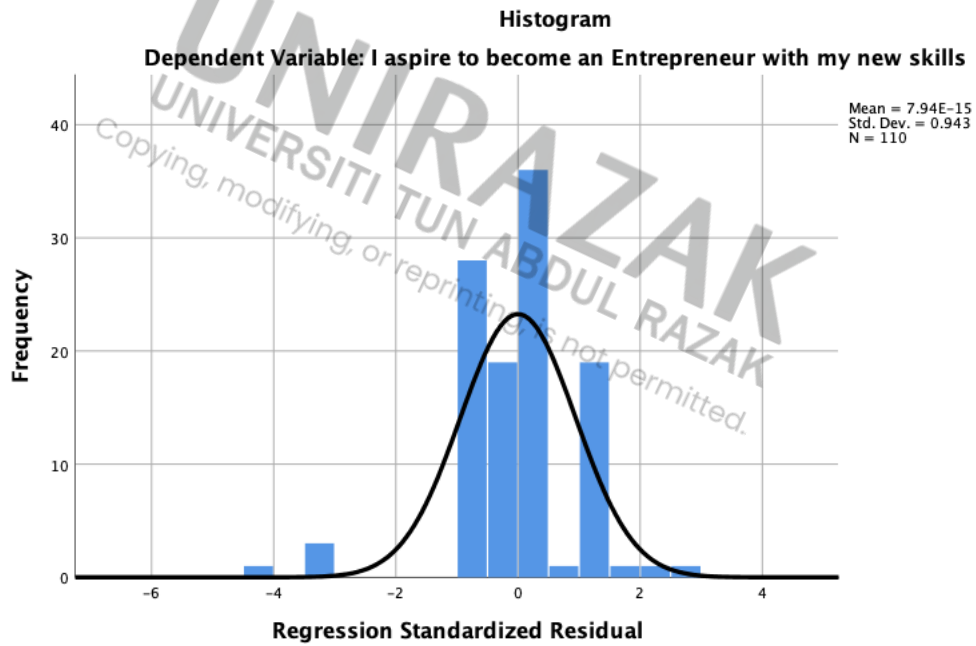
Graph 2: Normality P-P plot of dependent variable : I aspire to become a Manager or Leader in my organization



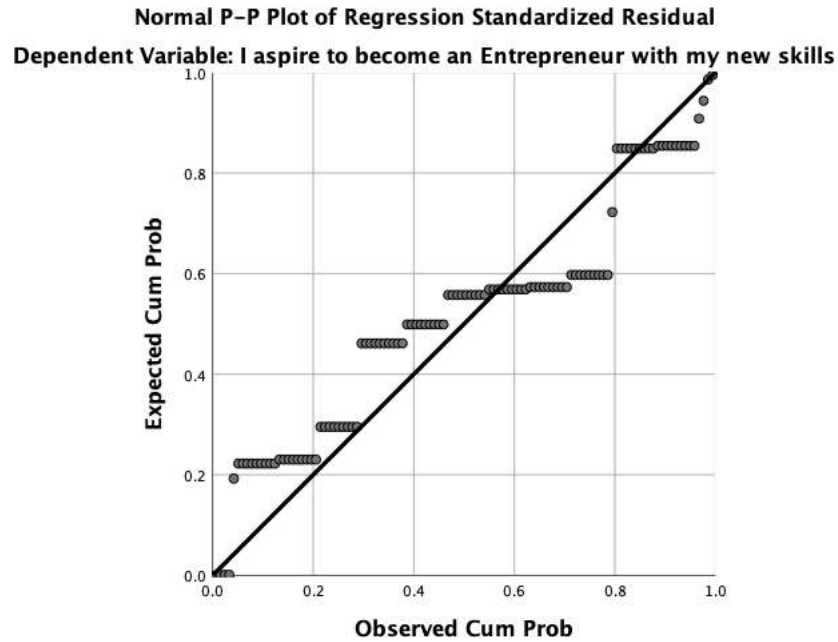
Graph 3: Histogram of dependent variable : I aspire to become a subject matter expert in my specific roles



Graph 4: Normality P-P plot of dependent variable : I aspire to become a subject matter expert in my specific roles



Graph 5: Histogram of dependent variable : I aspire to become an Entrepreneur with my new skills



Graph 6: Normality P-P plot of dependent variable : I aspire to become an Entrepreneur with my new skills

#### 4.4 Frequencies Analysis

##### 4.4.1 Respondent Demographic Profile

##### 4.4.1.1 Age

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-32	30	27.27	27.27	27.27
	33-42	70	63.64	63.64	90.91
	43-58	10	9.09	9.09	100.0
	59 above	0	0	0	
	Total	110	100.0	100.0	

Table 4.4.1.1 Age of respondents

The frequencies test statistics about the age of the participants in the project provide that 27.27% are between 25 to 32 years old, 63.64% are between 33 to 42 years old and 9.09% are between 43 to 58 years old. The obvious finding is that participants who participated here were mostly between 33 to 42 years of age. The lowest number are between 25 to 32 years of age with no respondent aged 59 above.

##### 4.4.1.2 Gender

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	54.55	54.55	54.55
	Female	50	45.45	45.45	100.00
	Total	110	100	100	

Table 4.4.1.2 Gender

The gender analysis based on the frequency's statistics obtained are showing that 54.55% of those who took part consists of the male gender and the female participants are 45.45%. The largest number are obviously males.

#### 4.4.1.3 Employment status

Employment status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	110	100.00	100.00	100.00
	Part time	0	0.00	0.00	0.00
	Total	110	100	100	

Table 4.4.1.3 Employment status

The employment status analysis based on the frequency's statistics obtained are showing that 100% of those who took part works full time with zero respondents works part time.

#### 4.4.1.4 Occupation level

Occupation level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive	60	54.55	54.55	54.55
	Manager	40	36.36	36.36	90.91
	Senior Manager	0	0.00	0.00	90.91
	Business Owner/Self employed	10	9.09	9.09	100.00
	Total	110	100.00	100.00	

Table 4.4.1.4 Occupation

In analysing the statistics about the occupation level, the majority of those taking part are executives with 54.55%, Managers are 36.36 % and business owner/self-employed respondents are 9.09%.

#### 4.4.1.5 Current education

Current education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	70	63.64	63.64	63.64
	Diploma	20	18.18	18.18	81.82
	STPM	0	0.00	0.00	81.82
	Others	20	18.18	18.18	100.00
	Total	110	100.00	100.00	

Table 4.4.1.5 Current education

When analysing the education qualifications of the participants, those possessing a degree are the largest number and these are 63.64%. Diploma holders are 18.18% while others who possessed secondary school / A level certificates are 18.18%.

### 4.5 Descriptive Analysis

The purpose of the descriptive analysis is to evaluate, grasp, and comprehend the meaning of the mean values. The survey's mean will indicate whether most respondents agree, disagree, or declare themselves to be indifferent on each of the scale's three options. If the mean statistic

fluctuates between 1 and 2, it typically denotes that the majority is divided. Neutrality is present when the mean is 3. Majority opinion is often in accord if the mean falls between 4 and 5.

#### 4.5.1 Descriptive test of Motivating factors

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I believe career advancement is the primary reason in continuing my higher education	110	2	5	4.00	1.095
Personal development growth and self-improvement is the primary reason in continuing my higher education	110	3	5	4.73	.647
Personal aspirations are the primary reason in continuing my higher education?	110	3	5	4.45	.820
Family and friend's support is a factor affecting my decision to continue higher education	110	1	5	3.91	1.136
Valid N (listwise)	110				

Table 4.5.1 Descriptive test of Motivating factors

The statistics show that “I believe career advancement is the primary reason in continuing my higher education” (Mean = 4.00). “Personal development growth and self-improvement is the primary reason in continuing my higher education” (Mean = 4.73). “Personal aspirations are the primary reason in continuing my higher education?” (Mean = 4.45). “Family and friend's support is a factor affecting my decision to continue higher education” (Mean = 3.91).

#### 4.5.2 Descriptive test of Barriers and Challenges

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Time constraints is the main challenges for me in pursuing higher education while working	110	3	5	4.64	.674
Financial constraints are the main challenges for me in pursuing higher education while working	110	1	5	3.73	1.191

Work related commitments is the main challenges for me in pursuing higher education while working?	110	3	5	4.45	.688
Family responsibilities is the main challenges for me in pursuing higher education while working?	110	2	5	4.09	1.044
Valid N (listwise)	110				

Table 4.5.2 Descriptive test of Barriers and Challenges

The statistics shows that “Time constraints is the main challenges for me in pursuing higher education while working” (Mean – 4.64). “Financial constraints are the main challenges for me in pursuing higher education while working” (Mean = 3.73). “Work related commitments is the main challenges for me in pursuing higher education while working?” (Mean = 4.45). “Family responsibilities is the main challenges for me in pursuing higher education while working?” (Mean = 4.09).

#### 4.5.3 Descriptive test of Contextual Factors

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Interest in a specific study is a factor affecting my decision to continue higher education	110	3	5	3.91	.831
Salary's hike is a factor affecting my decision to continue higher education	110	2	5	4.00	1.000
Financial support and scholarship are a factor affecting my decision to continue higher education	110	2	5	4.27	1.009
Online distance learning is a factor affecting my decision to continue higher education	110	2	5	4.09	1.136
Valid N (listwise)	110				

Table 4.5.3 Descriptive test of Contextual Factors

The statistics shows that “Interest in a specific study is a factor affecting my decision to continue higher education” (Mean = 3.91). “Salary's hike is a factor affecting my decision to continue higher education” (Mean = 4.00). “Financial support and scholarship are a factor affecting my decision to continue higher education” (Mean = 4.27). “Online distance learning is a factor affecting my decision to continue higher education” (mean = 4.09).

#### 4.5.4 Descriptive test of Working Adult’s Intention to Continue Study

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I aspire to become a manager or Leader in my organization	110	3	5	4.45	.688
I aspire to become an entrepreneur with my new skills	110	2	5	3.82	1.168
I aspire to become a subject matter expert in my specific roles	110	3	5	4.36	.674
Valid N (listwise)	110				

Table 4.5.4 Descriptive test of Working Adult’s Intention to Continue Study

The statistics shows that “I aspire to become a manager or Leader in my organization” (Mean = 4.45). “I aspire to become an entrepreneur with my new skills” (Mean = 3.82). “I aspire to become a subject matter expert in my specific roles” (Mean = 4.36).

#### 4.6 Correlation Analysis

##### 4.6.1 Motivating factors

		I believe career advancement is the primary reason in continuing my higher education	Personal development growth and self-improvement is the primary reason in continuing my higher education	Personal aspirations is the primary reason in continuing my higher education?	Family and friend's support is a factor affecting my decision to continue higher education	I aspire to become a Manager or Leader in my organization	I aspire to become an Entrepreneur with my new skills	I aspire to become a subject matter expert in my specific roles
I believe career advancement is the primary reason in continuing my higher education	Pearson Correlation	1	.352**	0.076	.271**	0.166	-.470**	0.128
	Sig. (2-tailed)	0	0.433	0.004	0.083	0	0.184	
	N	110	110	110	110	110	110	110
Personal development growth	Pearson Correlation	.352**	1	.506**	0.164	.679**	0.112	.458**



and self-improvement is the primary reason in continuing my higher education								
	Sig. (2-tailed)	.000	0	0.087	0	0.244	0	
	N	110	110	110	110	110	110	110
Personal aspirations is the primary reason in continuing my higher education?	Pearson Correlation	0.076	.506**	1	.198*	.571**	0.046	.466**
	Sig. (2-tailed)	0.433	0		0.039	0	0.634	0
	N	110	110	110	110	110	110	110
Family and friend's support is a factor affecting my decision to continue higher education	Pearson Correlation	.271**	0.164	.198*	1	0.174	-0.027	0.109
	Sig. (2-tailed)	0.004	0.087	0.039		0.07	0.779	0.259
	N	110	110	110	110	110	110	110
I aspire to become a Manager or Leader in my organization	Pearson Correlation	0.166	.679**	.571**	0.174	1	.329**	.661**
	Sig. (2-tailed)	0.083	0	0	0.07		0	0
	N	110	110	110	110	110	110	110
I aspire to become an Entrepreneur with my new skills	Pearson Correlation	-.470**	0.112	0.046	-0.027	.329**	1	.483**
	Sig. (2-tailed)	0	0.244	0.634	0.779	0		0
	N	110	110	110	110	110	110	110
I aspire to become a subject matter expert in my specific roles	Pearson Correlation	0.128	.458**	.466**	0.109	.661**	.483**	1
	Sig. (2-tailed)	0.184	0	0	0.259	0	0	
	N	110	110	110	110	110	110	110

Table 4.6.1 Motivating Factors

The table shows Pearson correlation coefficients and their corresponding p-values for the relationships between these variables. The correlation coefficient measures the strength and direction of the linear relationship between two variables, and the p-value indicates the statistical significance of that relationship.

The correlations between the reasons for continuing higher education and various factors shed light on the relationships within these motivations. When considering the belief in career advancement as the primary motivator, it exhibits a strong positive correlation with personal development growth and self-improvement, suggesting that those valuing career advancement are also inclined towards personal growth ( $r = 0.352$ ,  $p = 0.000$ ). Similarly, they also show a positive correlation with family and friends' support, indicating that individuals who prioritize career advancement may consider the influence of their social circles in their educational decisions ( $r = 0.271$ ,  $p = 0.004$ ). Conversely, the correlation with personal aspirations is weaker ( $r = 0.076$ ,  $p = 0.433$ ), highlighting a less prominent linear relationship. It also displays weak positive correlations with aspirations for managerial or leadership roles and becoming a subject matter expert.

Conversely, those who place personal development growth and self-improvement at the forefront exhibit strong positive correlations with several factors. They are highly likely to aspire to managerial or leadership roles, aligning closely with their focus on personal growth ( $r = 0.679$ ,  $p = 0.000$ ). Additionally, personal aspirations strongly correlate with this group, indicating that individuals valuing self-improvement also tend to harbor personal aspirations ( $r = 0.506$ ,  $p = 0.000$ ). Becoming a subject matter expert is another goal that significantly correlates with personal development enthusiasts ( $r = 0.458$ ,  $p = 0.000$ ). While a positive correlation exists with family and friends' support ( $r = 0.164$ ,  $p = 0.087$ ), it is not as pronounced. Furthermore, there is a positive but weak correlation with the belief in career advancement.

For individuals driven by personal aspirations, several strong positive correlations are evident. These individuals are more likely to aspire to managerial or leadership roles ( $r = 0.571$ ,  $p = 0.039$ ) and becoming subject matter experts ( $r = 0.466$ ,  $p = 0.000$ ). Family and friends' support is also positively related to personal aspirations ( $r = 0.198$ ,  $p = 0.039$ ), suggesting that social support can be intertwined with personal aspirations. However, the correlation with the belief in career advancement is weaker ( $r = 0.076$ ,  $p = 0.433$ ), highlighting a less distinct relationship.

Additionally, there's a positive but weak correlation with entrepreneurial aspirations. When family and friends' support is a key factor in the decision to pursue higher education, it correlates positively with the belief in career advancement ( $r = 0.271$ ,  $p = 0.004$ ), indicating that individuals considering their social network's influence are more likely to believe in the value of career progression. Furthermore, there's a positive relationship with personal aspirations ( $r = 0.198$ ,  $p = 0.039$ ), suggesting that family and friends' support aligns with personal aspirations. A weaker correlation exists with personal development growth and self-improvement ( $r = 0.164$ ,  $p = 0.087$ ). Additionally, this group exhibits weak correlations with aspirations for managerial or leadership roles and becoming subject matter experts.

These correlations provide valuable insights into how motivations for higher education are intertwined with personal and social factors, contributing to a more comprehensive understanding of the decision-making processes of individuals seeking to continue their education while employed.

Aspirations in the context of career development and higher education reveal distinct correlations with various factors, shedding light on their interconnections: "I aspire to become a manager or leader in my organization": This aspiration exhibits a robust positive correlation with several factors, including the belief in career advancement, personal development, personal aspirations, and the influence of family and friends' support. This suggests that

individuals with aspirations for managerial or leadership roles tend to highly value these factors, indicating a convergence of their goals and motivations.

"I aspire to become an entrepreneur with my new skills": Conversely, the aspiration to become an entrepreneur displays a negative correlation with the belief in career advancement. This suggests that those who aspire to entrepreneurship may prioritize alternative paths, diverging from the traditional concept of career advancement, and emphasizing entrepreneurial pursuits.

"I aspire to become a subject matter expert in my specific roles": This aspiration exhibits a strong positive correlation with various factors, including personal development, personal aspirations, family and friend's support, and aspirations for managerial or leadership roles or entrepreneurship. It suggests that those aspiring to be subject matter experts value personal growth, their own aspirations, social support, and a range of career-related goals.

These correlations underscore the intricate relationships between different aspirations and the motivational factors behind them in the context of higher education and career development. For instance, personal development and self-improvement appear closely tied to leadership aspirations, while the support of family and friends may influence personal aspirations. This comprehensive understanding of interrelated factors aids in delineating the complex landscape of individual motivations and career goals.

It supports the hypothesis of H1: Motivating factors positively influence working adults' decisions to continue their studies in higher education. Specifically, higher levels of motivation related to career advancement and personal growth lead to a greater likelihood of enrolment.

#### 4.6.2 Barriers and Challenges

		Time constraints is the main challenges for me in pursuing higher education while working	Financial constraints is the main challenges for me in pursuing higher education while working	Work related commitments is the main challenges for me in pursuing higher education while working?	Family responsibilities is the main challenges for me in pursuing higher education while working?	I aspire to become a Manager or Leader in my organization	I aspire to become an Entrepreneur with my new skills	I aspire to become a subject matter expert in my specific roles
Time constraints is the main challenges for me in pursuing higher education while working	Pearson Correlation	1	0.135	.832**	.486**	.761**	0.095	.581**
	Sig. (2-tailed)	0.16	0	0	0	0.326	0	
	N	110	110	110	110	110	110	110
Financial constraints is the main challenges for me in pursuing higher	Pearson Correlation	0.135	1	0.082	.674**	0.049	0.1	-0.031

education while working								
	Sig. (2-tailed)	0.16		0.395	0	0.612	0.297	0.745
	N	110	110	110	110	110	110	110
Work related commitments is the main challenges for me in pursuing higher education while working?	Pearson Correlation	.832**	0.082	1	.493**	.716**	0.144	.553**
	Sig. (2-tailed)	0	0.395		0	0	0.134	0
	N	110	110	110	110	110	110	110
Family responsibilities is the main challenges for me in pursuing higher education while working?	Pearson Correlation	.486**	.674**	.493**	1	.431**	-0.011	.306**
	Sig. (2-tailed)	0	0	0		0	0.905	0.001
	N	110	110	110	110	110	110	110
I aspire to become a Manager or Leader in my organization	Pearson Correlation	.761**	0.049	.716**	.431**	1	.329**	.661**
	Sig. (2-tailed)	0	0.612	0	0		0	0
	N	110	110	110	110	110	110	110
I aspire to become an Entrepreneur with my new skills	Pearson Correlation	0.095	0.1	0.144	-0.011	.329**	1	.483**
	Sig. (2-tailed)	0.326	0.297	0.134	0.905	0		0
	N	110	110	110	110	110	110	110
I aspire to become a subject matter expert in my specific roles	Pearson Correlation	.581**	-0.031	.553**	.306**	.661**	.483**	1
	Sig. (2-tailed)	0	0.745	0	0.001	0	0	
	N	110	110	110	110	110	110	110

Table 4.6.2 Barriers and Challenges

The correlation between barriers/challenges and aspirations as a motivating factor can provide valuable insights into how these factors are related and how they might influence individuals' goals and ambitions.

Time constraints are identified as the primary challenge for individuals pursuing higher education while working. They exhibit a weak positive correlation with "Financial constraints" ( $r = 0.135$ ,  $p = 0.160$ ), implying that some individuals who perceive time constraints also face financial limitations. Moreover, there's a strong positive correlation between time constraints and "Work-related commitments" ( $r = 0.832$ ,  $p < 0.001$ ), suggesting that those challenged by time constraints are very likely to find work-related commitments challenging as well. Although the correlation is not as strong, there's still a positive relationship between time constraints and "Family responsibilities" ( $r = 0.486$ ,  $p < 0.001$ ).

Financial constraints are highlighted as the primary challenge in higher education for working individuals. They have a weak positive correlation with "Time constraints" ( $r = 0.135$ ,  $p = 0.160$ ), indicating that individuals facing financial constraints may also perceive time constraints as a challenge to some extent. However, the correlation with "Work-related commitments" is weak ( $r = 0.082$ ,  $p = 0.395$ ), suggesting that financial constraints may not strongly influence work-related commitments. In contrast, there's a strong positive correlation between financial constraints and "Family responsibilities" ( $r = 0.674$ ,  $p < 0.001$ ), signifying that those who find financial constraints challenging are more likely to find family responsibilities challenging.

Work-related commitments are identified as the central challenge for those pursuing higher education while working. They exhibit a strong positive correlation with "Time constraints" ( $r = 0.832$ ,  $p < 0.001$ ), revealing that individuals finding work-related commitments challenging are highly likely to also find time constraints challenging. However, the correlation with "Financial constraints" is weak ( $r = 0.082$ ,  $p = 0.395$ ), implying that financial constraints may not significantly influence work-related commitments. Additionally, there's a positive relationship between work-related commitments and "Family responsibilities" ( $r = 0.493$ ,  $p < 0.001$ ).

Family responsibilities are recognized as the primary challenge in the pursuit of higher education for working individuals. They have a positive correlation with "Time constraints" ( $r = 0.486$ ,  $p < 0.001$ ), indicating that individuals who find family responsibilities challenging are more likely to find time constraints challenging as well. Furthermore, there's a strong positive correlation with "Financial constraints" ( $r = 0.674$ ,  $p < 0.001$ ), suggesting that financial constraints are often linked with family responsibilities. Family responsibilities and work-related commitments also exhibit a positive relationship.

This analysis shows how various challenges and aspirations are correlated. For instance, time constraints are strongly associated with work-related commitments and have a positive relationship with leadership aspirations.

It does not support the hypothesis of H2: Barriers and challenges negatively impact the decisions of working adults to pursue higher education. The presence of significant obstacles, such as time constraints and financial limitations, reduces the likelihood of enrolment.

While barriers and challenges are acknowledged, working adults may approach the decision to pursue higher education with a mix of determination, support, and a strong belief in the value of education. The positive correlations between aspirations and certain barriers indicate that individuals may see education to address these challenges and achieve their career ambitions. Therefore, while barriers exist, they may not necessarily deter working adults from pursuing higher education when they see the potential benefits and have the resources and support to overcome them.

### 4.6.3 Contextual Factors

		Interest in a specific study is a factor affecting my decision to continue higher education	Salary's hike is a factor affecting my decision to continue higher education	Financial support and scholarship is a factor affecting my decision to continue higher education	Online distance learning is a factor affecting my decision to continue higher education	I aspire to become a Manager or Leader in my organization	I aspire to become an Entrepreneur with my new skills	I aspire to become a subject matter expert in my specific roles
Interest in a specific study is a factor affecting my decision to continue higher education	Pearson Correlation	1	.769**	.507**	.476**	.609**	.489**	.438**
	Sig. (2-tailed)	0	0	0	0	0	0	
	N	110	110	110	110	110	110	110
Salary's hike is a factor affecting my decision to continue higher education	Pearson Correlation	.769**	1	.795**	.524**	.545**	.265**	.433**
	Sig. (2-tailed)	0	0	0	0	0	0.005	0
	N	110	110	110	110	110	110	110
Financial support and scholarship is a factor affecting my decision to continue higher education	Pearson Correlation	.507**	.795**	1	.598**	.639**	0.14	.517**
	Sig. (2-tailed)	0	0		0	0	0.146	0
	N	110	110	110	110	110	110	110
Online distance learning is a factor affecting my decision to continue higher education	Pearson Correlation	.476**	.524**	.598**	1	.554**	-0.082	.390**
	Sig. (2-tailed)	0	0	0		0	0.394	0

	N	110	110	110	110	110	110	110
I aspire to become a Manager or Leader in my organization	Pearson Correlation	.609**	.545**	.639**	.554**	1	.329**	.661**
	Sig. (2-tailed)	0	0	0	0		0	0
	N	110	110	110	110	110	110	110
I aspire to become an Entrepreneur with my new skills	Pearson Correlation	.489**	.265**	0.14	-0.082	.329**	1	.483**
	Sig. (2-tailed)	0	0.005	0.146	0.394	0		0
	N	110	110	110	110	110	110	110
I aspire to become a subject matter expert in my specific roles	Pearson Correlation	.438**	.433**	.517**	.390**	.661**	.483**	1
	Sig. (2-tailed)	0	0	0	0	0	0	
	N	110	110	110	110	110	110	110

Table 4.6.3 Contextual factors

The correlation between contextual factors and aspirations as a motivating factor can provide valuable insights into how these factors are related and how they might influence individuals' goals and ambitions.

Interest in a specific study is a factor that influences the decision to continue higher education and has a strong positive correlation with several factors. It is strongly correlated with "Salary's hike" ( $r = 0.769$ ,  $p < 0.001$ ), indicating that individuals interested in specific studies are highly likely to consider a salary increase as an influential factor. It also has a strong positive correlation with "Financial support and scholarship" ( $r = 0.507$ ,  $p < 0.001$ ), suggesting that those interested in specific studies also tend to value financial support and scholarships. Furthermore, there's a positive correlation with the consideration of "Online distance learning" ( $r = 0.476$ ,  $p < 0.001$ ). In terms of aspirations, individuals interested in specific studies are more likely to aspire to various career paths, including "I aspire to become a manager or Leader" ( $r = 0.609$ ,  $p < 0.001$ ), "I aspire to become an entrepreneur" ( $r = 0.489$ ,  $p < 0.001$ ), and "I aspire to become a subject matter expert" ( $r = 0.438$ ,  $p < 0.001$ ).

Considering a salary increase as a factor affecting the decision to continue higher education has a strong positive correlation with several other factors. It is strongly correlated with "Interest in a specific study" ( $r = 0.769$ ,  $p < 0.001$ ), indicating that those considering a salary increase are highly likely to be interested in specific studies. It also has a strong positive correlation with the value placed on "Financial support and scholarship" ( $r = 0.795$ ,  $p < 0.001$ ). Additionally, there's a positive correlation with the consideration of "Online distance learning" ( $r = 0.524$ ,  $p < 0.001$ ). In terms of aspirations, individuals considering a salary hike are more likely to aspire to "I aspire to become a manager or Leader" ( $r = 0.545$ ,  $p < 0.001$ ) and "I aspire to become a subject matter expert" ( $r = 0.433$ ,  $p < 0.001$ ). While there's a positive correlation, the influence on "I aspire to become an entrepreneur" is weaker ( $r = 0.265$ ,  $p = 0.005$ ) compared to other aspirations.

Valuing financial support and scholarships as a factor affecting the decision to continue higher education has a strong positive correlation with several other factors. It is strongly correlated with "Interest in a specific study" ( $r = 0.507, p < 0.001$ ), indicating that those valuing financial support and scholarships are also likely to be interested in specific studies. It has a strong positive correlation with the consideration of a "Salary's hike" ( $r = 0.795, p < 0.001$ ) and "Online distance learning" ( $r = 0.598, p < 0.001$ ). In terms of aspirations, individuals valuing financial support and scholarships are more likely to aspire to "I aspire to become a manager or Leader" ( $r = 0.639, p < 0.001$ ) and "I aspire to become a subject matter expert" ( $r = 0.517, p < 0.001$ ). However, the influence on "I aspire to become an entrepreneur" is weaker ( $r = 0.140, p = 0.146$ ) compared to other aspirations.

Considering online distance learning as a factor affecting the decision to continue higher education also has strong correlations. It is positively correlated with "Interest in a specific study" ( $r = 0.476, p < 0.001$ ) and "Salary's hike" ( $r = 0.524, p < 0.001$ ), suggesting that those considering online distance learning are likely to be interested in specific studies and salary increases. It also has a strong positive correlation with the consideration of "Financial support and scholarship" ( $r = 0.598, p < 0.001$ ). In terms of aspirations, individuals considering online distance learning are more likely to aspire to "I aspire to become a manager or Leader" ( $r = 0.554, p < 0.001$ ) and "I aspire to become a subject matter expert" ( $r = 0.390, p < 0.001$ ). The influence on "I aspire to become an entrepreneur" is very weak and not statistically significant ( $r = -0.082, p = 0.394$ ).

In summary, these correlations provide insights into the relationships between different factors affecting the decision to continue higher education, including interests, financial considerations, online learning, and career aspirations. They suggest that interests and financial factors are strongly related to each other and to career aspirations, while online distance learning has a positive correlation with interests and career aspirations but a weaker connection to financial considerations.

It supports the hypothesis of H3: Contextual influences have a significant effect on working adults' decisions regarding higher education. Factors such as industry trends, socioeconomic backgrounds, and technological advancements shape their choices.



## 4.7 Multiple Regression Analysis

### 4.7.1 Dependent Variable: I aspire to become a manager or Leader in my organization

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.939 <sup>a</sup>	.881	.867	.263
<p>a. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?</p>				
<p>b. Dependent Variable: I aspire to become a manager or Leader in my organization</p>				

Table 4.7.1

Table 4.7.1 presents the results of a regression analysis with "I aspire to become a manager or Leader in my organization" as the dependent variable and a set of predictor variables. Overall, this model suggests that the combination of predictor variables, which include factors like online distance learning, career advancement beliefs, financial constraints, personal aspirations, and others, explains a substantial portion of the variance in the aspiration to become a manager or Leader in the organization. The high R Square value (0.881) indicates that the model is a good fit for the data, and the Adjusted R Square (0.867) accounts for the number of predictor variables.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.031	12	4.169	60.070	.000 <sup>b</sup>
	Residual	6.732	97	.069		
	Total	56.764	109			
<p>a. Dependent Variable: I aspire to become a manager or Leader in my organization</p>						
<p>b. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?</p>						

Table 4.7.1.1

Overall, the ANOVA table indicates that the regression model, which includes the predictor variables mentioned, is statistically significant. The F-statistic is highly significant ( $p < 0.001$ ), suggesting that the model is a good fit for the data, and the predictor variables collectively explain a significant amount of the variation in the aspiration to become a manager or Leader in the organization.

#### 4.7.2 Dependent Variable: I aspire to become a subject matter expert in my specific roles

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 <sup>a</sup>	.601	.552	.486
a. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?				
b. Dependent Variable: I aspire to become a subject matter expert in my specific roles				

Table 4.7.2

Overall, this model suggests that the combination of predictor variables, which includes factors like online distance learning, career advancement beliefs, financial constraints, personal aspirations, and others, explains a substantial portion of the variance in the aspiration to become a subject matter expert in specific roles. The moderate R Square value (0.601) indicates that the model provides a reasonable fit for the data, and the Adjusted R Square (0.552) accounts for the number of predictor variables.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.576	12	2.881	12.196	.000 <sup>b</sup>
	Residual	22.915	97	.236		
	Total	57.491	109			
a. Dependent Variable: I aspire to become a subject matter expert in my specific roles						

b. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?

Table 4.7.2.1

The ANOVA table indicates that the regression model, which includes the predictor variables mentioned, is statistically significant for predicting the aspiration to become a subject matter expert in specific roles. The F-statistic is highly significant ( $p < 0.001$ ), suggesting that the model is a good fit for the data, and the predictor variables collectively explain a significant amount of the variation in this aspiration.

#### 4.7.3 Dependent Variable: I aspire to become an entrepreneur with my new skills

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 <sup>a</sup>	.841	.822	.464
a. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?				
b. Dependent Variable: I aspire to become an entrepreneur with my new skills				

Table 4.7.3.1

Overall, this model suggests that the combination of predictor variables, which includes factors like online distance learning, career advancement beliefs, financial constraints, personal aspirations, and others, explains a substantial portion of the variance in the aspiration to become an entrepreneur with new skills. The high R Square value (0.841) indicates that the model provides a good fit for the data, and the Adjusted R Square (0.822) accounts for the number of predictor variables.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	110.594	12	9.216	42.836	.000 <sup>b</sup>
	Residual	20.870	97	.215		
	Total	131.464	109			
a. Dependent Variable: I aspire to become an entrepreneur with my new skills						
b. Predictors: (Constant), Online distance learning is a factor affecting my decision to continue higher education, I believe career advancement is the primary reason in continuing my higher education, Personal aspirations is the primary reason in continuing my higher education?, Salary's hike is a factor affecting my decision to continue higher education, Financial constraints is the main challenges for me in pursuing higher education while working, Personal development growth and self-improvement is the primary reason in continuing my higher education, Work related commitments is the main challenges for me in pursuing higher education while working?, Interest in a specific study is a factor affecting my decision to continue higher education, Time constraints is the main challenges for me in pursuing higher education while working, Family and friend's support is a factor affecting my decision to continue higher education, Financial support and scholarship is a factor affecting my decision to continue higher education, Family responsibilities is the main challenges for me in pursuing higher education while working?						

Table 4.7.3.2

The ANOVA table indicates that the regression model, which includes the predictor variables you've mentioned, is statistically significant for predicting the aspiration to become an entrepreneur with new skills. The F-statistic is highly significant ( $p < 0.001$ ), suggesting that the model is a good fit for the data, and the predictor variables collectively explain a significant amount of the variation in this aspiration.

## CHAPTER 5

### Conclusion

#### 5.0 Introduction

This chapter discusses the main conclusions, implications, and study limitations, as well as a summary of the statistical analysis. Future research recommendations will be anticipated.

#### 5.1 Summary of Statistical Analysis

##### 5.1.1 Summary of Descriptive Analysis

###### 5.1.1.2 Motivating Factors

The mean values for the motivating factors to pursue higher education by respondents while working are as follows:

"I believe career advancement is the primary reason in continuing my higher education" received a mean score of 4.00. This suggests that, on average, respondents consider career advancement to be a significant motivating factor in their pursuit of higher education. "Personal development growth and self-improvement are the primary reason in continuing my higher education" garnered a notably higher mean score of 4.73. This indicates a strong consensus among respondents that personal growth and self-improvement play a central role in their decision to pursue further education. "Personal aspirations are the primary reason in continuing my higher education" received a mean score of 4.45, reflecting the importance of personal goals and aspirations as a motivating factor. "Family and friend's support is a factor affecting my decision to continue higher education" obtained a mean score of 3.91, signifying that, on average, respondents consider the support of family and friends as a somewhat influential factor in their higher education decisions.

For motivating factors, the highest mean value is for "Personal development growth and self-improvement," indicating that respondents strongly agree with this statement as a motivation for continuing higher education. "I believe career advancement" and "Personal aspirations" are also seen as significant motivators, with mean values above 4, suggesting agreement. "Family and friend's support" has a mean slightly below 4, indicating a relatively lower level of agreement.

###### 5.1.1.3 Barriers and Challenges

The mean values for the barriers and challenges encountered by respondents while pursuing higher education while working are as follows:

"Time constraints are the main challenges for me in pursuing higher education while working" received a high mean score of 4.64. This indicates that, on average, respondents consider time constraints to be the most significant challenge they face in balancing their work and higher education commitments. "Financial constraints are the main challenges for me in pursuing higher education while working" obtained a mean score of 3.73, suggesting that, on average, respondents perceive financial constraints as a notable but somewhat less severe challenge compared to time constraints. "Work-related commitments are the main challenges for me in pursuing higher education while working" received a mean score of 4.45, signifying that, on average, respondents find work-related commitments to be a substantial challenge in their pursuit of higher education. "Family responsibilities are the main challenges for me in pursuing higher education while working" garnered a mean score of 4.09, indicating that

family responsibilities are also considered a significant challenge by respondents, although somewhat less so than time constraints and work-related commitments.

For barriers and challenges, "Time constraints" have the highest mean value, indicating that respondents perceive time constraints as a significant challenge when pursuing higher education while working. "Work-related commitments" and "Family responsibilities" also have mean values above 4, suggesting these are important challenges. "Financial constraints" have a mean value below 4, indicating a relatively lower level of agreement with this challenge.

#### **5.1.1.4 Contextual Factors**

The mean values for contextual factors affecting respondents' decisions to continue higher education while working are as follows:

"Impact of interest in a specific study on the decision to continue higher education" received a mean score of 3.91, indicating that, on average, interest in a particular field of study is considered a moderately influential factor in the decision to pursue higher education. "Impact of a salary increase on the decision to continue higher education" obtained a mean score of 4.00, suggesting that, on average, the potential for a salary hike is a moderately important factor influencing the decision to pursue higher education. "Impact of financial support and scholarships on the decision to continue higher education" received a mean score of 4.27, signifying that, on average, financial support and scholarship opportunities are relatively important factors affecting the decision to pursue higher education. "Impact of online distance learning on the decision to continue higher education" garnered a mean score of 4.09, indicating that, on average, online distance learning is considered a moderately influential factor in the decision to pursue higher education.

For contextual factors, "Financial support and scholarship" have the highest mean value, indicating that respondents believe these factors strongly affect their decision to continue higher education. "Salary's hike" and "Online distance learning" also have mean values above 4, suggesting their importance in influencing the decision to continue education. "Interest in a specific study" has a mean value slightly below 4, indicating a relatively lower level of influence.

These mean values provide insights into the respondents' perceptions and attitudes toward various motivating factors, barriers, and contextual factors related to continuing higher education while working.

#### **5.1.2 Summary of Pearson Correlation Analysis**

In the correlation analysis, we examined the relationships between motivating factors, barriers and challenges, contextual factors, and career aspirations among working adults considering higher education. The correlations provide insights into how various factors are related to each other and to career aspirations.

The findings support the hypotheses related to motivating factors, and contextual influences on working adults' decisions to pursue higher education. The relationships between these factors can help in understanding the complex decision-making process of working adults when it comes to continuing their education.

However, the correlations also suggest that it does not support the hypothesis in relation to barriers and challenges. It indicates that individuals may see overcoming barriers and challenges to achieve their aspirations. They may view these obstacles as opportunities for

personal growth and determination. For example, someone facing financial constraints might aspire to become an entrepreneur to gain financial independence.

#### **5.1.2.1 Motivating Factors correlation analysis**

In the realm of motivating factors, several noteworthy correlations have emerged. First and foremost, the desire for career advancement exhibits a positive correlation with the valuing of personal development and the support of family and friends. This suggests that individuals who prioritize career advancement are also likely to emphasize personal development and the importance of support from their social network.

Personal development, a key motivating factor, shows strong correlations with various career aspirations. It is notably linked to leadership aspirations, personal ambitions, and the aspiration to become a subject matter expert. These correlations underscore that personal development is a driving force behind individuals' ambitions, influencing their desires to lead, achieve personal goals, and become experts in their fields.

Moreover, personal aspirations exhibit positive correlations with both leadership aspirations and the aspiration to become a subject matter expert. This indicates that individuals who hold personal aspirations are more likely to harbour ambitions related to leadership roles and expertise in their chosen fields. Lastly, family and friends' support, another motivating factor, displays a positive correlation with career advancement. This suggests that individuals who place importance on support from their family and friends are more likely to prioritize career advancement as a motivating factor for their higher education decisions.

These correlations provide a comprehensive understanding of how various motivating factors are intertwined and how they relate to various career aspirations among working adults considering higher education. It also suggests that individuals who prioritize career advancement are likely to value personal development and family support. Personal aspirations are associated with leadership goals and becoming subject matter experts.

#### **5.1.2.2 Barriers and Challenges correlation analysis**

The examination of barriers and challenges reveals a set of significant correlations. Time constraints emerge as a prominent challenge, exhibiting strong associations with work-related commitments and a moderate correlation with family responsibilities. Moreover, financial constraints show moderate correlations with family responsibilities, suggesting that these two challenges often co-occur.

Work-related commitments display a strong correlation with time constraints and a moderate connection with family responsibilities. Additionally, family responsibilities demonstrate a strong correlation with time constraints, underlining the interplay between these challenges. Notably, leadership aspirations are positively correlated with time constraints and work-related commitments, implying that individuals with ambitions for leadership roles tend to confront time-related constraints and work-related challenges.

These findings underscore the intricate web of challenges faced by working adults as they balance the demands of higher education with professional and personal responsibilities. Leadership aspirations appear to be closely tied to the time-related constraints, reflecting the dedication required to pursue leadership roles while managing challenging time constraints.

These findings indicate that time constraints, work-related commitments, and family responsibilities are interconnected challenges. Leadership aspirations are related to time constraints and work-related commitments.

### **5.1.2.3 Contextual Factors correlation analysis**

In the analysis of contextual factors, several notable correlations have been observed. Interest in a specific area of study is significantly linked to factors that include a desire for a salary increase, seeking financial support and scholarships, and considering online distance learning. Conversely, the pursuit of a salary hike exhibits strong correlations with an interest in a specific study, valuing financial support and scholarships, and the consideration of online distance learning.

Additionally, financial support and scholarships are positively associated with an interest in a specific study and online distance learning, highlighting the importance of financial incentives and educational financing for individuals interested in specific fields of study. Furthermore, online distance learning shows positive correlations with an interest in a specific area of study and valuing financial support and scholarships, reflecting the alignment of these factors with the preference for flexible and remote learning options.

These correlations suggest that interest in a particular field of study is intricately tied to financial considerations and the potential benefits of online learning, shedding light on the multifaceted decision-making process of working adults when it comes to pursuing higher education. Financial incentives and the availability of online learning options can play a significant role in shaping the choices of these individuals as they seek to advance their education and careers.

These results show that interest in a specific study is closely linked to financial factors and the consideration of online distance learning. Salary hike is strongly related to interest in a specific study and financial support.

### **5.1.3 Summary of Multiple Regression Analysis**

Based on the regression analysis, three different dependent variables are examined, each related to the factors influencing the working adults to continue study in a higher education.

Dependent Variable: I aspire to become a manager or Leader in my organization

Model Summary: The regression model for the aspiration to become a manager or leader in the organization is highly significant. The R Square value of 0.881 indicates that this model accounts for 88.1% of the variation in the aspiration, and the Adjusted R Square (0.867) adjusts for the number of predictor variables.

ANOVA: The analysis of variance (ANOVA) table confirms the model's significance, with a highly significant F-statistic ( $p < 0.001$ ). The predictor variables collectively explain a significant amount of the variation in the aspiration to become a manager or leader in the organization.

Dependent Variable: I aspire to become a subject matter expert in my specific roles

Model Summary: The regression model for the aspiration to become a subject matter expert in specific roles is also statistically significant. The R Square value of 0.601 indicates that this model explains 60.1% of the variation in this aspiration, and the Adjusted R Square (0.552) accounts for the number of predictor variables.



ANOVA: The ANOVA table demonstrates the statistical significance of this model with a highly significant F-statistic ( $p < 0.001$ ). The predictor variables collectively explain a significant amount of the variation in the aspiration to become a subject matter expert in specific roles.

Dependent Variable: I aspire to become an entrepreneur with my new skills

Model Summary: The regression model for the aspiration to become an entrepreneur with new skills is statistically significant. The R Square value of 0.841 suggests that this model explains 84.1% of the variation in the aspiration, and the Adjusted R Square (0.822) adjusts for the number of predictor variables.

ANOVA: The ANOVA table confirms the model's significance with a highly significant F-statistic ( $p < 0.001$ ). The predictor variables collectively explain a significant amount of the variation in the aspiration to become an entrepreneur with new skills.

In summary, all three regression models are statistically significant and provide insights into the factors that influence different career aspirations. The predictor variables, such as online distance learning, career advancement beliefs, financial constraints, personal aspirations, and others, collectively play a significant role in explaining the variations in these career aspirations. These findings can be valuable for understanding and addressing career development and educational decisions within the studied population

## **5.2 Implication of the Study**

Based on these case study presented, it provides valuable insights into the factors that influence the decisions of working adults to pursue further education in higher institutions. These findings have several implications for educational institutions, policymakers, employers, and individuals themselves. The case study's implications suggest that educational institutions and stakeholders should adopt a learner-centric approach, offering flexible, relevant, and supportive educational experiences that cater to the diverse aspirations and challenges faced by working adults. By doing so, they can help more adults access and benefit from higher education, contributing to their personal growth and the overall socio-economic development of society.

### **5.2.1 Tailored Educational Programs**

Higher education institutions can use the insights from the study to develop and offer educational programs that align with the specific career aspirations and motivations of working adults. Customized programs that address these aspirations may attract more adult learners.

### **5.2.2 Online Distance Learning**

The study highlights that online distance learning is a significant factor affecting the decision to continue higher education. Institutions should continue to invest in and expand their online course offerings to accommodate the needs of working adults, especially considering the flexibility and convenience it offers.

### **5.2.3 Career Advancement**

The belief in career advancement as a primary reason for pursuing higher education underscores the importance of career-oriented educational pathways. Institutions can develop programs that explicitly focus on skill development and career progression, which can attract adult learners seeking advancement in their careers.

#### **5.2.4 Financial Support**

Recognizing that financial constraints are a major challenge for working adults pursuing higher education, institutions and governments can explore ways to provide financial aid, scholarships, or flexible payment options to make education more accessible and affordable.

#### **5.2.5 Personal Development**

Many respondents indicated that personal development and self-improvement were primary reasons for continuing higher education. Institutions can emphasize personal growth and skill enhancement in their marketing and program offerings to appeal to this segment of learners.

#### **5.2.6 Work-Life Balance**

The study highlights that work-related commitments and time constraints are challenges for working adults pursuing higher education. Employers can consider offering flexible work arrangements, study leave, or support for employees pursuing education to help them balance work and education effectively.

#### **5.2.7 Support Systems**

Family and friend's support were found to be influential factors. Educational institutions can promote a supportive learning environment and provide resources to help adult learners balance their personal and academic responsibilities.

#### **5.2.8 Entrepreneurship**

The aspiration to become an entrepreneur with new skills is significant. Higher education institutions can develop programs that foster entrepreneurship skills and innovation, helping individuals create new businesses or advance in entrepreneurial roles.

#### **5.2.9 Policy Implications**

Policymakers can use these findings to inform policies related to higher education funding, workforce development, and lifelong learning. Supporting programs that align with the aspirations and needs of working adults can have a positive impact on both individuals and the economy.

#### **5.2.10 Continuous Research**

The study underscores the dynamic nature of adult learners' motivations and aspirations. Continual research in this area is essential to stay updated on evolving trends and adapt educational offerings accordingly.

### **5.3 Limitation of the study**

While the case study provides valuable insights into the factors influencing the decisions of working adults to pursue further education in higher institutions, it's important to acknowledge its limitations.

#### **5.3.1 Sample Size and Representativeness**

The study may have a limited sample size, and the respondents may not be fully representative of the entire population of working adults. This could lead to sampling bias, and the findings may not be generalizable to a broader population.

#### **5.3.2 Self-Reported Data**

The study relies on self-reported data, which can be subject to recall bias and social desirability bias. Respondents may not always accurately recall their motivations and aspirations, and they may provide answers that align with societal expectations.

#### **5.3.3 Cross-Sectional Design**

The study appears to have a cross-sectional design, which means it captures data at a single point in time. This design limits the ability to establish causal relationships between variables and only provides a snapshot of respondents' motivations and aspirations.

#### **5.3.4 Limited Variables**

The study includes a specific set of predictor variables. There may be other factors, not considered in this analysis, that also play a significant role in influencing the decisions of working adults to pursue further education.

#### **5.3.5 Response Bias**

Respondents who agreed to participate in the study may have different motivations or characteristics compared to those who chose not to participate. This could introduce a response bias that affects the study's findings.

#### **5.3.6 Generalization**

The study may focus on a specific region or population, and the findings may not apply universally to different cultural, geographical, or socioeconomic contexts. Educational motivations can vary significantly across different groups.

#### **5.3.7 Time Sensitivity**

Motivations and aspirations can change over time. The study may not capture how these factors evolve as individuals progress in their careers or as external circumstances change.

#### **5.3.8 Single Method of Data Collection**

The study appears to rely on a single method of data collection (e.g., surveys or interviews). Using multiple data collection methods, such as surveys and interviews, can provide a more comprehensive understanding of the subject.

### **5.3.9 No Qualitative Analysis**

The study seems to focus on quantitative analysis. Incorporating qualitative analysis, such as open-ended interviews or content analysis of responses, could provide deeper insights into participants' motivations.

### **5.3.10 Longitudinal Data**

A longitudinal approach, tracking individuals' educational decisions and motivations over time, would offer a more in-depth understanding of how these factors change as individuals progress in their careers.

## **5.4 Recommendations for Future Research**

Based on the limitations identified in the study and the need for further exploration of the factors influencing the decisions of working adults to pursue further education, here are some recommendations for future research.

### **5.4.1 Longitudinal Studies**

Conduct longitudinal studies that track individuals' educational decisions and motivations over an extended period. This approach would provide insights into how these factors evolve as individuals progress in their careers and personal lives.

### **5.4.2 Diverse Samples**

Expand the research to include more diverse samples, including individuals from various regions, industries, and socioeconomic backgrounds. This will help ensure that findings are applicable to a broader population.

### **5.4.3 Mixed-Methods Approach**

Employ a mixed-methods approach that combines both quantitative and qualitative research methods. Surveys and interviews can be used together to provide a more comprehensive understanding of the motivations and decision-making processes of working adults.

### **5.4.4 Contextual Analysis**

Investigate the impact of contextual factors, such as regional economic conditions, the availability of higher education institutions, and industry-specific demands, on the decisions of working adults to pursue further education.

### **5.4.5 Exploration of New Variables**

Explore additional variables that may influence educational decisions, such as technological advancements, changes in the labor market, and the impact of remote work on educational choices.

### **5.4.6 Impact of COVID-19**

Investigate the influence of the COVID-19 pandemic on the educational decisions of working adults, including the shift to online learning, and changing career aspirations.

#### **5.4.7 Interventions and Policy Research**

Examine the effectiveness of interventions, such as employer-sponsored education programs or government policies promoting lifelong learning, in encouraging working adults to pursue further education.

#### **5.4.8 Influence of Support Systems**

Explore the role of support systems, including family, friends, employers, and mentors, in shaping individuals' decisions to continue their education.

#### **5.4.9 Analysis of Career Trajectories**

Investigate the relationship between educational choices and career trajectories, including the potential impact on job satisfaction, income, and upward mobility.

#### **5.4.10 Ethical Considerations**

Explore the ethical considerations related to educational choices, such as the potential for student debt burden and the ethical responsibilities of educational institutions and employers.

By addressing these recommendations in future research, scholars can contribute to a deeper understanding of the complex factors that influence the educational decisions of working adults and provide valuable insights for policymakers, educational institutions, and employers seeking to support lifelong learning and career development.

### **5.5 Summary**

This case study explored the multifaceted factors affecting the educational decisions of working adults. The research revealed that several elements, including career advancement aspirations, financial constraints, personal development goals, and external support systems, significantly influence the pursuit of higher education.

The findings emphasized the importance of flexible learning options, such as online distance education, in accommodating the needs of this demographic. Despite limitations, the study contributes valuable insights into the motivations behind the educational choices of working adults, highlighting the need for ongoing research and tailored support to facilitate lifelong learning and career development.

This summary captures the key points and contributions of the case study while acknowledging the need for further research and support in this critical area of adult education.

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APPENDICES



## APPENDIX A : INFORMATION SHEET FOR QUESTIONNAIRE

### A STUDY ON FACTORS INFLUENCING WORKING ADULTS TO CONTINUE STUDY IN HIGHER EDUCATION

PREPARED BY MOHAMAD NIZAM BIN MOHAMAD SHAMSUDIN

My name is Mohamad Nizam, a student in the Master in Business Administration at University Tun Abdul Razak (UNIRAZAK). I am working on my research paper entitled: A study on factors influencing working adults to continue study in higher education. The study will gather information on factors influences working adults to continue study in higher education.

It will take you approximately 15 minutes to complete the survey. Please respond to all questions based on your genuine opinion. Please be assured that all information provided will be kept strictly CONFIDENTIAL and will only be used for research purposes.

Your participation in responding to the questionnaire is voluntary and you can decide to not participate without any penalty. However, your response will be highly useful for my academic progress.

The risk of participating in this evaluation is minimal. I thank you in advance for your time and kind assistance in completing this questionnaire. Please do not hesitate to reach out to me should you have any questions.

Thank you.

Kind Regards,  
Mohamad Nizam Bin Mohamad Shamsudin (M211111028)  
Master in Business Administration (MBA) Student Graduate Business School, University Tun Abdul Razak (Unirazak)  
[nizam.md.86@gmail.com](mailto:nizam.md.86@gmail.com)

Supervised by,  
Mr Sapowan Sanusi Graduate Business School University Tun Abdul Razak (Unirazak)  
[sapowan@unirazak.edu.my](mailto:sapowan@unirazak.edu.my)

## APPENDIX B: CONSENT FORM

\*Required

I herewith confirm that I have met the requirement of age (18 years old and above) and I am capable of acting on behalf of myself as follows:

1. I understand the nature and scope of the research being undertaken.
2. All my questions relating to this research and my participation therein have been answered to my satisfaction.
3. I voluntarily agree to take part in this research, to follow the study procedures and to provide all necessary information to the investigators as requested.
4. I may at any time choose to withdraw from this research without giving reasons.
5. I have received a copy of the Subjects Information Sheet and Consent Form.
6. Except for damages resulting from negligent or malicious conduct of researcher(s), I hereby release and discharge Unirazak and all participating researchers from all liability associated with, arising out of, or related to my participation and agree to hold them harmless from any harm or loss that may be incurred by me due to my participation in the research.
7. I have read and understood all the terms and conditions of my participation in the research. By ticking the checkbox, I have given full consent and have agreed to participate in this study.  
\*

I Agree:

I Disagree:

## APPENDIX C : QUESTIONNAIRE REFERENCE

### SECTION A: DEMOGRAPHICS

\* Indicates required question

1. Gender \*

Mark only one oval.

Male

Female

2. Age Group \*

Mark only one oval.

25-32

33-42

43-58

59 above

3. What is your current employment status? \*

Mark only one oval.

Full time

Part time

Others

4. What is your current occupation? \*

Mark only one oval.

Executive

Manager

Senior Manager

Business owner / Self employed

5. What is your current education? \*

Mark only one oval.

Degree

Diploma

STPM

Others

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SECTION B: MOTIVATING FACTORS

6.I believe career advancement is the primary reason in continuing my higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

7.Personal development growth and self-improvement is the primary reason in continuing my higher education\*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

8.Personal aspirations is the primary reason in continuing my higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

9.Family and friend's support is a factor affecting my decision to continue higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

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## SECTION C: BARRIERS AND CHALLENGES

10. Time constraints is the main challenges for me in pursuing higher education while working \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

11. Financial constraints is the main challenges for me in pursuing higher education while working \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

12. Work related commitments is the main challenges for me in pursuing higher education while working \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

13. Family responsibilities is the main challenges for me in pursuing higher education while working \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

SECTION D: CONTEXTUAL FACTORS

14. Interest in a specific study is a factor affecting my decision to continue higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

15. Salary's hike is a factor affecting my decision to continue higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

16. Financial support and scholarship is a factor affecting my decision to continue higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

17. Online distance learning is a factor affecting my decision to continue higher education \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

18. I aspire to become a manager or Leader in my organization \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

SECTION E: INFLUENCING FACTORS

19.I aspire to become an entrepreneur with my new skills \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

20.I aspire to become a subject matter expert in my specific roles \*

Mark only one oval.

Strongly Disagree

1

2

3

4

5

Strongly Agree

  
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## APPENDIX D : PERSONAL DATA PROTECTION STATEMENT

### PERSONAL DATA PROTECTION STATEMENT

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, University Tun Abdul Razak (UNIRAZAK) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:- any application to UNIRAZAK

- For processing any benefits and services
- For communication purposes

For assessment of

- For advertorial and news
- For general administration and record purposes
- For enhancing the value of education
- For educational and related purposes consequential to UNIRAZAK
- For the purpose of our corporate governance
- For consideration as a guarantor for UNIRAZAK staff/ student applying for his/her scholarship/ study loan

2. Your personal data may be transferred and/or disclosed to third party and/or UNIRAZAK collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UNIRAZAK shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UNIRAZAK is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UNIRAZAK would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form, you hereby authorize and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UNIRAZAK will not be able to fulfil our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at [e.fernandez2011@ur.unirazak.edu.my].

**APPROVAL PAGE**

**TITLE OF PROJECT:**            **A STUDY ON FACTORS INFLUENCING WORKING  
ADULTS TO CONTINUE STUDY IN HIGHER  
EDUCATION**

**NAME OF AUTHOR:**            **MOHAMAD NIZAM BIN MOHAMAD SHAMSUDIN**

---

The undersigned is pleased to certify that the above candidate has fulfilled the condition of the project paper prepared in the partial fulfilment for the award of the degree of Master of Business Administration.

**SUPERVISOR**

Signature : \_\_\_\_\_

Name :

Date :

**ENDORSED BY:**

---

Dean

Graduate School of Business

Date:

