

References

- Aaker, D.A., Kumar, V., & Day, G.S. (2001). *Marketing Research*. New York: John Wiley & Sons, Inc.
- Abbott, J. B., Boyd, N. G., & Miles, G. (2006). Does type of team matter? An investigation of the relationships between job characteristics and outcomes within a team-based environment. *The Journal of Social Psychology, 146*(4), 485-507.
- Abdullah, A. (2001). Influence of ethnic values at the Malaysian workplace. In A. Abdullah, & A. H. M. Low (Eds.), *Understanding the Malaysian workforce: Guidelines for managers*. Revised Edition (pp. 1-24). Kuala Lumpur: Malaysian Institute of Management.
- Abdullah, M. M. B., Kore, S. F., Parasuraman, B., & Rathakrishan, B. (2008). Adult participation in self-directed learning. *International educational studies, 1*(3), 66-72.
- Adair, S.R., & Mowesiesian, R. (1993). The meanings of motivations of learning during the retirement transition. *Educational Gerontology, 19*(2), 317-330.
- Afthanorhan, W. M. A. B. W., & Ahmad, S. (2014). Modeling the multi-group moderator-mediator on motivation among youth in higher education institution towards volunteerism program.
- Afza, M. (2005). Superior-subordinate relationships and satisfaction in Indian small business enterprises. *Vikalpa, 30*(3), 11-19.
- Ahl, H. (2006). Motivation in adult education: A problem solver or a euphemism for direction and control? *International Journal of Lifelong Education, 25*(4), 385-405.
- Ahmad, K. Z., & Bakar, R. A. (2003). The association between training and organizational commitment among white collar workers in Malaysia. *International Journal of Training and Development, 7*(3), 166-185.
- Aiken, L.S., & West, S.G. (1991). *Multiple regression: Testing and interpreting interactions*. Newbury Park, CA: Sage.
- Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94*(3), 545-561.
- Akhtar, Z., & Udham, S. (2010). Job involvement: A theoretical interpretation in different work settings. Retrieved December 28, 2011 from <http://www.indianMBA.com>

- Allen, D., Shore, L., & Griffeth, R. (1999). A model of perceived organizational support. *Unpublished manuscript*, University of Memphis and Georgia State University.
- Allik, J., & Realo, A. (2004). Individualism-collectivism and social capital. *Journal of Cross Cultural Psychology*, 35(1), 29-49.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Andersson, L. M., & Bateman, T. S. (1997). Cynicism in the workplace: Some causes and effects. *Journal of Organizational Behavior*, 18, 449-469.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411-423.
- Andruske, C. L. (2000). Self-directed learning as a political act: Learning projects of women on welfare. *Proceedings of the 41st Annual Adult Education Research Conference*, Vancouver, British Columbia, 2000.
- Aquino, K., & Griffeth, R.W. (1999). An exploration of the antecedents and consequences of perceived organizational support: a longitudinal study. *Unpublished manuscript*, University of Delaware and Georgia State University.
- Armeli, S., Eisenberger, R., Fasolo, P., & Lynch, P. (1998). Perceived organizational support and police performance: the moderating influence of socio-emotional needs. *Journal of Applied Psychology*, 83, 288-297.
- Arulampalam, W., Booth, A. L., & Bryan, M. L. (2004). Training in Europe. *Journal of the European Economic Association*, 2, 346-360.
- Aryee, S. (1992). Antecedents and outcomes of work-family conflict among married professional women: Evidence from Singapore. *Human Relations*, 45(8), 813-837.
- Ashley, G.C., & Palmon, R.P. (2012). Self-awareness and the evolution of leaders: The need for a better measure of self-awareness. *Institute of behavioral and applied management*, pp.1-17.
- Ashill, Nicholas, J., Carruthers, J., & Krisjanous, J. (2005). Antecedents and outcomes of service recovery performance in a public health-care environment. *The Journal of Services Marketing*, 19(5), 293-308.
- Asplund, R. (2005): The provision and effects of company training: A brief review of the literature. *Nordic Journal of Political Economy*, 31, 47-73.

- Arthur, W.J., Bennett, W.J., Edens, P., & Bell, S.T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*, 234-45.
- Atherton, J.S. (2003). Learning and teaching: Knowles' andragogy. Retrieved January 24, 2013, from <http://www.dme.ac.uk/~jamesa/learning/knowlesa.htm>
- Aulakh, P. S., & Gencturk, E. F. (2000). International principal-agent relationships-control, governance and performance. *Industrial Marketing Management, 29*, 521-538.
- Axtell, C. M., Maitlis, S., & Yearta, S. K. (1997). Predicting immediate and longer-term transfer of training. *Personnel Review, 26*(3), 201-203.
- Avolio, B. J., & Bass, B. M. (1991). *The full range of leadership development*. Binghamton, NY: Bass, Avolio & Associates.
- Aziz, S. F. A., & Ahmad, S. (2011). Stimulating training motivation using the right training characteristics. *Industrial and Commercial Training, 43*(1), 53-61.
- Babbie, E. (1990). *Survey research methods*, (2nd ed.). Belmont: Wadsworth Publishing Company.
- Baert, H., De Rick, K., & Van Valckenborgh, K. (2006). Towards the conceptualization of learning climate. In R. Vieira de Castro, A. V. Sancho, & P. Guimaraes (Eds.), *Adult education: New routes in a new landscape* (pp. 87-111). Braga, Portugal: University of Minho.
- Baldwin, T. T. & Ford, J. K. (1988). Transfer of training: A review and directions for future research, *Personnel Psychology 41*(1) 63-105.
- Baldwin, T. T., Magjuka, R. J. & Loher, B. T. (1991). The perils of participation: Effects of choice on training motivation and learning. *Personnel Psychology, 44*, 51-65.
- Bagozzi, R. P., Yi, Y., & Phillips, L.W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly, 36*, 421-4.
- Baird, L., & Kram, K. E. (1983). Career dynamics: Managing the superior-subordinate relationship. *Organizational Dynamics, 11*(4), 46-64.
- Bandalos, B. (1996). Confirmatory factor analysis. In J. Stevens, *Applied multivariate statistics for the social sciences* (3rd ed.), (pp. 389-420). Mahwah, NJ: Erlbaum.
- Barney, J. B. (2002). *Gaining and sustaining competitive advantage* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology, 51*, 1173-1182.

- Barron, J.M., Black, D.M., & Loewenstein, M.A. (1992). Gender differences in training, capital & wages. *U.S Bureau of Labour statistics working paper, No.224*. Washington D.C.: GPO.
- Baruch, Y., & Peiperl, M. (2000). Career Management practices: An empirical survey and implications. *Human Resource Management, 39*(4), 347-366.
- Baumeister, R. F. (1999). *The self in social psychology*. Philadelphia: Psychology Press.
- Beauregard, T. A. (2007). Family influences on the career life cycle. In M. Ozbilgin, & A. Malach-Pines (Eds.), *Career Choice in Management and Entrepreneurship: A Research Companion*. Cheltenham: Edward Elgar.
- Becker, G.S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy, 70*.
- Beder, H., & Carrera, N. (1988). The effects of andragogical teacher training on adult students' attendance and evaluation of their teachers. *Adult Education Quarterly, 38*(2), 75-87.
- Bedi, A. (2004). An andragogical approach to teaching styles. *Education for Primary Care, 15*, 93-108.
- Beedles, M.T.F. (2002). The uncertain role of alliances in the strategic armoury of the dominant firms in the global pharmaceutical industry. *Unpublished Doctoral Thesis*, Queensland University of Technology, Brisbane, Australia.
- Beheshtifar, M., Ali-Nezhad, H., & Moghadam, M.N. (2012). Investigation of perceived organizational support on employees' positive attitudes toward work. *Interdisciplinary Journal of Contemporary Research in business, 4*(8), (432-442).
- Behling, O., & Starke, E. S. (1973). The postulates of expectancy theory. *Academy of Management Journal, 16*, 373-388.
- Bell, B. S., & Ford, J. K. (2007). Reactions to skill assessment: The forgotten factor in explaining motivation to learn. *Human Resource Development Quarterly, 18*(1), 33-62.
- Ben-Porath, Y. (1967). The production of human capital and the life cycle of earnings. *Journal of Political Economy, August 1967*.
- Bentler, P.M. (1995). *EQS structural equations program manual*. Encino, CA: Multivariate Software.
- Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin, 88*, 588-606.

- Bernardin, H.J., & Russel, J.E.A. (1998). *Human resource management* (2nd ed.). Boston: Irwin/McGraw Hill.
- Birdi, K., Allan, C., & Warr, P. (1997). Correlates of perceived outcomes of four types of employee development activity. *Journal of Applied Psychology*, 82, 845-857.
- Birzer, M. L. (2003). The theory of andragogy applied to police training. *International Journal of Police Strategies and Management*, 26(1), 29-42.
- Birzer, M. L. (2004). Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education*, 15(2), 393-411.
- Bjorklund, C. (2001). Work motivation: Studies of its determinants and outcomes. *Dissertation*, Stockholm School of Economics. EFI The Economic Research Institution, Stockholm, Sweden.
- Black, R. R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement and statistics* (1st ed.). Sage publications limited.
- Blau, P. (1964). *Power and exchange in social life*. NY: John Wiley & Sons.
- Blegen, M. A., Mueller, C. W., & Price, J. L. (1988). Measurement of kinship responsibility for organizational research. *Journal of Applied Psychology*, 73, 402-409.
- Blondy, L. C. (2007). Evaluation and application of andragogical assumptions to the adult online learning environment. *Journal of Interactive Online Learning [Electronic version]*, 6(2), 116-130.
- Bollen, K. A. (1989). *Structural equations with latent variables*. New York: Wiley.
- Bolton, F. C. (2006). Rubrics and adult learners: Andragogy and assessment. *Assessment Update*, 18(3), 5-6.
- Booth, A. L. (1991). Job-related formal training: Who receives it and what is it worth? *Oxford Bulletin of Economics and Statistics*, 53(3), 281-294.
- Borders, A., Earleywine, M., & Huey, S. (2004). Predicting problem behaviors with multiple expectancies: Expanding expectancy value theory. *Adolescence*, 39, 539-551.
- Boshier, R. (1973). Educational participation and dropout: A theoretical model. *Adult Education Quarterly*, 23, 255-282.
- Boshier, R. (1971). Motivational orientations of adult education participants: A factor analytic exploration of Houle's typology. *Adult Education Quarterly*, 21(2), 3-26.
- Boshier, R. (1982). *Education participation scale*. Vancouver, Canada: Learning Press.

- Boshier, R. (1991). Psychometric properties of the alternative form of the educational participation scale. *Adult Education Quarterly*, 41(3), 150-167.
- Boshier, R., & Collins, J.B. (1985). The Houle typology after twenty-two years: A large scale empirical test. *Adult Education Quarterly*, 113-130.
- Boshier, R., & Collins, J.B. (1983). Education participation scale factor structure and socio-demographic correlates for 12,000 learners. *International Journal of Lifelong Education*, 2(2), 163-177.
- Boshoff, C., & Allen, J. (2000). The influence of selected antecedents on frontline staff's perceptions of service recovery performance. *International Journal of Service Industry Management*, 11(1), 63-90.
- Boston, T.D. (1990). Segmented labor markets: New evidence from a study of four race-gender groups. *Industrial and Labor Relations Review*, 44(1).
- Boud, C. (1981). *Developing student autonomy in learning*. London: Kogan Page.
- Bozeman, B., & Kingsley, G. (1998). Risk culture in public and private organizations. *Public Administration Review*, 18, 393-407.
- Brannick, M. T., & Spector, P. E. (1990). Estimation problems in the block-diagonal model of the multitrait-multimethod matrix. *Applied Psychological Measurement*, 14, 325-339.
- Brett, J. F., & VandeWalle, D. (1999). Goal orientation and goal content as predictors of performance in a training program. *Journal of Applied Psychology*, 84, 863-873.
- Brockett, R.G., & Hiemstra, R. (1991). *Self-direction in adult learning: Perspectives on theory, research and practice*. London: Routledge.
- Brookfield, S. D. (1995). Adult learning: An overview. In A. Tuinjmans (Ed.), *International Encyclopedia of Education [Electronic version]*. Oxford: Pergamon Press.
- Brookfield, S. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.
- Brookfield, S. Self-directed learning, political clarity, and the critical practice of adult
- Brookover, W. B., Thomas, S., & Paterson, A. (1964). Self-concept of ability of school achievement. *Sociology of Education*, 37, 271-278.
- Brown, R. L. (1997). Assessing specific mediational effects in complex theoretical models. *Structural Equation Modeling*, 4, 142-156.
- Brown, S. P. (1996). A meta-analysis and review of organizational research on job involvement. *Psychological Bulletin*, 120(2), 235-256.

- Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and performance. *Journal of Applied Psychology, 81*, 358-368.
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen, & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Beverly Hills, CA: Sage.
- Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Belknap Press of Harvard University.
- Bryman, A., & Cramer, D. (1990). *Quantitative data analysis for social scientists*. London: Routledge.
- Burge, L. (1988). Beyond andragogy: Some explorations for distance learning design [Electronic version]. *Journal of Distance Education, 3*(1), 5-23.
- Burgess, P. (1971). Reasons for adult participation in group educational activities. *Adult Education Quarterly, 22*(1), 3-29.
- Burke, R. J., & Black, S. (1997). Save the males: Backlash in organizations. *Journal of Business Ethics, 16*, 933-942.
- Burns, R. (1982). *Self-concept in development and education*. London: Holt, Rinehart and Winston.
- Busher, H. (2002). Ethics of research in education. In M. Coleman, & A. Briggs (Eds.), *Research Methods in Educational Leadership and Management* (pp.73-87). London: Sage Publications.
- Busher, H., & Clarke, S. (1990). The ethics of using video in educational research. In A. Anning, P. Broadhead, H. Busher, S. Clarke, H. Dodgson, L. Taggart, S. White, & R. Wilson (Eds.), *Using Video Recordings for Teacher Professional Development*. Leeds: University of Leeds, School of Education.
- Button, S. B., Mathieu, J. E., & Zajac, D. M. (1996). Goal orientation in organizational research: A conceptual and empirical foundation. *Organizational Behavior and Human Decision Processes, 67*, 26-48.
- Byrne, B. M. (2001). *Structural equation modeling with AMOS*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Campbell, J. E., & Pritchard, R. D. (1976). Motivation theory in industrial and organizational psychology. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology*. Chicago: Rand McNally.

- Candy, P. C. (1991). *Self-direction for lifelong learning: The new update on adult learning theory*. San Francisco: Jossey-Bass.
- Cartor, R. A. (1990). A comparison of andragogy and pedagogy: Assessing the relationship between individual personality differences, learning styles, and training types. *Unpublished Dissertation*, The University of Tennessee.
- Cervero, R. M. (1988). *Effective continuing education for professionals*. San Francisco: Jossey-Bass.
- Chandrakumara, A., & Senevirathne, S. (2009). Impact of individual characteristics and cultural values on citizenship and task performance: Experience of non-academic employees of universities. In J. Connell (Ed.), *International Employment Relations Association (IERA), 17th Annual Conference, 2009* (pp. 19-38). Bangkok: College of Management, Mahidol University.
- Chattopadhyay, P. (1999). Beyond direct and symmetrical effects: The influence of demographic dissimilarity on organizational citizenship behavior. *Academy of Management Journal*, 42, 273-287.
- Chen, F. F., West, S. G., & Sousa, K. H. (2006). A comparison of bifactor and second-order models of quality of life. *Multivariate Behavioral Research*, 41(2), 189-225.
- Chen, M. J., & Miller, D. (1994). Competitive attack, retaliation and performance: An expectancy - valence framework. *Strategic Management Journal*, 15, 85-102.
- Chen, J., Silverworth, C., & Hung, J. (2006). Organizational communication, job stress, organizational commitment, and job performance of accounting professionals in Taiwan and America. *Leadership & Organizational Development Journal*, 27(4), 242-249.
- Chen, S., Lin, P., Lu, C., & Taso, C. (2007). The moderation effect of HR strength on the relationship between employee commitment and job performance. *Social Behavior and Personality*, 35(8), 1121-1138.
- Chen, Z., Tsui, A.S., & Farh, J. (2002). Loyalty to supervisor vs. organizational commitment: Relationships to employee performance in China. *Journal of Occupational & Organizational Psychology*, 75(3), 339-357.
- Chene, A. (1983). The concept of autonomy: A philosophical discussion. *Adult Education Quarterly*, 38-47.
- Cheng, E. W. L., & Ho, D. C. K. (2001). The influence of job and career attitudes on learning motivation and transfer. *Career Development International*, 6, 20-27.

- Chiang, C., & Wang, Y. (2004). Using Maslow's theory to examine adult learners' motivation for continuing education programs. *Journal of National Tainan Teachers College, 38*(1), 47-68.
- Cho, B., & Shin, H. (1992). A social exchange perspective on quality of the relationship between employed daughters/daughters-in-law and their elderly mothers/mothers-in-law. *Journal of Korea Gerontological Society, 12*, 83-98. (In Korean).
- Chiou, H., & Lin, P.F. (2009). *Principles and application of structural equation modeling*. Beijing: China Light Industry Press.
- Chow, I.H.S., Lo, T.W.C., Sha, Z., & Hong, J. (2006). The impact of developmental experience, empowerment, and organizational support on catering service staff performance. *Hospitality Management, 25*(3), 478-495.
- Churchill, G.A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research, 19*, 64-73.
- Clark, C. (1990). Social processes in work groups: A model of the effect of involvement, credibility, and goal linkage on training success. *Unpublished doctoral dissertation*, University of Tennessee, Knoxville.
- Clark, C. S., Dobbins, G. H., & Ladd, R. T. (1993). Exploratory field study of training motivation. *Group Organization Management, 18*(3), 292-307.
- Cloutier, J., Renaud, S., & Morin, L. (2008). Predictors of participation in voluntary vocational training. *Journal of Industrial Relations, 63*(2), 268-289.
- Cohen, A. (1992). Antecedents of organizational commitment across occupational groups: A meta-analysis. *Journal of Organizational Behavior, 13*, 539-558.
- Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003). *Applied multiple regression /correlation analysis for the behavioral sciences* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). London: Routledge Falmer.
- Collins, M. (1996). On contemporary practice and research: Self-directed learning to critical theory. In R. Edwards, A. Hanson, & P. Raggatt (Eds.), *Boundaries of Adult Learning: Adult Learners, Education and Training*. New York: Routledge.
- Colman, A.M. (2001). *A dictionary of psychology*. Oxford: Oxford University Press.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology, 85*, 678-707.

- Colquitt, J. A., & Simmering, M. J. (1998). Conscientiousness, goal orientation, and motivation to learn during the learning process: A longitudinal study. *Journal of Applied Psychology, 83*, 654-665.
- Condrey, S. E., & Kellough, J. E. (1993). Pay for performance in the public sector: Assessing the evidence. *Public Productivity & Management Review, 17*(2), 113-115.
- Conrad, R. M., & Donaldson, J. A. (2004). *Engaging the online learner: Activities and resources for creative instruction*. San Francisco: Jossey-Bass.
- Cooper, D. R., & Schindler, P. S. (2001). *Business research methods* (7th ed.). Singapore: Irwin/McGraw-Hill.
- Cooper, H. (1989). *Homework*. New York: Longman.
- Cope, P. (2005). Adult learning in traditional music. *British Journal of Music Education, 22*(2), 125-140.
- Corney, M. (1995). Employee development schemes. *Employment Gazette, 103*, 365-390.
- Cotterell, N., Eisenberger, R., & Speicher, H. (1992). Inhibiting effects of reciprocation wariness on interpersonal relationships. *Journal of Personality and Social Psychology, 62*, 658-668.
- Courtney, S. (1991). *Why adults learn: Toward a theory of participation in adult education*. New York: Routledge, Chapman & Hall.
- Coyle-Shapiro, J. A. M., & Conway, N. (2005). Exchange relationships: Examining psychological contracts and perceived organizational support. *Journal of Applied Psychology, 90*(4), 774-781.
- Crampton, S., & Wagner, J. (1994). Percept-percept inflation in micro-organizational research: An investigation of prevalence and effect. *Journal of Applied Psychology, 79*, 67-76.
- Cropanzano, R., Byrne, Z. S., Bobocel, D. R., & Rupp, D. E. (2001). Moral virtues, fairness heuristics, social entities, and other denizens of organizational justice. *Journal of Vocational Behavior, 58*, 164-209.
- Cropanzano, R., Howes, J. C., Grandey, A. A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behavior, 18*, 159-180.
- Cropanzano, R., & Mitchell, M. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management, 31*(6), 874.

- Cross, K. P. (1981). New frontiers for higher education: Business and the professions. In American Association for Higher Education (Ed.), *Partnerships with Business and the Professions*. Washington, D. C.: American Association for Higher Education.
- Cully, M., Vandenhoevel, A., & Wooden, M. (2000): Participation in, and barriers to training: The experience of older adults. *Australasian Journal on Ageing*, 19(4), 172-179.
- Daniel, L. G. (1989, November). Comparisons of exploratory and confirmatory factor analysis. *Paper presented at the annual meeting of the Mid-South Educational Research Association*, Little Rock, AR. (ERIC Document Reproduction Service No. ED 314 447).
- Danis, C. (1992). A unifying framework for databased research into adult self-directed learning. In H. B. Long and others (Eds.), *Self-Directed Learning: Application and Research*. Norman: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.
- Darkenward, G., & Merrian, S. (1982). *Adult education: Foundation of practice*. New York: Harper Collins.
- Davenport, J., & Davenport, J.A. (1985). Andragogical/pedagogical orientations of adult learners. *Lifelong Learning*, 9(1), 6-8.
- Davis, D. (2000). *Business research for decision making* (5th ed.). Belmont: Duxbury Press.
- Day, R., & Allen, D.T. (2002). The relationship between career motivation and self-efficacy with protégé career success. *Journal of Vocational Behavior*, 64 (2004), 72-91.
- De Meuse, K.P. (1985). Employees' responses to participation in an in-house continuing education program: An exploratory study. *Psychological Report*, 57, 1099-1109.
- Denzin, N.K. (1989). *Interpretive biography*. Thousand Oaks, CA: SAGE.
- De Vaus, D.A. (1995). *Surveys in social research* (4th ed.). Sydney: Allen and Unwin.
- Dewey, J. (1938). *Experience and education*. New York: Collier Books.
- Di Cesare, J., & Golnaz, S. (2003). Do all carrots look the same? Examining the impact of culture on employee motivation. *Management Research News*, 26, 29-40.
- Diener, E., & Crandall, R. (1978). *Ethics in social and behavioral research*. Chicago: University of Chicago Press.
- Dillman, D. A. (2000). *Mail and Internet surveys*. New York: John Wiley & Sons.

- Dillon, W. R., Kumar, A., & Mulani, N. (1987). Offending estimates in covariance structure analysis: Comments on the causes of and solutions to Heywood cases. *Psychological Bulletin*, *101*, 126-135.
- Dolezalek, H. (2004). Training magazine's 23rd annual comprehensive analysis of employer-sponsored training in the United States. *Training*, *41*(10), 20-36.
- Donovan, J. J., & Swander, C. J. (2000). The role of context specific goal orientation in self-regulation. Manuscript submitted for review to the Society for Industrial and Organization Psychology, Annual Conference.
- Doty, D. H., & Glick, W. H. (1998). Common methods bias: Does common methods variance really bias results? *Organizational Research Methods*, *1*, 374-406.
- Dubin, S. T. (1990). Maintaining competence through updating. In S. Willis, & S. Dubin (Eds.), *Maintaining professional competence* (pp. 9-43). San Francisco: Jossey-Bass.
- Dulipovici, A. (2003). Skilled in Training. *Research Report*, Canadian Federation of Independent Businesses.
- Dweck, C. S. (1992). The study of goals in psychology. *Psychological Science*, *3*, 165-167.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, *41*, 1040-1048.
- Dweck, C. S. (1989). Motivation. In A. Lesgold, & R. Glaser (Eds.), *Foundations for a psychology of education* (pp. 87-136). Hillsdale, New Jersey: Erlbaum.
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, *95*, 256-273.
- Dweck, C. S., & Elliott, E. S. (1983). Achievement motivation. In P. H. Mussen (Ed.), *Handbook of child psychology* (3rd ed.), *4*, 643-691. New York: Wiley.
- Eccles, J. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In A. J. Elliot, & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 105-121). New York: Guilford.
- Eccles, J., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., & Meece, J. L. (1983). Expectations, values, and academic behaviors. In J. T. Spence (Ed.), *Perspective on achievement and achievement motivation* (pp. 75-146). San Francisco, California: Freeman.
- Eisenberger, R., Cotterell, N., & Marvel, J. (1987). Reciprocation ideology. *Journal of Personality and Social Psychology*, *53*, 743-750.

- Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology, 82*(5), 812-820.
- Eisenberger, R., Fasolo, E. M., & Davis LaMastro, V. (1990). Effects of perceived organizational support on employee diligence, innovation, and commitment. *Journal of Applied Psychology, 53*, 51-59.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500-507.
- Eisenberger, R., & Rhoades, L. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*, 698-714.
- Eisner, E. W., & Peshkin, A. (Eds.) (1990). *Qualitative inquiry in education*. New York: Teachers College Press.
- Ellemers, N. (1993). The influence of socio-structural variables on identity enhancement strategies. *European Review of Social Psychology, 4*, 27-57.
- Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist, 34*, 169-189.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology, 72*, 218-232.
- Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology, 54*, 5-12.
- Elliot, A. J., & Harackiewicz, J. M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology, 70*(3), 461-475.
- Ellsworth, J. H. (1992). Adults' learning: The voices of experience. *Journal of Adult Education, 21*(1), 23-34.
- Emerson, R. (1962). Power-dependence relations. *American Sociological Review, 27*(31-41).
- Emerson, R. (1976). Social-exchange theory. *Annual Review of Psychology, 335-362*.
- Erdogan, B., Kraimer, M.L., & Liden, R. C. (2002). Person-organization fit and work attitudes: The moderating role of leader-member exchange. *Academy of Management Proceedings Membership Directory*, F1-F6.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods, 4* (3), 272-299.

- Facteau, J. D., Dobbins, G. H., Russell, J. E. A., Ladd, R. T., & Kudisch, J. D. (1995). The influence of general perceptions of the training environment on pre-training motivation and perceived training transfer. *Journal of Management*, 21(1-25).
- Familoni, P.A. (1992). The effects of non-collaborative versus collaborative vocabulary instruction on female adult beginning readers (*Doctoral dissertation*, University of Pittsburgh, 1991). *Dissertation Abstracts International*, 52(10), 3502A.
- Farr, J. L., & Middlebrokks, C.L. (1990). Enhancing motivation to participate in professional development. In S. Willis, & S. Dubin (Eds.), *Maintaining professional competence* (pp.195-213). San Francisco: Jossey-Bass.
- Farr, J. L., Hoffmann, D. A., & Ringenbach, K. L. (1993). Goal orientation and action control theory: Implications for industrial and organizational psychology. In C. L. Cooper, & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 193-232). New York, NY: Wiley.
- Feuer, D., & Geber, B. (1988). Uh-oh... Second thoughts about adult learning theory. *Training*, December 1988, 31-39.
- Field, A. P. (2005). *Discovering statistics using SPSS* (2nd ed.). London: Sage.
- Fink, A. (1995). *How to analyse survey data, the survey kit* (8th ed.). California: Sage Publications.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.
- Flynn, G. (1999). White males see diversity's other side. *Workforce*, 52-55.
- Foa, U. G., & Foa, E. B. (1980). Resource theory: Interpersonal behavior as exchange. In K. J. Gergen, & M. S (Eds.)
- Foa, U. G., & Foa, E. B. (1974). *Societal structures of the mind*. Springfield, IL: Charles C. Thomas.
- Ford, J. K., Quinones, M. A., Sego, D. J., & Sorra, J. S. (1992). Factors affecting the opportunity to perform trained tasks on the job. *Personnel Psychology*, 45, 511-527.
- Ford, J. K., & Weissbein, D. A. (1997). Transfer of training: An updated review and analysis. *Journal of Performance Improvement Quarterly*, 10(2), 22-41.
- Fornell, C., & Bookstein, F. (1982). Two structural equation models: LISREL and PLS applied to consumer exit-voice theory. *Journal of Marketing Research*, 19, 440-452.

- Fornell, C., & Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Forrest, S.P. III., & Peterson, T.O. (n.d.) It's called andragogy. *Academy of Management Learning and Education*, 5(1), 113-122.
- Fox, J. (1985). Effects analysis in structural equation models II: Calculation of specific indirect effects. *Sociological Methods & Research*, 14, 81-95.
- Frank, S. A., & Lewis, G. B. (2004). Government employees: Working hard or hardly working? *The American Review of Public Administration*, 34(1), 36-51.
- Frankfort-Nachmias, C., & Nachmias, D. (1992). *Research methods in the social sciences*. London: Edward Arnold.
- Franken, R. E. (1994). *Human motivation* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Freund, A. (2005). Commitment of job satisfaction as predictors of turnover intentions among welfare workers. *Administration in Social Work*, 29(2), 5-21.
- Fritsche, S. (2012). Determinants of training participation: A literature review and empirical support from personal, job, employer and health related factors in Germany. *Network for Studies on Pensions, Aging and Retirement (NETSPAR) Theses*. Vol. 2012-025. Retrieved from, <http://arno.uvt.nl/show.cgi?fid=128033>
- Fukuyama, F. (1995). *Trust: The social virtues and the creation of prosperity*. New York: Free Press.
- Garcia, T., & Pintrich, P. R. (1994). Regulating motivation and cognition in the classroom: The role of selfschemas and self-regulatory strategies. In D. Schunk, & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 127-153). Hillsdale, New Jersey: Erlbaum.
- Garofano, C. M., & Salas, E. (2005). What influences continuous employee development decisions? *Human Resource Management Review*, 15, 281-304.
- Garson, D.G. (2009). Structural equation modeling, from stat notes: Topics in multivariate analysis. Retrieved from, <http://faculty.chass.ncsu.edu/garson/pa765/statnote.htm>
- Gefen, D., & Straub, D. (2000). The relative importance of perceived ease of use in IS adoption: A study of e-commerce adoption. *Journal of the Association for Information Systems*, 1(8), 1-30.

- Gegenfurtner, A., Festner, D., Gallenberger, W., Lehtinen, E., & Gruber, H. (2009). Predicting autonomous and controlled motivation to transfer training. *International Journal of Training and Development*, 13(2), 124-138.
- Gerbing, D. W., & Hamilton, J. G. (1996). Viability of exploratory factor analysis as a precursor to confirmatory factor analysis. *Structural Equation Modeling* 3.1 (Spring), 62-72.
- Gerbing, D. W., Hamilton, J. G., & Freeman, E. B. (1994). A large scale second order structural equation model of the influence of management participation on organizational planning benefits. *Journal of Management*, 20(4), 859-885.
- George, J.M., & Brief, A.P. (1992). Feeling good - doing good: A conceptual analysis of the mood at work - organizational spontaneity relationship. *Psychological Bulletin*, 112, 310-29.
- Gergen, K. J. (1969). *The psychology of behavioral exchange*. Reading, MA: Addison-Wesley.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Belmont, CA: Wadsworth.
- Gordis, L. (2008). *Epidemiology* (4th ed.). Philadelphia.
- Gordon, H.R.D., Olson, L.V.A., & Hamsher, R.S. (1990). Assessment of the motivational orientations of vocational, technical and adult education graduates in off-campus credit programs (ERIC: EDRS: ED348488). Retrieved December 28, 2013 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/21/d8/f8/pdf
- Gorsuch, R. L. (1983). *Factor analysis* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Gouldner, A.W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 25, 161-178.
- Grace, A. (1996). Striking a critical pose: Andragogy - missing links, missing values. *International Journal of Life-long Education*, 15, 382-392.
- Grant, A.M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality*, 30, 821-836.
- Green, F. (1993): The determinants of training of male and female employees in Britain. *Oxford Bulletin of Economics and Statistics*, 55(1), 103-122.

- Greene, C. N., & Organ, D. W. (1973). An evaluation of causal models linking the received role with job satisfaction. *Administrative Science Quarterly*, 18, 95-103.
- Greenhalgh, C., & Stewart, M. (1987). The effects and determinants of training. *Oxford Bulletin of Economics and Statistics*, 49(2), 171-190.
- Greenhaus, J. H., Parasuraman, S., & Wormley, W. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33, 64-86.
- Greenwald, A. G., & Banajii, M. R. (1995). Implicit social cognition: Attitudes, self-esteem, and stereotypes. *Psychological Review*, 102, 4-27.
- Griffin, C. (1987). *Adult education and social policy*. London: Croom helm.
- Grow, G. (1994). In defence of the staged self-directed learning model. *Adult Education Quarterly*, 44, 109-114.
- Grow, G. (1991). Teaching learners to be self-directed. *Adult Education Quarterly*, 41, 125-149.
- Grundy, S. (1987). *Curriculum: Product or praxis*. Philadelphia: The Falmer Press.
- Guglielmino, L. M. (1997). Reliability and validity of the self-directed learning readiness scale and the learning preference assessment (LPA). In H. B. Long and others (Eds.), *Expanding Horizons in Self-Directed Learning*. Norman: Public Managers' Center, University of Oklahoma.
- Guth, W. D., & MacMillan, I. C. (1986). Strategy implementation versus middle management self-interest. *Strategic Management Journal*, 7(4), 313-327.
<http://www.dx.doi.org/10.1002/smj.4250070403>
- Guthrie, J.P., & Scgwierer, C.E. (1994). Individual and contextual influences on self-assessed training needs. *Journal of Organizational Behavior*, 15, 405-422.
- Gutteridge, T. G., & Leibowitz, Z. B. (1993): A new look at organizational career development. *Human Resource Planning*, 16(2), 71-84.
- Guzzo, R.A., Noonan, K.A., & Elron, E. (1994). Expatriate managers and the psychological contract. *Journal of Applied Psychology*, 79, 617-626.
- Habermas, J. (1971). *Knowledge and Human Interests*, translated by Jeremy J. Shapiro. London: Heinemann.
- Haenlein, M., & Kaplan, A. M. (2004). A beginner's guide to partial least squares analysis. *Understanding Statistics*, 3(4), 283-297.
- Hair, J.F., Anderson, R.E., Tatham, R.L., & Black, W.C. (2008). *Multivariate Data Analysis*, (7th ed.). Upper Saddle River, New Jersey: Prentice-Hall.

- Hair, J.F. Jr., Anderson, R.E., Tatham, R.L., & Black, W.C. (1998). *Multivariate Data Analysis*, (5th ed.). Upper Saddle River, New Jersey: Prentice-Hall.
- Hair, J.F. Jr., Black, W.C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate Data Analysis* (6th ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Hammond, M., & Collins, R. (1991). *Self-directed learning: Critical practice*. London: Kogan Page.
- Hanson, A. (1996). The search for a separate theory of adult learning: Does anyone really need andragogy? In R. Edwards, A. Hanson, & P. Raggatt (Eds.), *Boundaries of Adult Learning*. New York: Routledge.
- Harris, E. G., Mowen, J. C., & Brown, T. J. (2005). Re-examining salesperson goal orientations: personality influences, customer orientation, and work satisfaction. *Journal of the Academy of Marketing Sciences*, 33(1), 19-35.
- Harp, S.F., & Mayer, R.E. (1997). The role of interest in learning from scientific text and illustrations: On the distinction between emotional and cognitive interest. *Journal of Education Psychology*, 89, 92-102.
- Hartree, A. (1984). Malcolm Knowles's theory of andragogy: A critique. *International Journal of Lifelong Education*, 3, 203-210.
- Hayes, A. F. (2013). *An introduction to mediation, moderation, and conditional process analysis*. New York: The Guilford Press.
- Heck, A.K., Bedeian, A.G., & Day, D.V. (2005). Mountains out of molehills? Tests of the mediating effects of self-esteem in predicting workplace complaining. *Journal of Applied Social Psychology*, 35(11), 2262-2289.
- Heng, A. B., Cheolsung, P., Haoming, L., Thangavelu, S.M., & Wong, J. (2006). The impact of structured training on workers' employability and productivity. *Paper No.4/2006*, Centre for Applied and Policy Economics.
- Henry, G. T., & Basile, K. C. (1994). Understanding the decision to participate in formal adult education. *Adult Education Quarterly*, 44(2), 64-82.
- Henschke, J. A. (1998). Historical antecedents shaping conceptions of andragogy: A comparison of sources and roots. Paper presented at the International Conference on Research in Comparative Andragogy, Radovljica, Slovenia.
- Henschke, J. A., & Cooper, M. K. (2007). Additions toward a thorough understanding of the international foundations of andragogy in HRD and adult education. An. Inst.

- de Ins. "G. Barit" din Cluj-Napoca, Series Humanistica, tom. V, 2007, Editura Academiei Romane, Bucuresti, pp.7-54.
- Hesketh, B. (1997). Dilemmas in training for transfer and retention. *Applied Psychology: An International Review*, 46, 317-386.
- Heslin, P.A., Latham, G.P., & VandeWalle, D. (2005). The effect of implicit theory on performance appraisals. *Journal of Applied Psychology*, 90, 842-856.
- Herman, R. (Ed.) (1982). The design of self-directed learning: A handbook for teachers and administrators (revised edition). Department of Adult Education, Ontario Institute for studies in Education, Toronto, Ontario.
- Heyman, G. D., & Dweck, C. S. (1992). Achievement goals and intrinsic motivation: Their relationship and role in adaptive motivation. *Motivation and Emotion*, 16, 231-247.
- Hicks, W.D., & Klimoski, R.J. (1987). Entry into training programs and its effects on training outcomes: A field experiment. *Academy of Management Journal*, 30(3), 542-552.
- Hidi, S., & Baird, W. (1988). Strategies for increasing text-based interest and students' recall of expository texts. *Reading Research Quarterly*, 23, 465-483.
- Hippel von, A., & Tippelt, R. (2010). The role of adult educators towards (potential) participants and their contribution to increasing participation in adult education - insights into existing research. *European Journal for Research on the Education and Learning of Adults*, 1(2), 33-51.
- Hoelter, D. R. (1983). The analysis of covariance structures: Goodness-of-fit indices. *Sociological Methods and Research*, 11, 325-344.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, California: Sage Publications.
- Holmes-Smith, P. (2002). *Applied structural equation modeling*. Feburay, Canberra.
- Holton, E. F., Bates, R. A., & Rouna, E. A. (2000). Development of a generalized learning transfer system inventory. *Human Resource Development Quarterly*, 11(4), 333-360.
- Houle, C. O. (2003). Step to the music. In P. Jarvis, & C. Griffin (Eds.), *Adults and continuing education: Major themes in education, Vol. 2*, (pp. 21-34). Liberal adult education (Part 2). London: Routledge.
- Houle, C.O. (1996). The design of education (2nd ed.). San Francisco: Jossey-Bass.
- Houle, C. O. (1963). The inquiring mind. Madison, WI: University of Wisconsin Press.
- Houle, C. O. (1961). The Inquiring Mind. Madison, WI: University of Wisconsin Press.

- Howell, J., & Avolio, B. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation. *Journal of Applied Psychology, 78*(6).
- Hoy, W. K., & Miskel, C. G. (1987). *Educational administration: Theory, research, and practice* (3rd ed.). New York: Random House.
- Hoyle, R. H. (1995). The structural equation modeling approach: Basic concepts and fundamental issues. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues, and applications* (pp. 1-15). Thousand Oaks, CA: Sage Publications.
- Hu, L., & Bentler, P.M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural equation modeling, 1-55*.
- Hu, L., & Bentler, P.M. (1998). Fit indices in covariance structure modeling: Sensitivity to under parameterized model misspecification. *Psychological methods, 3*, 424-453.
- Huitt, W. (2004). Maslow's hierarchy of needs. Educational psychology interactive. Retrieved from Valdosta State University website:
<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>
- Hurtz, G. M., & Williams, K. (2009). Attitudinal and motivational antecedents of participation in voluntary employee development activities. *Journal of Applied Psychology, 94*(3), 635-53.
- Hutchinson, S., Valentino, K. E., & Kirkner, S. L. (1998). What works for the gander does not work as well for the goose: The effects of leader behavior. *Journal of Applied Social Psychology, 28*, 171-182.
- Ishikawa, A. (2007). Work identity in the Japanese context: Stereotype and reality. In A. Brown, S. Kirpal, & F. Rauner (Eds.), *Identities at Work*. Dordrecht: Springer.
- Jansen, O., & Van Yperen, N.W. (2004). Employees' goal orientations, the quality of leader member exchange, and the outcomes of job performance and job satisfaction. *Academy of Management Journal, 45*, 368-384.
- Jawahar, I., & Carr, D. (2007). Conscientiousness and contextual performance: The compensatory effects of perceived organizational support and leader-member exchange. *Journal of Managerial Psychology, 22*(4), 330-349.
- Johnstone, J.W.C., & Rivera, R.J. (1965). *Volunteers for learning: A study of the educational pursuits of American adults*. Chicago: Aldine.
- Joiner, T. A., & Bakalis, S. (2006). The antecedents of organizational commitment: The case of Australian casual academics. *International Journal of Educational Management, 20*, 439-452.

- Joreskog, K.G. (1969). A general approach to confirmatory maximum-likelihood factor analysis. *Psychometrika*, *34*, 183-202.
- Judd, C. M., & Kenny, D. A. (2010). Data analysis. In D. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (5th ed.), Vol. 1, (pp. 115-139), New York.
- Judd, C. M., & Kenny, D. A. (1981). Process analysis: Estimating mediation in treatment evaluations. *Evaluation Review*, *5*, 602-619.
- Jurkiewicz, C. L., Massey, T. K., Jr., & Brown, R. G. (1998). Motivation in public and private organizations: A comparative study. *Public Productivity & Management Review*, *21*(3), 230-250.
- Kajee, L. (n.d.). Making waves, not just surfing the net: ICT & learning in ESL classroom. *Unpublished paper*, Johannesburg, South Africa: University of the Witwatersrand.
- Kaiser, H. (1974). An index of factorial simplicity. *Psychometrika*, *39*(1), 31-36.
- Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. In M. D. Dunnette, & L. M. Hough (Eds.), *Handbook of industrial and organization psychology* (2nd ed.), Vol. 1, (pp. 75-170). Palo Alto, CA: Consulting Psychologists Press.
- Kang, D. S. (2007). Perceived organizational justice as a predictor of employees' motivation to participate in training. *Research and Practice in Human Resource Management*, *15*, (1st June), 89-107.
- Kanungo, R.N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology*, *67*(3), 341-49.
- Kaplan, A., & Maehr, M. L. (2007). The contribution and prospects of goal orientation theory. *Educational Psychology Review*, *19*, 141-187.
- Kelley, H. H. (1968). Interpersonal accommodation. *American Psychologist*, *23*, 399-410.
- Kelley, H. H., & Thibault, J. W. (1978). *Interpersonal relationships: A theory of interdependence*. New York: John Wiley.
- Kelloway, E. K. (1998). *Using LISREL for structural equation modeling: A researcher's guide*. Thousand Oaks, CA: Sage.
- Kelloway, E. K. (1996). Common practices in structural equation modeling. In C. L. Cooper, & I. T. Robertson (Eds.), *International review of industrial and organizational psychology*, Vol. 11, (pp. 141-180). London, UK: John Wiley & Sons.
- Kenny, D. A., & McCoach, D. (2003). Effect of the number of variables on measures of fit in structural equation modeling. *Structural Equation Modeling*, *10*, 333-51.

- Kieffer, K. M. (1999). An introductory primer on the appropriate use of exploratory and confirmatory factor analysis. *Research in the Schools, 6*, 75-92.
- Kidd, J. R. (1973). *How adults learn*. New York: Association Press.
- Kidd, J.M., & Smewing, C. (2001). The role of the supervisor in organizational and career commitment. *European journal of Work and Organizational Psychology, 10*(1), 25-40.
- Kidder, D. L., Lankau, M. J., Chrobot-Mason, D., Mollica, K. A., & Friedman, R. A. (2004). Backlash toward diversity initiatives: Examining the impact of diversity program justification, personal and group outcomes. *International Journal of Conflict Management, 15*, 77-102.
- Kim, A., & Merriam, S.B. (2004). Motivations for learning among older adults in a learning in retirement institute. *Educational Gerontology, 30*(6), 441-455.
- Kitayama, S., Markus, H. R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology, 72*(6), 1245-1267.
- Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd ed.). NY: Guilford Press.
- Kline, R. B. (1998). *Principles and practice of structural equation modeling*. New York: Guilford Press.
- Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston: Gulf Publishing Co.
- Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass Publishers.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Chicago: Follett.
- Knowles, M.S. (1975). *Self-Directed Learning: Guide for Learners and Teachers*. Chicago: Follett.
- Knowles, M.S. (1968). Andragogy, not pedagogy. *Adult Leadership, 16*(10), 350-352.
- Knowles, M., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (5th ed.). Houston, TX: Gulf Publishing Company.
- Knox, A. B. (1986). *Helping Adults Learn*. San Francisco: Jossey-Bass.

- Konovsky, M. A., & Pugh, S. D. (1994). Citizenship behavior and social exchange. *Academy of Management Journal*, 37, 656-669.
- Korman, A. K. (1970). Toward a hypothesis of work behavior. *Journal of Applied Psychology*, 54, 31-41.
- Korman, A. K. (1966). Self-esteem variable in vocational choice. *Journal of Applied Psychology*, 50, 479-486.
- Koufteros, X., Babbar, S., & Kaighobadi, M. (2009). A paradigm for examining second-order factor models employing structural equation modeling. *International Journal of Production Economics*, 120, 633-652.
- Kozlowski, S.W.J., & Farr, J. (1988). An integrative model of updating and performance. *Human Performance*, 1, 5-29.
- Kozlowski, S. W. J., & Hults, B. M. (1987). An exploration of climates for technical updating and performance. *Personnel Psychology*, 40, 539-563.
- Kraiger, K., Ford, K. J., & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology*, 78, 311-328.
- Kram, K. E. (1985). *Mentoring at work*. Glenview, IL: Scott, Foresman.
- Kraut, A. I., & Korman, A. K. (1999). The "DELTA forces" causing change in human resource management. In A. I. Kraut, & A. K. Korman (Eds.), *Evolving practices in human resource management: Responses to a changing world of work* (pp. 3-22). San Francisco: Jossey-Bass Publishers.
- Kromrey, J. D., & Foster-Johnson, L. (1998). Mean centering in moderated multiple regression: Much ado about nothing. *Educational and Psychological measurement*, 58, 42-68.
- Kulik, C. T., Pepper, M. B., Roberson, L., & Parker, S. K. (2007). The rich get richer: Predicting participation in voluntary diversity training. *Journal of Organizational Behavior*.
- Kuhn, T.S. (1996). *The structure of scientific revolution*. Chicago: University of Chicago Press.
- Kun, H.L. (2009). A theory of adult's motivation for learning the African drums in Hong Kong. *Doctoral Dissertation*, University of Nottingham.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks: Sage Publications.

- Kyndt, E., Dochy, F., Onghena, P., & Baert, H. (2012). The learning intentions of low-qualified employees: A multilevel approach. *Journal of Adult Education Quarterly*, 63(2), 165-189.
- Kyndt, E., Govaerts, N., Dochy, F., & Baert, H. (2011). The learning intention of low-skilled employees: A key for participation in lifelong learning and continuous training. *Vocations and Learning*, 4, 211-229. doi:10.1007/s12186-011-9058-5
- Lance, C. E., Butts, M. M., & Michels, L. C. (2006). The sources of four commonly reported cut-off criteria. *Organizational Research Methods*, 9(2), 202-220.
- Landy, F.J., & Becker, W.S. (1987). Motivation theory reconsidered. *Research in Organizational Behavior*, 9(1), 1-38.
- Lankau, M. J., & Scandura, T. A. (2002). An investigation of personal learning in mentoring relationships: Content, antecedents, and consequences. *Academy of Management Journal*, 45, 779-790.
- Lawler, E. E., III (1971). *Pay and organizational effectiveness*. New York: McGraw-Hill.
- Lawrence, D. (1996). *Enhancing self-esteem in the classroom*. London: Paul Chapman.
- Leach, L. (2000). Self-directed learning: Theory and practices. *Unpublished doctoral dissertation*, University of Technology, Sydney.
- Lee, J. (2003). An analysis of organization-based self-esteem as a mediator of the relationship between its antecedents and consequences. *The Korean Personnel Administration Journal*, 27(2): 25-50.
- Lee, R. T., & Ashforth, B. E. (1993). A longitudinal study of burnout among supervisors and managers: Comparisons between the Leiter & Maslach (1988) and Golembiewski et al. (1986) models. *Organizational Behavior and Human Decision Processes*, 54(3), 369-398.
- Leibowitz, Z. B., Farren, C., & Kaye, B. L. (1986). *Designing career development systems*. (1st ed.). San Francisco: Jossey-Bass Publishers.
- Leuven, E., & H. Oosterbeek (1999). Demand and supply of work-related training: Evidence from four countries. *Research in Labor Economics*, 18, 303-330.
- Levinson, H. (1965). Reciprocation: The relationship between man and organization. *Administrative Science Quarterly*, 9, 370-390.
- Levene, H. (1960). Robust tests for equality of variances. In I. Olkin (Ed.), *Contributions to probability and statistics* (pp. 278-292). Palo Alto, CA: Stanford University Press.
- Leveson, L., Joiner, T., & Bakalis, S. (2010). Dual commitment in the Australian construction industry. *Asia Pacific Journal of Human Resources*, 48(3), 302-318.

- Li, M., & Reigeluth, C. M. (1995). Critical analysis of instructional design. *Proceedings of the Annual National Convention of the Association for Educational Communications and Technology, 1995*. Anaheim, CA.
- Lindeman, E. C. (1926). *The meaning of adult education*. New York: New Republic.
- Little, R. J. A. (1988). Missing data adjustments in large surveys. *Journal of Business and Economic Statistics, 6*, 296-297.
- Little, R. J. A., & Rubin, D. B. (2002). *Statistical Analysis with Missing Data* (2nd ed.). New York: Wiley.
- London, M. (1993). Career motivation of full and part-time workers in mid and late career. *The International Journal of Career Management, 5*, 21-29.
- London, M. (1990). Enhancing career motivation in late career. *Journal of Organizational Change Management, 3*(2), 58-71.
- London, M. (1983). Toward a theory of career motivation. *Academy of Management Review, 8*, 620-630.
- London, M., & Bray, D. W. (1984). Measuring and developing young managers' career motivation. *Journal of Management Development, 3*, 3-25.
- London, M., & Mone, E. M. (1987). *Career management and survival in the workplace*. San Francisco: Jossey-Bass.
- London, M., & Noe, R. A. (1997). London's career motivation theory: An update on measurement and research. *Journal of Career Assessment, 5*, 61-80.
- Lorech, K., Russel, J., & Rush, M. (1989). The relationships among family domain variables and work-family conflict for men and women. *Journal of Vocational Behavior, 35*, 288-308.
- Lovlie, L. (1993). Of rules, skills, and examples in moral education. *Nordisk Pedagogik, 13*, 76-91.
- Lunenburg, F.C., Expectancy Theory of Motivation: Motivating by Altering Expectations, *International Journal of Management, Business, and Administration* volume 15, number 1, 2011 (pp. 1-6)
- Lynch, P.D., Eisenberger, R., & Armeli, S. (1999). Perceived organizational support: Inferior versus superior performance by wary employees. *Journal of Applied Psychology, 84*(4), 467-483.
- Machine, M.A., Treloar, C.A. (2013) Predictors of motivation to learn when training is mandatory. Retrieved on 2013 June from,

https://eprints.usq.edu.au/717/1/Machin_&_Treloar_2004_APS_Conference_paper.pdf

- Malhotra, N. K. (1993). *Marketing research: An applied orientation*. Englewood Cliffs, NJ: Prentice-Hall.
- Malhotra, N. K., & Birks, D. (2003). *Marketing research: An applied approach* (2nd European Edition). Pearson Education.
- Mallinckrodt, B., Abraham, W.T., Wei, M., & Russell, D. W. (2006). Advances in testing the statistical significance of mediation effects. *Journal of Counseling Psychology, 53*, 372-378.
- Manning, K. (2000). *Rituals, ceremonies, and cultural meaning in higher education*. Westport, CT: Greenwood Press.
- Manuratne, M. (2002). Training gap: Is it larger than apparent? *Sri Lanka Journal of Management, 7*(1 & 2), January-June, 29-44.
- Marciano, T.D. (1990). A sociologist investigates the adult piano student. *The American Music Teacher, 39*(6), 24-27.
- Marcus, M.P., & House, J. S. (1973). Exchange between superiors and subordinates in large organizations. *Administrative Science Quarterly, 18*(2), 209-222.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 691-711.
- Marquardt, D. (1980). You should standardize the predictor variables in your regression models. *Journal of the American Statistical Association, 75*, 74-103.
- Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit indexes in confirmatory factor analysis: The effect of sample size. *Psychological Bulletin, 103*, 391-410.
- Marsh, H. W., & Hocevar, D. (1985). Application of confirmatory factor analysis to the study of self-concept: First and higher order factor models and their invariance across groups. *Psychological Bulletin, 97*, 562-582.
- Martocchio, J. J. (1992). Microcomputer usage as an opportunity: The influence of context in employee training. *Personnel Psychology, 45*, 529-552.
- Masterson, S. S., Kyle, L., Barry, M. G., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management Journal, 43*(4), 738-48.
- Mathieu, J. E., & Martineau, J. W. (1997). Individual and situational influences in training motivation. In J.K. Ford, S.W.J. Kozlowski, K. Kraiger, E. Salas, & M.S. Geachout

- (Eds.), *Improving training effectiveness in organizations* (pp. 193-222). Hillsdale, NJ: Erlbaum.
- Mathieu, J. E., Tannenbaum, S. I., & Salas, E. (1992). Influences of individual and situational characteristics on measures of training effectiveness. *Academy of Management Journal*, *35*, 828-847.
- Maurer, T. J., & Lippstreu, M. (2004). "Improvability" rating of KSAO's: Relevance to the study of jobs. *Paper presented at the annual meeting of the Society for Industrial and Organizational Psychology*, Chicago, IL.
- Maurer, T. J., Pierce, H. R., & Shore, L. M. (2002). Perceived beneficiary of employee development activity: A three-dimensional social exchange model. *Academy of Management Review*, *27*, 432-444.
- Maurer, T. J., & Tarulli, B. A. (1994). Investigation of perceived environment, perceived outcome, and person variables in relationship to voluntary development activity by employees. *Journal of Applied Psychology*, *79*(1), 3-14.
- Maurer, T. J., Weiss, E. M., & Barbeite, F. G. (2003). Model of involvement in work-related learning and development activity: The effects of individual, situational, motivational, and age variables. *Journal of Applied Psychology*, *88*, 707-724.
- Mazis, M., Ahtola, O., & Kippel, R. (1975). A comparison of four multi-attribute models in the prediction of consumer attitudes. *Journal of Consumer Research*, *2*, 38-53.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. In S. B. Merriam (Ed.), *The new update on adult learning theory: New directions for adult and continuing education* (pp. 3-13). San Francisco: Jossey-Bass. Retrieved on June 12, 2013, from www.fsu.edu/~elaps/ae/download/ade5385/Merriam.pdf
- Merriam, S. B. (2001). "Editor's Notes." In S. B. Merriam (Ed.), *The new update on adult learning theory: New directions in adult and continuing education*, Vol. 89. San Francisco: Jossey-Bass.
- Merriam, S. B., & Brockett, R. G. (1997). *The professional and practice of adult education: An introduction*. San Francisco: Jossey-Bass Publishers.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.
- Merriam, S.B., & Caffarella, R.S. (1999). *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass.

- Merriam, S. B., Mott, V. W., & Lee, M. (1996). Learning that comes from the negative interpretation of life experiences. *Studies in Continuing Education, 18*(1), 1-23.
- McEachron, G. A. (1993). *Student self-esteem: Integrating the self*. Lancaster, PA: Technomic Publishing Company, Inc.
- McAllister, D. J., & Bigley, G. A. (2002). Work context and the (re)definition of self: How organizational care influences organization-based self-esteem. *Academy of Management Journal, 45*, 894-904.
- McGivney, V. (1993). *Women, education and training: Barriers to access, informal starting points and progression routes*. Leicester: National Institute of Adult Continuing Education.
- McLean, R. (1998). The perceptions of trainees when training is considered mandatory. *Unpublished doctoral dissertation*, Department of Foundations and Adult Education, Kansas State University.
- McNamara, J. F. (1994). *Surveys and experiments in education research*. Lancaster, PA: Technomic Publishing Company, Inc.
- Meeker, B. F. (1971). Decisions and exchange. *American Sociological Review, 36*, 485-495.
- Menard, S. (1995). Applied logistic regression analysis. Sage University paper series on quantitative applications in the social sciences, 07-106. Thousand Oaks, CA: Sage.
- Mento, A. J., Locke, E. A., & Klein, H. J. (1992). Relationship of goal level to valence and instrumentality. *Journal of Applied Psychology, 77*, 395-405.
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- Mezirow, J. (1985). A critical theory of self-directed learning. In S. Brookfield (Ed.), *Self-directed learning: From theory to practice. New Directions for Continuing Education, 25*. San Francisco: Jossey-Bass.
- Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education, 32*(1), 3-24.
- Midgley, C., Middleton, M.J., Gheen, M.H., & Kumar, R. (2002). Stage-environment fit revisited: A goal theory approach to examining school transitions. In C. Midgley (Ed.), *Goals, goals structures, and patterns of adaptive learning* (pp. 109-142). Mahwah, NJ: Erlbaum.
- Miller, H. L. (1967). *Participation of adults in education: A force-field analysis*. Boston: Boston University, Center for the Study of Liberal Education for Adults.

- Mills, J., & Clark, M. S. (1982). Exchange and communal relationships. In L. Wheeler (Ed.), *Review of personality and social psychology* (Vol. 3, pp. 133-156). Beverly Hills, CA: Sage.
- Mitchell, T. R. (1982). Motivation: New directions for theory, research, and practice. *The Academy of Management Review*, 7(1), 80-88.
- Mitchell, T. R. (1974). Expectancy models of job satisfaction, occupational preference and effort: A theoretical, methodological, and empirical appraisal. *Psychological Bulletin*, 81, 1053-1077.
- Mobley, W. H., & Meglino, B. M. (1977). A behavioral choice model analysis of the budget allocation behavior of academic deans. *Academy of Management Journal*, 20, 564-572.
- Molm, L. D. (2003). Theoretical comparisons of forms of exchange. *Sociological Theory*, 21(17).
- Molm, L. D. (2000). Theories of social exchange and exchange networks. In G. Ritzer & B. Smart (Eds.), *Handbook of social theory* (pp. 260-272). Thousand Oaks, CA: Sage.
- Molm, L. D. (1994). Dependence and risk: Transforming the structure of social exchange. *Social Psychology Quarterly*, 57, 163-176.
- Monge, P. R., Cozzens, M. D., & Contractor, N. S. (1992). Communication and motivational predictors of the dynamics of organizational innovation. *Organization Science*, 3(2), 250-274.
- Montizaan, R., Cörvers, F., & De Grip A. (2010). The effects of pension rights and retirement age on training participation: Evidence from a natural experiment. *Labour Economics*, 17(1), 240-247.
- Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology*, 76, 845-855.
- Moorman, R. H., Blakely, G. L., & Niehoff, B. P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior? *Academy of Management Journal*, 41, 351-357.
- Morgan, G., & Smircich, L. (1980). The case for qualitative research. *The Academy of Management Review* (pre-1986), 5(4), 491-500.

- Morstain, B.R., & Smart, J.C. (1974). Reasons for participation in adult education courses: A multivariate analysis of group differences. *Adult Education Quarterly*, 24(2), 83-98.
- Mossholder, K.W., Kemery, E.R., & Bedeian, A.G. (1990). On using regression coefficients to interpret moderator effects. *Educational and Psychological Measurement*, 50, 255-263.
- Mueller, R. O. (1996). *Basic principles of structural equation modeling. An introduction to LISREL and EQS*. New York: Springer.
- Myers, S. D. (1997). The role of person, outcome, environmental, and learning variables in training effectiveness. *Doctoral dissertation*, University of Tennessee, Knoxville, Tennessee. Retrieved June 30, 2014 from <http://www.proquest.umi.com>
- Myung, I. J. (2003). Tutorial on maximum likelihood estimation. *Journal of Mathematical Psychology*, 47, 90-100.
- Nanayakkara, G. (1993). The negative leader: An analysis of Sri Lankan cases. Conference on Management Studies, Postgraduate Institute of Management (PIM), Sri Lanka: BMICH, Colombo, 141-153.
- Nanayakkara, G. (1984) Cultural imperatives of policy science. Vidyodaya, Silver Jubilee Issue, 85-103.
- Netemeyer, R. G., Bearden, W.O., & Sharma, S. (2003). *Scaling procedures: Issues and applications*. Thousand Oaks: Sage Publications.
- Niehoff, B. P., & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal*, 36, 527-556.
- Nikandrou, I., Brinia, V., & Bereri, E. (2009). Trainee perceptions of training transfer: An empirical analysis. *Journal of European Industrial Training*, 33(3), 255-270.
- Noe, R. A. (2005). *Employee training and development* (3rd ed.). New York, NY: McGraw-Hill Irwin.
- Noe, R. A. (1996). Is career management related to employee development and performance? *Journal of Organizational Behavior*, 17, 119-133.
- Noe, R. A., & Colquitt, J. A. (2002). Planning for training impact: Principles of training effectiveness. In K. Kraiger (Ed.), *Creating, implementing and managing effective training and developing state-of-the-art lessons for practice* (pp. 53-79). San Francisco: Jossey-Bass.

- Noe, R. A., Noe, A. W., & Bachhuber, J. A. (1990). An investigation of correlates of career motivation. *Journal of Vocational Behavior*, 37, 340-356.
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39, 497-523.
- Noe, R. A., & Wilk, S. L. (1993). Investigation of the factors that influence employees' participation in development activities. *Journal of Applied Psychology*, 78, 291-302.
- Noe, R. A., Wilk, S. L., Mullen, E. J., & Wanek, J. E. (1997). Employee development: Issues in construct definition and investigation antecedents. In J. K. Ford, S. W. Kozolowski, K. Kraiger, E. Salas, & M. S. Teachout (Eds.), *Improving training effectiveness in work organizations* (pp. 153-189). Mahwah, NJ: Lawrence Erlbaum Associates.
- Nordhaug, O. (1989). Reward functions of personnel training. *Human Relations*, 42(5), 373-388.
- Nunnally, J. (1978). *Psychometric theory*. New York: McGraw-Hill.
- Obeng, K., & Ugboro, I. (2003). Organizational commitment among public transit employees: An assessment study. *Transportation Quarterly*, 57(2), 83-98.
- Oberfield, A. (1993). A proposed model of career satisfaction. Paper presented at the Academy of Management Annual Meeting, Atlanta, GA.
- Ogles, M. T. (1990). The outcomes of using "learning contracts" with adult beginning readers in a one-on-one literacy program. (Doctoral dissertation, University of Colorado at Boulder, 1990). *Dissertation Abstracts International*, 51(06), 1875A.
- Olinsky, A., Chen, S., & Harlow, L. (2003). The comparative efficacy of imputation methods for missing data in structural equation modeling. *European Journal of Operational Research*, 151, 53-79.
- Oosterbeek, H. (1998). Unravelling supply and demand factors in work-related training. *Oxford Economic Papers*, 50, 266-283.
- Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. In B. M. Staw, & L. L. Cummings (Eds.), *Research in organizational behavior*, 12, (pp. 43-72). Greenwich, CT: JAI Press.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.

- Organ, D. W., & Greene, C. N. (1981). The effects of formalization on professional involvement: A compensatory process approach. *Administrative Science Quarterly*, 26, 237-252.
- Organ, D. W., & Konovsky, M. A. (1989). Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology*, 74, 157-164.
- Ozuah, P. O. (2005). First, there was pedagogy and then came andragogy. *Einstein Journal of Biology & Medicine*, 21(2), 83-87.
- Palloff, R., & Pratt, K. (1999). *Lessons from the cyberspace classroom: The realities of online teaching*. San Francisco: Jossey-Bass.
- Palloff, R., & Pratt, K. (2001). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Jossey-Bass.
- Parnell, J. A., & Crandall, W. (2003). Propensity for participative decision-making, job satisfaction, organizational commitment, organizational citizenship behavior, and intentions to leave among Egyptian managers. *The Multinational Business Review*, 11 (1), 45-65.
- Pastuovic, N. (1995). The Science of Adult Education. *International Journal of Lifelong Education*, 14(4), 273-291.
- Pavlopoulos, D., Muffels, R., & Vermunt, J. (2009). Training and low-pay mobility: The case of the UK and the Netherlands. *Labour: review of labour economics and industrial relations*, 23(1), 37-59.
- Pearce, J. L., & Perry, J. L. (1983). Federal merit pay: A longitudinal analysis. *Public Administration Review*, 43(4), 315-325.
- Pearson, E., & Podeschi, R. (1997). Humanism and individualism: Maslow and his critics. *Proceedings of the Adult Education Research Conference*, no. 38 (May, 1997). Stillwater: Oklahoma State University.
- Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Erlbaum.
- Pelham, B. W., & Swann, W. B., Jr. (1989). From self-conceptions to self-worth: On the sources and structure of global self-esteem. *Journal of Personality and Social Psychology*, 57, 672-680.
- Peterson, D.A. (1981). Participation in education by older people. *Educational Gerontology*, 7(2-3), 245-256.

- Phillips, J. M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal-setting process. *Journal of Applied Psychology, 82*, 792-802.
- Phillips, G. M., & Hall, R. J. (2001). Perceived organizational support: The mediating role of self-structures. Presented at the annual conference of the Society for Industrial and Organizational Psychology, San Diego, CA.
- Pierce, J. L., Gardner, D. G., Cummings, L. L., & Dunham, R. B. (1989). Organization-based self-esteem: Construct definition, measurement, and validation. *Academy of Management Journal, 32*(3), 622-48.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Pocock, B., & Skinner, N. (2012). Adding insult to injury: How work-life pressures affect the participation of low-paid workers in vocational education and training. *Australian Bulletin of Labour, 38*(1), 4867.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879-903.
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management, 12*(2), 531-544.
- Porter, L.W., Bigley, G.A., & Steers, R.M. (2003). *Motivation and work behavior* (7th ed.). Boston: McGraw-Hill.
- Porter, L. W., & Lawler, E. E. (1968). *Managerial attitudes and performance*. Homewood, IL: Dorsey Press and Richard D. Irwin.
- Potosky, D., & Ramakrishna, H. V. (2002). The moderating role of updating climate perceptions in the relationship between goal orientation, self-efficacy, and job performance. *Human Performance, 15*(3), 275-297.
- Powers, K. A., & Thompson, F. (1994). Managing co-provision: Using expectancy theory to overcome the free-rider problem. *Journal of Public Administration, Research and Theory, 4*(2), 179-196.
- Pratt, D. D. (1993). Andragogy after twenty-five years. In S. B. Merriam (Ed.), *Update on adult learning theory: New directions for adult and continuing education*, no. 57. San Francisco: Jossey-Bass.

- Pratt, D. D. (1991). Conceptions of self within China and the United States: Contrasting foundations for adult development. *International Journal of Intercultural Relations*, 15(3), 285-310.
- Pratt, D.D. (1988). Andragogy as a relational construct [Electronic version]. *Adult Education Quarterly*, 38(3), 160-172.
- Preacher, K. J., & Hayes, A. F. (2008). Contemporary approaches to assessing mediation in communication research. In A. F. Hayes, M. D. Slater, & L. B. Snyder (Eds.), *The Sage sourcebook of advanced data analysis methods for communication research* (pp. 13-54). Thousand Oaks, CA: Sage.
- Price, J. L., & Mueller, C. W. (1981). *Professional turnover: The case of nurses*. New York: Spectrum
- Puchner, L. D. (1995). Literacy links: Issues in the relationship between early childhood development, health, women, families and literacy. *International Journal of Educational Development*, 15, 307-319.
- Pugesek, B. H., Tomer, A., & von Eye, A. (2003). *Structural equation modeling*. Cambridge, UK: Cambridge University Press.
- Pusey, M. (1991). *Economics & atonalism in Canberra: A nation building state changes its mind*. Melbourne: Cambridge University Press.
- Pusey, M. (1987). *Jurgen Habermas*. New York, NY: Tavistock Publications.
- Qureshi, E., Morton, L.L., & Antosz, E. (2002). An interesting profile: University students who take distance education courses show weaker motivation than on-campus students. *Online Journal of Distance Learning Administration*, 5(4). Retrieved February 06, 2013 from the World Wide Web:
<http://www.westga.edu/~distance/ojdla/winter54/qureshi54.htm>
- Rachal, J. R. (2002). Andragogy's detectives: A critique of the present and a proposal for the future. *Adult Education Quarterly*, 52(3), 210.
- Rainey, H. G. (1997). *Understanding and managing public organizations* (2nd ed.). San Francisco: Jossey-Bass.
- Rainey, H. G., & Steinbauer, P. (1999). Galloping elephants: Developing elements of a theory of effective government organizations. *Journal of Public Administration, Research and Theory*, 9(1), 1-32.
- Raymond, M.R., & Roberts, D.M. (1987). A comparison of methods for treating incomplete data in selection research. *Educational and Psychological Measurement*, 47, 13-26.

- Reber, A. S. (1995). *The Penguin dictionary of psychology* (2nd ed.). London: Penguin Books.
- Reichers, A. (1986). Conflict and organizational commitments. *Journal of Applied Psychology, 71*(3), 508-14.
- Renaud, S., & Cloutier, J. (2006). Participation in voluntary training activities in Canadian banking industries. *International Journal of Manpower, 27*(7).
- Renaud, S., Lakhdari, M., & Morin, L. (2004). The determinants of participation in non-mandatory training. *Industrial Relations, 59*(4), 724-743.
- Renkema, A. (2006). Individual learning accounts: A strategy for lifelong learning? *Journal of Workplace Learning, 18*, 384-394.
- Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: The contribution of perceived organizational support. *Journal of Applied Psychology, 86*, 825-836.
- Robinson, R. (1992). Andragogy applied to the open college learner. *Research in Distance Education, 4*(1), 10-13.
- Robinson, S. (2008). Dysfunctional workplace behavior. In J. Baling, & C. Cooper (Eds.), *The SAGE handbook of organizational behavior*, Vol 1, (pp. 141-159). Los Angeles: SAGE.
- Rogers, A. (1986). *Teaching adults*. Milton Keynes, England: Open University Press.
- Rogers, C. (1967). The interpersonal relationship in the facilitation of learning. In H. Kirschenbaum, & V. L. Henderson (Eds.), *The Carl Rogers reader* (pp. 304-322). London: Constable.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rosner, B. (1990). *Fundamentals of biostatistics*. Boston: PWS-Kent Publishing Company.
- Rosow, J.M., & Zager, R. (1988). *Training - the competitive edge*. San Francisco: Jossey-Bass.
- Roberson, D. N., Jr. (2002). *Andragogy in color (Report No. CE083281)*. Office of Educational Research and Improvement: U.S. Department of Education. Retrieved from the ERIC database. (ED465047)
- Rosenblum, S., & Darkenwald, G. (1983). Effects of adult learner participation in course planning on achievement and satisfaction. *Adult Education Quarterly, 33*, 147-153.
- Roth, P.L. (1994). Missing data: A conceptual review for applied psychologists. *Personnel Psychology, 47*(3), 537-560.

- Rubenson, K. (2005). Social class and adult education policy. In T. Nesbit (Ed.), *Class concerns: Adult education and social class*. San Francisco: Jossey-Bass.
- Rubenson, K. (1977). *Participation in recurrent education: A research review*. Paris: Organization for Economic Cooperation and Development, Center for Educational Research and Innovation.
- Rubenson, K., & Desjardings, R. (2009). The impact of welfare state regimes on barriers to participate in adult education: A bounded agency model. *Adult Education Quarterly*, 59(3), 187-207.
- Rupp, D. E., & Cropanzano, R. (2002). The mediating effects of social exchange relationships in organizational behavior and human decision processes, (name of publication missing!) 89, 925-946.
- Ryman, D. H., & Biersner, R. J. (1975). Attitudes predictive of diving training success. *Personnel Psychology*, 28, 181-188.
- Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. *Annual Review of Psychology*, 52, 471-499.
- Saleh, S.D., & Hosek, J. (1976). Job involvement: Concepts and measurements. *Academy of Management Journal*, 19, 213-224.
- Salling-Olesen, H. (2004). The learning subject in life history - A qualitative research approach to learning. In M. H. Menna Barreto Abrahão (Ed.), *A Aventura (Auto) Biographico: Teoria & Empiria [An adventure in (Auto) Biography: Theory and Empirics]* (pp. 419-464). Porto Alegre, Brazil: EDIPUCRS.
- Sanders, J.A., Oomens, S., Blonk, R.W.B., & Hazelzet, A. (2011). Explaining lower educated workers' training intentions. *Journal of Workplace Learning*, 23(6), 402-16.
- Sandlin, J.A. (2005). Andragogy and its discontents: An analysis of andragogy from three critical perspectives. *PAACE Journal of Lifelong Learning*, 14, 25-42.
- Sang Chan, (2010). Designing online classroom using constructive approach. *Journal of Adult Education*, 39(1), 26-39.
- Savicevic, D. (1991). Modern conceptions of andragogy: A European framework. *Studies in the Education of Adults*, 23(3), 179-201.
- Saxe, S. (1987). The effect of peer interaction and incentive on adult learner achievement. Doctoral dissertation, University of San Francisco, 1986. *Dissertation Abstracts International*, 47(07), 2421A.

- Scanlan, C. L., & Darkenwald, G. G. (1984). Identifying deterrents to participation in continuing education. *Adult Education Quarterly*, 34(3), 155-166.
- Schlesinger, R. (2005). Better myself: Motivation of African Americans to participate in correctional education. *The Journal of Correctional Education*, 56(3), 228-252.
- Schriesheim, C. A. (1979). The similarity of individual-directed and group directed leader behavior descriptions. *Academy of Management Journal*, 22, 345-355.
- Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Scott, D.K., Bishop, J.W., & Chen, X. (2003). An examination of the relationship of employee involvement with job satisfaction, employee cooperation, and intention to quit in US invested enterprise in China. *The International Journal of Organizational Analysis*, 11(1) 3-19.
- Sedikides, C., & Brewer, M. B. (2001). *Individual self, relational self, collective self*. Philadelphia, PA: Psychology Press.
- Segars, A.H., & Grover, V. (1998). Strategic information systems planning success: An investigation of the construct and its measurement. *MIS Quarterly*, 22(2), 139-163.
- Sekaran, U. (2000). *Research methods for business: A skill building approach*. John Wiley and Sons.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Seyler, D. L., Holton, E. F., III, Bates, R. A., Burnett, M. F., & Carvalho, M. A. (1998). Factors affecting motivation to transfer training. *International Journal of Training and Development*, 2(1), 2-16.
- Shah, R. (2012). Training and development. *International Journal of Research in Management, Economics and Commerce*, 2(11), 308-319.
- Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Academy of Management Journal*, 41(4), 387-409.
- Shamsuddoha, A.K. (2004). Antecedents of firm export performance: The role of export promotion programs. *Proposed Doctoral Thesis*, School of Advertising, Marketing and PR, Queensland University of Technology, Brisbane, Australia.

- Sheffield, S.B. (1964). The orientations of adult continuing learners. In D. Solomon (Ed.), *The continuing learner* (pp. 1-22). Chicago: Center for the Study of Liberal Education for Adults.
- Shore, L. M., & Shore, T. H. (1995). Perceived organizational support and organizational justice. In R. Cropanzano & K.M. Kacmar (Eds.), *Organizational politics, justice, and support: Managing the social climate of work organizations* (pp.149-164). Westport, CT: Quorum Books.
- Shore, L. M., Tetrick, L. E., & Barksdale, K. (2001). Social and economic exchanges as mediators of commitment and performance. *Unpublished manuscript*.
- Silva, T., Cahalan, M., & Lacierno-Paquet, N. (1998). Adult education participation decisions and barriers: Review of conceptual frameworks and empirical studies. Washington, D.C.: U.S. Department of Education.
- Sims, R. R. (1994). Human resource management's role in clarifying the new psychological contract. *Human Resource Management*, 33(3), 373-382.
- Somech, A., & Ron, I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administrative Quarterly*, 43(1), 38-66.
- Spear, G. E., & Mocker, D. W. (1984). The organizing circumstance: Environmental determinants in self-directed learning. *Adult Education Quarterly*, 35(1), 1-10.
- Spector, P. E. (1994). Job Satisfaction Survey. Retrieved July 24, 2013 from <http://chuma.cas.usf.edu/~spector/scales/jsspag.html>
- Spector, P. E. (2006). Method variance in organizational research: Truth or urban legend. *Organizational Research Methods*, 9, 221-232.
- Sujan, H., Weitz, B. A., & Kumar, N. (1994). Learning orientation, working smart and effective selling. *Journal of Marketing*, 58(July), 39-52.
- Summers, T. P., & Hendrix, W. H. (1991). Development of a turnover model that incorporates a matrix measure of valence-instrumentality-expectancy perceptions. *Journal of Business and Psychology*, 6, 227-245.
- Stake, R. (2005). Qualitative case studies. In N. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed.), (pp. 443-466). Thousand Oaks: Sage Publications.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: SAGE.

- Stone-Romero, E. F., Weaver, A. E., & Glenar, J. L. (1995). Trends in research design and data analytic strategies in organizational research. *Journal of Management, 21*, 141-57.
- Sweeney, J. P., & Martindale, E.T. (2012). Increasing employee participation in voluntary training: Issues and solutions. ACET Research Division, University of Memphis.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Allyn and Bacon.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics* (4th ed.). Needham Heights, MA: Allyn and Bacon.
- Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York: Harper Collins.
- Tan, J. A., Hall, R. J., & Boyce, C. (2003). The role of employee reactions in predicting training effectiveness. *Journal of Human Resource Development Quarterly, 14*(4), 397-411.
- Tannenbaum, S.I. (1997). Enhancing continuous learning: Diagnostic findings from multiple companies. *Human Resource Management, 36*, 437-452.
- Tannenbaum, S. I., Cannon-Bowers, J. A., Salas, E., & Mathieu, J. E. (1993). Factors that influence training effectiveness: A conceptual model and longitudinal analysis. *Technical Report 93-001*, Naval Training Systems Center, Orlando, FL.
- Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon-Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfilment on the development of commitment, self-efficacy, and motivation. *Journal of Applied Psychology, 76*(6), 759-769.
- Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology, 43*, 399-441.
- Taormina, R. J. (2004). Convergent validity of two measures of organizational socialization, Name of publication missing! *15*(1).
- Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999-2005). *International Journal of Lifelong Education, 26*(2), 173-191.
- Taylor, M. (1981). The social dimension of adult learning. In L. Salter (Ed.), *Communication studies in Canada* (pp. 133-146). Toronto, Ontario: Butterworth.
- Teas, R. K. (1983). Supervisory behavior, role stress, and the job satisfaction of industrial salespeople. *Journal of Marketing Research, 20*(1), 84-91.

- Tennant, M., & Pogson, P. (1995). *Learning and change in the adult years: A developmental perspective*. San Francisco: Jossey-Bass.
- Tharenou, P. (2001). The relationship of training motivation to participation in training and development. *Journal of Occupational and Organizational Psychology*, 74(5), 599-621.
- Tharenou, P. (1997). Determinants of participation in training and development. *Journal of Organizational Behavior*, 15-27.
- Tharenou, P., Latimer, S., & Controy, D. (1994). How do you make it to the top? An examination of influences on women's and men's managerial advancement. *Academy of Management Journal*, 37, 899-931.
- Thibault, J. W., & Kelley, H. H. (1959). *The social psychology of groups*. New York: John Wiley.
- Thomas, K.M., & Johnson, M.M. (1992). Student goal analysis as an outcome assessment for non-credit continuing education courses. *Catalyst*, 22(4). Retrieved March 10, 2013 from the World Wide Web:
<http://scholar.lib.vt.edu/ejournals/CATALYST/V22N4/thomas.pdf>
- Thompson, B. (1992). A partial test distribution for cosines among factors across samples. In B. Thompson (Ed.), *Advances in social science methodology*, Vol. 2, (pp. 81-97). Greenwich, CT: JAI Press.
- Thompson, M. A., & Deis, M. H. (2004). Andragogy for adult learners in higher education. *Academy of Educational Leadership Journal*, 8(3), 77-89.
- Thorndike, E. L., Bregman, E. O., Tilton, J. W., & Woodyard, E. (1928). *Adult Learning*. New York: Macmillan, 1928.
- Tomlinson, A. (2002). Mandatory or Voluntary? *Canadian HR Report*, 15, 15-18.
- Tough, A. (1979). Choosing to learn. In G.M. Healy and W.L. Ziegler (Eds.), *The learning stance: Essays in celebration of human learning*. Washington, DC: National Institute of Education.
- Tough, A. (1971). *The adult's learning projects: A fresh approach to theory and practice in adult learning*. Toronto: Ontario Institute for Studies in Education.
- Tough, A. (1967). *Learning without a teacher*. Educational research series, no. 3. Toronto: Ontario Institute for Studies in Education.
- Tracey, J. B., Hinkin, T. R., Tannenbaum, S., & Mathieu, J. E. (2001). The influence of individual characteristics and the work environment on varying levels of training outcomes. *Human Resource Development Quarterly*, 12(1), 5-23.

- Triandis, H. C. (2004). The many dimensions of culture. *Academy of Management Executive, 18*, 88-93.
- Triandis, H. C. (2000). Culture and conflict. *International Journal of Psychology, 35*(2), 145- 152.
- Tsai, W.C., & Tai, W.T. (2003). Perceived importance as a mediator of the relationship between training assignment and training motivation. *Personnel Review, 32*(2), 151-63.
- Tsui, A. S., Pearce, J. L., Porter, L.W., & Tripoli, A. M. (1997). Alternative approaches to the employee-organization relationship: Does investment in employees pay off? *Academy of Management Journal, 40*, 1089-1121.
- Tubbs, M. E., Boehne, D. M., & Dahl, J. G. (1993). Expectancy, valence, and motivational force functions in goal-setting research: An empirical test. *Journal of Applied Psychology, 78*, 361-373.
- Tucker, L. R., & Lewis, C. (1973). A reliability coefficient for maximum likelihood factor analysis. *Psychometrika, 38*, 1-10.
- Urdan, T. (1997). Achievement goal theory: Past results, future directions. In M. L. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement*, Vol. 10, (pp. 99-141). Greenwich, Connecticut: JAI.
- Urdan, T., Ryan, A. M., Anderman, E. M., & Gheen, M. H. (2002). Goals, goal structures, and avoidance behaviors. In C. Midgley (Ed.), *Goals, goal structures and patterns of adaptive learning* (pp. 55-83). Mahwah, New Jersey: Erlbaum.
- Valeo, A. (1998). A case study of employee participation in a workplace ESL program. *TESL Canada Journal, 16*(1), Winter, 1998.
- Van Dyne, L., Graham, J., & Dienesch, R. M. (1994). Organizational citizenship behavior: Construct redefinition, measurement, and validation. *Academy of Management Journal, 37*, 765-802.
- Van Eerde, W., & Thierry, H. (1996). Vroom's expectancy models and work-related criteria: A meta-analysis. *Journal of Applied Psychology, 81*, 575-586.
- VandeWalle, D.M. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement, 57*(6), 995-1015.
- VandeWalle, D.M., Cron, W.L., & Slocum, J.W. (2001). The role of goal orientation following performance feedback. *Journal of Applied Psychology, 86*, 629-40.
- Veenhoven, R. (1999). Quality-of-life in individualistic society: A comparison of 43 nations in the early 1990's. *Social Indicators Research, 48*, 157-186.

- Vialle, W., Heaven, P.C.L., & Ciarrochi, J. (2007). On being gifted, but sad and misunderstood: Social, emotional, and academic outcomes of gifted students in the Wollongong youth study. *Educational Research and Evaluation, 13*(6), 569-586.
- Voydanoff, P. (1988). Work role characteristics, family structure demands, and work-family conflict. *Journal of Marriage and the Family, 50*, 749-761.
- Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley & Sons, Inc.
- Wahba, M., & House, R.J. (1974). Expectancy theory in work and motivation: Some logical and methodological issues. *Human Relations, 27*, 121-147.
- Walker, S.C., & Jackson, D.A. (2011). Random-effects ordination: Describing and predicting multivariate correlations and co-occurrences. *Ecological Monographs, 81*, 635-663.
- Walker, W. R. (2011). Environmental regulation and labor reallocation: Evidence from the clean air act. *The American Economic Review, 101*(3), 442-447.
- Watanabe, S.P. (2010). Determinants of employer-sponsored training participation for young workers during economic downturns: Evidence from the past. *Journal of Industrial Relations, 52*(4), 491-505.
- Watson, D., & Clark, L. A. (1984). Negative affectivity: The disposition to experience aversive emotional states. *Psychological Bulletin, 96*, 465-490.
- Wayne, S.J., Shore, L.M., & Liden, R.C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal, 40*, 82-111.
- West, S. G., Finch, J. F., & Curran, P. J. (1995). Structural equation models with non-normal variables: Problems and remedies. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues and applications* (pp. 56-75). Thousand Oaks, CA: Sage.
- Wexley, K. N., & Latham, G. P. (2002). *Developing and Training Human Resources in Organizations* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.
- Wiesenfeld, B. M., Brockner, J., & Thibault, V. (2000). Procedural fairness, managers' self-esteem, and managerial behaviors following a layoff. *Organizational Behavior and Human Decision Processes, 83*, 1-32.
- Wickramasinghe, G.L.D. (2008). Participation in decision making and work outcomes: Empirical study of Sri Lankan textile and apparel manufacturing firms. *Unpublished MBA dissertation*, Postgraduate Institute of Management, University of Sri Jayewardenepura, Colombo.

- Wickramasinghe, G. L. D., & Wickramasinghe, V. (2010). Perceived organizational support, job involvement and turnover intention in lean production in Sri Lanka. *The International Journal of Advanced Manufacturing Technology*, 55(5-8), 817-830. doi: 10.1007/s00170-010-3099-z
- Wigfield, A. (1994). Expectancy-value theory of achievement motivation: A developmental perspective. *Educational Psychology Review*, 6, 49-78.
- Wigfield, A., Anderman, E., & Eccles, J. S. (2000). Relations among children's ability-related beliefs, achievement values, and achievement goals. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Wigfield, A., & Eccles, J. S. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review*, 12, 265-310.
- Williams, S. W. (2002). Instructional design factors and the effectiveness of web-based training/instruction. In R. M. Cervero, B. C. Courtenay, & C. H. Monaghan (Eds.), *The Cyril O. Houle scholars in adult and continuing education program global research perspectives*. (ERIC Document Reproduction Service No. ED474156).
- Witt, L. A., & Hellman, C. (1992). Effects of subordinate feedback to the supervisor and participation in decision-making in the prediction of organizational support. (FAA-AM Publication No. 92-13, pp. 1-7). Washington, DC: Federal Aviation Administration, Office of Aviation Medicine.
- Wlodkowski, R. J., & Ginsberg, M. B. (1995). *Diversity and motivation: Culturally responsive teaching*. San Francisco: Jossey-Bass Publishers.
- Wolf, G., London, M., Casey, J., & Pufahl, J. (1995). Career experience and motivation as predictors of training behaviors and outcomes for displaced engineers. *Journal of Vocational Behavior*, 47, 316-331.
- Xu, F. (2007). Rational statistical inference and cognitive development. In P. Carruthers, S. Laurence, & S. Stich (Eds.), *The Innate mind: Foundations and Future*, Vol. 3. Oxford University Press.
- Yoon, J.K., & Lim, J.C. (1999). Organizational support in the workplace: The case of Korean hospital employees. *Human Relations*, 52(7), 923-945.
- Zainudin, A. (2012). *Research methodology and data analysis* (5th ed.). Shah Alam: University Technology MARA Publication Centre (UiTM Press).
- Zumrah, A. R., Boyle, S., & Fein, E. (2011). The moderating effect of perceived organizational support on the relationship between learning and transfer of training. Retrieved on 8th July, 2013 from, <http://www.wbiconpro.com/429-zumrah.pdf>