南華大學管理學院企業管理學系管理科學碩士班

碩士論文

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Master Thesis

千禧世代對工作場所、電子環境、電子學習與科技技能對績效影響之研究

Millennial Behavior in the Working Place, E-Environment Relationship in E-Learning, Tech Savvy Effects on Performance

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準碩士推薦函

本校企業管理學系管理科學碩士班研究生 Zolboo Enkhtaivan 君在本系修業 1.5 年，已經完成本系碩士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：Zolboo Enkhtaivan 君已修滿 39 學分，其中必修科目：研究方法、管理科學等科目，成績及格(請查閱碩士班歷年成績)。

2、在論文研究方面：Zolboo Enkhtaivan 君在學期間已完成下列論文：

(1)碩士論文：Millennial behavior in the working place , e-environment relationship in e-learning , tech savvy effects on performance

(2)學術期刊：

本人認為 Zolboo Enkhtaivan 君已完成南華大學企業管理學系管理科學碩士班之碩士養成教育，符合訓練水準，並具備本校碩士學位考試之申請資格，特向碩士資格審查小組推薦其初稿，名稱：Millennial behavior in the working place , e-environment relationship in e-learning , tech savvy effects on performance，以參加碩士論文口試。

指導教授：[signature] 簽章

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南華大學企業管理學系管理科學碩士班

107 學年度第 2 學期碩士論文摘要

論文題目：千禧世代對工作場所、電子環境、電子學習與科技技能對績效影響之研究

研 究 生：道明寺　　指導教授：紀信光 博士

論文摘要內容：

從人類存在的開始，240 代已經過去了。從過去到這裡，所有這些一代都在不斷發展。這就是我們今天變得現代化的原因。這意味著世代之間始終存在差異。

當人們聽說有一代時，他們會想到不同類型的人有不同的行為。這是真的！為什麼人們分成不同的部門？這一代並不是分裂人們的唯一因素，但它描述了他們的行為和生活方式。

在 21 世紀，技術世紀。在這個時代幾乎每個工作場所，環境都與技術有關。我們喜歡與否，技術日益發展，我們也是如此。由於人類的這種變化，工人也必須得到發展。此外，在本世紀，新世代 Y「千禧世代」中有 50%已經進入工作力市場。因此，我們需要知道他們是誰，他們想如何工作，他們如何完成工作。在本文中，我們將找出誰是千禧一代，他們想要什麼，技術變化如何影響績效，它如何影響工人。

關鍵字：千禧世代、Y 世代、技術、工作場所

Title of Thesis: Millennial Behavior in the Working Place, E-Environment Relationship in E-Learning, Tech Savvy Effects on Performance

Department: Master Program in Management Sciences, Department of Business Administration, Nanhua University

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ABSTRACT

From the beginning of human existence 240 generations has passed. From past to here all of these generation were developed continually. That is why we became modernized today. Which means there has been always difference between generation to generation.

When people heard about Generation, they think about different kind of people with different behavior. And that is true! Why people divided into different sectors? The generation is not the only factor that divide people but it describes their behavior and lifestyle.

In 21st century, century of Technology. In this era almost every working place, environment connected with technology for sure. And we like it or not, the technology are developing day by day, so do we. Because of this change the human being, workers have to be developed as well. Also, in this century the new generation Y "Millennial" 50% of them are already entered to workforce. So we need to know who are they, how they want to work, how they done their jobs. In this paper we are going to find out who are Millennial , what do they want, how does tech changes has affecting to the performance , how does it's affecting to the workers .

Keywords: Millennial, Generation Y, Technology, Workplace

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CHAPTER ONE

INTRODUCTION

1.1 Research Background and Research Motivation

In late 2010 and after 50 % of Millennial (Generation Y) already entered a workplace and rest of 50 % of them waiting for their turn. It's no longer secret that our working place and workforce is changing. Currently, there are three main generations in the work place which are Baby boomers, Generation X, Millennial. The Baby boomers (born 1946-64) (most of them already retired), Generation X (born 1965-79) and the Generation Y which are Millennials (born 1982 and after) are making the workforce. Yet, from the previous research and other works the employees of all three generations are not engaged in the workforce efficiently. Employee engagement is not a measure of how happy an employee is at work, rather, it is how much the employee feels invested in and motivated by the job (Kristin Holmberg 2017). Millennials will be in the workplace approximately 75% of the workforce by 2020. Outnumbering the Generation X and with the retired Baby boomers, the Millennials is taking the more roles on business field. Yet, stereotypes have described the Millennials are lazy, self-centered, and have unrealistic expectations for the job titles and pay in the workplace. (Jennifer D. Tsegai 2017) Many companies have turned their aim into the Millennials for better engagement and for better performance. With no choice if you fire one Millennial there will be another Millennial ready to enter your workplace. And still, Millennials have emerged as the job hopping generation, (Adkins, May 2016) supporting the 2016 Gallup report indicating that over 70% of Millennials are not engaged at work. The companies that don't realize about the Generation Y which are Millennials, they rapidly lose their employees due to disengagement. The managers are trying to find answer for how Millennials wants to work and why they are leaving workplace so easily. It isn't as simple

as studying the culture and understanding what motivates the younger generation. (Tracy Hribar 2017) When people heard about Generations most people think about different personalities and different behavior. And it is true. But note one thing, it' not like box, box like with Generation X and Millennial. All of Generations are living and working together. Today, we need to find out how to combine these different behavior into one piece. This research will indicate how new Generation "The Millennials" can fit into workplace , how they will describe themselves in working place , and find out what things can help them to make a better performance.

1.2 Millennial

The Chinese call them "ken lao zu", or 'the generation that eats the old', and the Japanese termed them, nagara–zoku, 'the people who are always doing two things at once' (Sitara Kurian Assistant Manager, CIO Advisory UK)

For the description of Generation Y there is none official year but the common year is 1980 to 1996. Also their nickname is Tech Savvy Gen. They are tough to manage, narcissistic, entitled, self-interested, unfocused and lazy (Simon Sinek 2016). When the managers ask from Millennials what do you want? And the most of them answers, we want to work in a place with purpose and we want to make an impact to an organization.

Here are some changes in Leadership

- My Paycheck – My purpose

Millennials not only work for the paycheck, they want purpose. For Gen Y, the work must contain the meaning. They want work in a place with purpose and clear aim. Back in days Baby boomers and Gen X they don't really care about the meaning of the job. They just wanted paycheck. Their mission was 100% their family.

- My Satisfaction – My Development

Millennials don't desire a satisfaction from a job, but they actually desires a development. Most of Millennials don't care about fancy things in a working place.

- My Boss – My Coach

Millennials don't like bosses, they like coaches. The old styled role is control and command. But Millennials are interested in managers who can develop them and help them to be a better worker.

- My Annual Review – My Ongoing Conversations

Millennals don't care about annual reviews instead they want ongoing conversations. The special way of communicating with Millennials is texting or tweeting or call by skype etc 7/24. They want instant reply which means like it or not managers and HQ's have to use those technology.

- My Weaknesses – My Strengths

Millennials don't really want to fix their weaknesses, they want to develop their strengths. Gallup (Gallup, Inc., is an American management consulting company). It has discovered that weaknesses never really develop into strengths, while strength can develop infinitely. But this doesn't mean organization should ignore weaknesses instead they should minimize it.

- My Job – My Life

It is not only my job it is very important part of my life. Gallup's one of the most valuable finding was everyone in this world wants a good job. This is especially true for the Millennials. They are curious about, is this organization can value me? Is this company can develop me? (GALLUP 2016)

As Simon Sinek explains there is 4 things are missing and that things makes Millennials worse than other generations.

- Parenting
- Technology
- Impatience
- Environment

1.2.1 Fail Parenting Strategy

They were told they were special, all the time. They were told they can have anything in their life. Some of them got medals and honors in classes not because they earn it but just because they get involved in that activity. And these people grow up and graduate school then get a job , and they thrust into a real life instant they will learn world is not same like when they were teenagers . You get nothing that you just want it.

1.2.2 Technology

This Generation loves to show the others that they are special. In a simple word they are attention thirst people. They are heavily addicted to Facebook and Instagram world (Internet world). When the average person uses devices such as Computer, Smart phones it releases “Dopamine”. Exact same chemical that releases pleasure when we smoke, drink alcohol, sex and gamble. We have age restriction on these things but we don’t have age restriction on Smartphones. Millennials are heavily addicted to this and when they face with problems they’re not turning into their family or friends, they are turning into a device.

1.2.3 Impatience

The Millennials too much care about short term gains rather than long term gains. For an example : Let’s imagine an individual is interested in to buy a

product , shoes or laptop whatever that is , you go online see the product and see the price enter your location and order , done . The product will arrive in next day. But in Gen X, or even further in Baby boomers it takes time. You don't have to check movie time just go on internet and watch all the episode and seasons. Everything is changing rapidly, that is why these generations are getting more impatient than other generations.

1.2.4 Environment

All with these internet and online features the Millennials getting used to it. Some people say the smartphone is my alarm clock so I need it next to my head, buy alarm clock (Simon Sinek 2016). In the morning you wake up and check your phone before you say good morning to your partner, that is heavy addiction and that is ruining Millennials relationship and habits. Which is why Millennials getting aggressive and inpatient.

1.3 Research Objective

Based on the above research background and research motivations, this study collects data and conducts surveys of Generation Y such as Millennials .

- To explore the influence of New Generation, E-Learning, Tech-Savvy, on job performance.
- To examine the relationship among Top manager, Co-workers Generation Baby Boomers, Generation X .
- To discover the sources of contrast based on demographic characteristics such as genders, ages, education backgrounds.

1.4 Subject and Research Scope

The aim of the study is concerns about investigating how these new Generations affecting the workforce and how they make performance by which kind of method. The Table 1.1 presents the scope of this research in detail:

Table 1. 1 The scope of this study

Items	Scope of The Study
Types of the research	The research reviews literature for creating a foundation of hypothesis and framework. Collecting data by using questionnaires to test hypotheses and figure out the results and conclusions
Key Issue	Examine the influence of Generation Y (Millennial) on workplace , study their behavior on technology
Dependent variables	Performance
Independent variables	Job attitude
Moderators	Tech Savvy
Mediators	E-Learning
Testing location	United States Of America (U.S.A) Taiwan (R.O.C)
Analyzed unit	Individual
Research method	SPSS Version 20

Source: original study

1.5 The Procedure and Research Structure

To implement the investigation, this research process includes the following steps. First, after having an idea of implementing this research, the

study revised the various researches to have the most complete view about the issue. Second, research objectives and motivations would be identified, leads to the development of the research framework. Third, to examine each hypothesis in a model, a survey with quantitative questionnaire would be conducted based on the research method which has been pointed. Last, by using the necessary methods in analyzing collected data, the results will be ready to make a final conclusion.

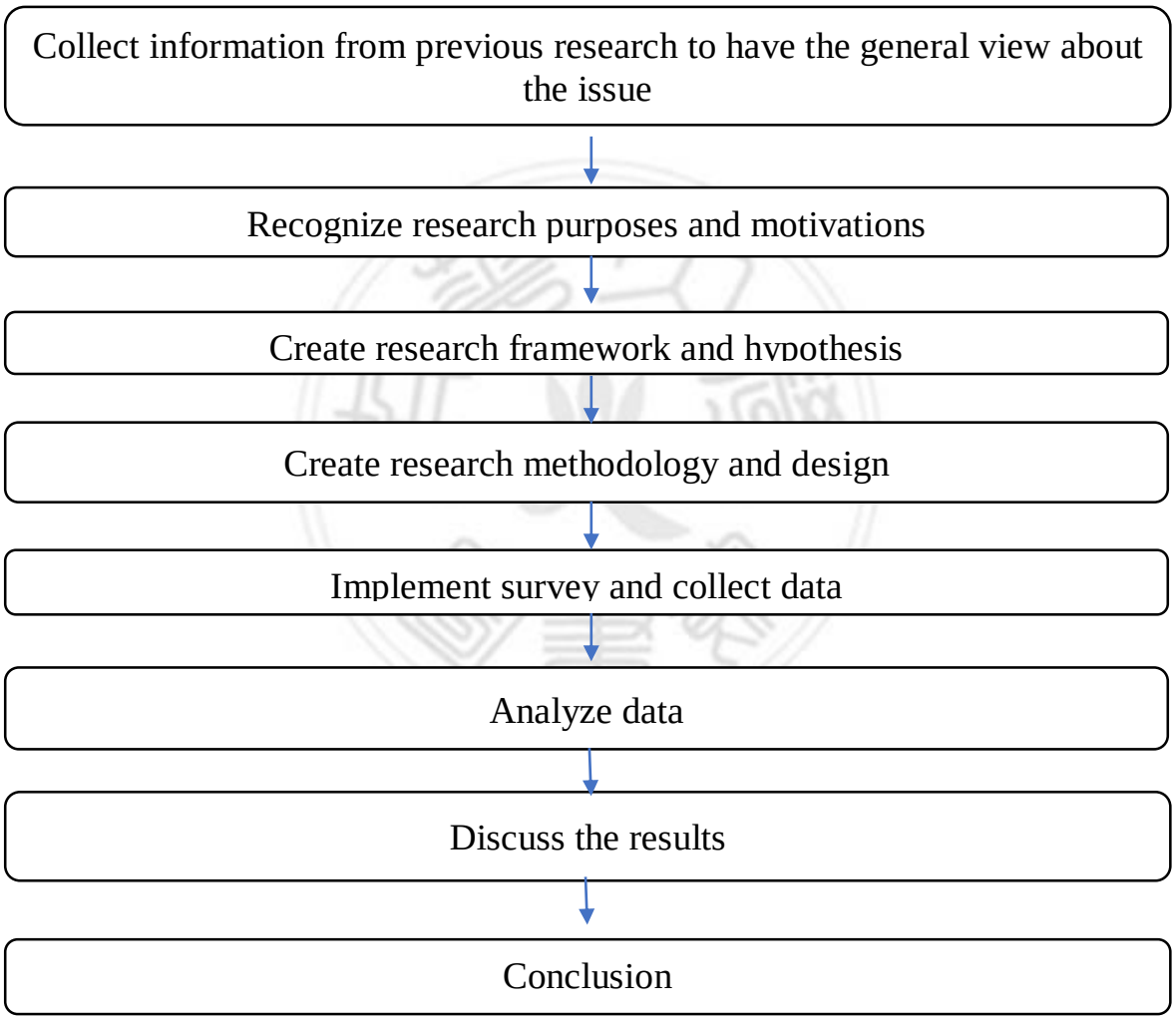

Figure 1.1 Research process

This research structure includes five main parts:

- Introduction
- Literature Review

- Research Methodology
- Data Analysis
- Result , Conclusion Suggestions

For the chapter one, it shows the background of the research: what is motivating this research. What is the purpose, questions, contribution, subject and scope of the research.

Chapter two shows definitions of research related factors as Generations, Co-workers, Technology Savvy, Generation Y, Performance, and Impact. From reviewing the previous studies and features of each factors, the overall view of factors would be built up. And we can easily recognize the relationship between these factors. Also these factors can help us to build hypothesis of this chapter.

Chapter three presents research methodology. For this chapter, research model will be established. Data and sample collecting, method to investigation relationships, and the research design will be identified.

Chapter Four is the presentation of data analysis and explanation of the results. This chapters shows the respondent's demographic variables, descriptive statistics, factor analysis, reliability test, independent T-test, ANOVA and regression results which are related to each hypothesis.

Chapter five includes the findings, implication and limitation of the main research. Also it will show the suggestion for the future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Main factors affecting on Organization Performance

2.1.1 Job attitude

"Without attitudes the individual is confused and baffled...Attitudes determine for each individual what he will see and hear, what he will think and what he will do." (Glasman & Albarracin, 2006; Kraus, 1995)

Job attitude is how you making a performance and action in your working place.

Evaluative statements – either favorable or unflavorable - concerning objects, people or events. Attitudes reflect how one feels about something (Stephen P.Robbins 2010). So, simply the job behavior is result of worker's job satisfaction. For the job attitude, the organizational commitment plays important role. Organizational commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. (Rogier van der Werf 2018)

- Affective commitment

Affective commitment means how much employees want to stay and work for their organization. If an employee affectively commitment to the organization, which means they want to stay at the company. Simply, they fit in the organization and they have same goal as the organization.

- Continuance commitment

Continuance commitment means how much the employees need to stay in the organization. Means their needs and desires (usually salary) let them stay at organization. Possible reasons for needing to stay with organizations vary, but

the main reasons elate to a lack of work alternatives, and remuneration. (Rogier van der Werf 2018)

- Normative commitment

Normative commitment relates to how much the employees should stay at the organization. Employees that normatively committed usually that they should stay at the company. They also feel leaving the organization is one type of guilt and loose of heavy responsibility.

2.1.2 Tech savvy

It's one of the few positive traits almost universally assigned to Millennials. Tech savvy is possessing a collection of technology and tech-related skills that act as a platform on which efficiencies are built. (Albert Ciusza Jr. 2016)

The skills needed to collect data from many possible resources usually from the internet environment. Technology skills are built upon each other, creating one and after, if you can use Microsoft Word then you can use PowerPoint. We want to do our jobs fast and better. We want to communicate with each other more effectively. Efficiency – is why tech savvy matters.

2.1.3 E-Learning

In technology generation, individual and organization interested in E-Learning more than ever. Here are some advantages of E-Learning such as:

- It saves time
- It saves cost
- Anywhere and anytime

Almost every individual and organization has connected with internet 24/7. Which means you can learn by yourself anytime and anywhere.

For the cost, you don't have to go to the institutions, company don't need to organize seminar on every Monday, this is a huge save for both sides.

Understanding eLearning is simple. E-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. (2019 eLearningNC.gov)

2.1.4 Performance

The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. (Business Dictionary)

With this theory in business environment, the performance also connected to

- "Performance management"

Performance management is the continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organization, planning performance to achieve the goals, reviewing and assessing progress, and developing the knowledge, skills and abilities of people. (Michael Armstrong Jan 2018)

2.2 Relationship between Variables

2.2.1 Relationship between Job Attitude and E-Learning

Lately many organizations have utilized e-learning to improve their performance due to the many benefits of e-learning, the value of e-learning may not be fully appreciated unless users accept e-learning as a learning tool (Lee et al., 2009). Even the organization has built advanced technologies in

order to support their employees learning and performance, they will not be worth if the users do not use them in the workplace. With this attitude the workers must know about the consequences and how much effort and time they can save with the E-Learning. Human resource development will play a big role in these section.

2.2.2 Relationship between E-Learning and Performance

It has been discovered that work place learning is a challenged with the difficult variables such as motivation, responsibilities, interest and activities. Also through this it effects the learner‘s motivations in the organization. (Smith & Sadler-Smith, 2006) . E-Learning process has a valuable role in organization with younger generation. With great motivation and interest the great performance will be. In 80 , 90 the learning through mail was popular until the internet development skyrocketed . Which means, this idea can be effect significantly through the Gen X, and Millennials.

2.2.3 Effect of Tech-Savvy on performance, Relationship between Job attitude and Performance

Organization use the advance technologies equipment to check and evaluate the employees output or performance (Muhammad Imran 2014). With the better technology the result will be much more. Lately, we are living in development, entrepreneur century. We already passed the production years now organization must have to focus more on the technology performance. As technology working force increases, the human workforce will be decreased. However, the scientist predicted that new professions will be come with the new technology we made.

CHAPTER THREE
RESEARCH METHODOLOGY

Of course, in every organization there will be a people will work. No matter how developed or fully mechanized there will be a worker. From survey and result we will try answer the different generation can work better with technology. In this chapter, several content including research framework, research design, data collection, instrumentation would be shown respectively.

3.1 Research Model

This study has developed a research framework based on the literature review in chapter two: Hypothesis will be mentioned according to the model (Figure 3.1)

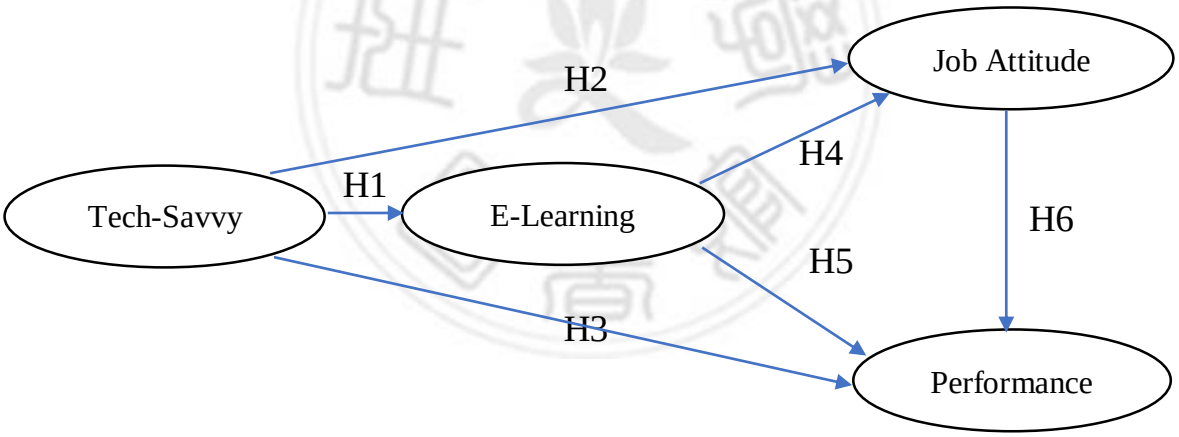

Figure 3.1 Research Model

Sources: Original study

According to Figure 3.1 and above literature mentioned the hypothesis were constructed as below:

H1. Tech-Savvy impact on E-Learning

H2. Tech-Savvy and Job Attitude has positive effect

H3. Tech-Savvy and Performance has positive effect

H4. E-Learning impact on Job Attitude

H5. E-Learning impact on Performance

H6. Job Attitude impact on Performance

3.2 Instrument

There is a survey conducted to collect data for variables of the study. The data will be collected from the University students and employed who currently working in Mongolian and U.S.A field. To make it more certainly, some of the questionnaire will be collected by face to face. And the range will between age from 29 (1990) to 19 (2000). The five point scale will be used. "1" equals to "strongly disagree" , "2" equals "disagree" , "3" equals "neutral" , "4" equals "agree" , "5" equal "strongly agree" . This scale will be used to measure the variable.

3.3 Translation

To collect data for the research, the main respondents will be University students from Mongolia and the employed. Which means, the Mongolian language will play a big role in data collection. The survey is originally designed by English, however, the Mongolian language will be the main part. It will help to respondents answer fast and reliable. For make sure, we will take a support from Mongolian language teacher "who still teaches today" to make the meaning of the questions are both understandable in English and Mongolian.

3.4 Pilot Test

A pilot test will handled by using "Google" form sending to the respondents in Mongolian and English. The trial data will be analyzed in reliability test to get the internal consistency of each item and factors. An acceptable level of internal consistency would be reflected in the α value of no less than 0.60 for the study. The result of the Cronbach's α showed that the questionnaires of each variable had relatively high coefficient α higher than 0.60.

3. 5 Construct measurement

This study will be study four factors, after the relationship among these variables also will be assessed. The main constructs are Job Attitude, E-Learning, Tech-Savvy, Performance. Each construct has its own operational conceptions.

3.5.1 Job Attitude

Job Attitude can define the workers behavior and attitude effect on performance. How the worker and student performing a task with their experience, knowledge, relationship with technology.

(JA1) My University or Workplace provides me a modern technology and it helps me to done tasks easily

(JA2) My University or Workplace keeps good commitment to me for a better performance and long term study or work

(JA3) My attitude with work will be better if there is any social device near me (Such as Internet and smart devices)

(JA4) For me, the latest version of program and app's are valuable and it helps me to motivate myself for work

(JA5) I feel satisfied when my working environment is fully connected with the internet

3.5.2 E-Learning

From literature review, the E-Learning defined as the factor that saves cost and time. Which is also shows good effect on performance. When good job attitude merges with E-Learning the efficiency will be higher.

(EL1) I am comfortable with learning through computer, smartphone and Internet

(EL2) E-Learning is much more understandable than old fashioned learning style

(EL3) E-Learning allows me to learn more things in short period of time

(EL4) With E-Learning my performance on tasks can be much better

(EL5) I would rather take E-learning than learning from the instructor

(EL6) E-Learning helps me to have advantage in learning and working fields

3.5.3 Tech-Savvy

The difference between the organization with modern technology and organization with middle aged technology is huge. In Taiwan and Mongolia both of this country known the technology development as significant role in country status. Taiwan has become world's first country with full internet. With this a lot of advantage can be a factor of performance.

(TS1) I am comfortable with high developed technology

(TS2) I would like to use latest version of technology product in my lifestyle

(TS3) With high developed technology, my tasks can be done much faster and productive.

(TS4) I would like to study or work in a place with high technology

(TS5) My motivation will be better if my company or university can provide me latest technology.

3.5.4 Performance

The basic description of performance is the way how the employee completing the tasks in right amount of time and resources.

(P1) I have always complete my task before deadline

(P2) I achieved more than my boss expected

(P3) I was able to perform my work well with minimal time and effort

(P4) I actively looked for ways to improve my performance at work

(P5) I have always complete my task just in time

3.5.5 Demographic

The demographic characteristics had designed to investigate the difference features among every respondents, who took part in his survey. The demographic question features:

- Genders
- Ages
- Education level

3.6 Sampling Plan and Data Collection

The data of this thesis will be collected from 200 questionnaires from university students and workers in Mongolia and U.S.A. The students from Nanhua University, National Chung Cheng University, Mongolian national university, Mandakh Burtgel University will be answered. The worker questionnaires will be selected as random.

3.7 Data Analysis Procedure

The software program SPSS version 20 will be used to calculate the data. To test the hypothesis development from this study, six methodological techniques were adopted

- Descriptive Statistic Analysis
- Factor Analysis and Reliability
- Independent Sample t-test
- One-way analysis of variance ANOVA
- Simple Linear Regression Analysis
- Multiple Regression Analysis

3.7.1 Descriptive Statistic Analysis

To measure the characteristic of the variables, the Descriptive Statistic Analysis is necessary. It calculates the means of the each variables, in addition the standard deviations also mentioned.

3.7.2 Factor analysis and Reliability

The main goal of the factor analysis is to examine the underlying variance structure of the set correlation coefficients. The Factor analysis is not only used to summarize or reduce data but also exploratory or confirmatory purpose. Measurement items with factor loadings greater than 0.6 will be selected as the member of a specific factor.

After we run the reliability test, Item-to-total Correlation and Cronbach's α will be shown. These results measure the correlation of each item to the sum of the remaining items within one factor. Item with correlation is lower than 0.5 will be deleted.

3.7.3 Independent Sample T-test

To test whether the differences between the two groups in relation to a single variable, an independent sample t-test is used for this case.

3.7.4 One Way Analysis of Variance (ANOVA)

To test whether the differences between more than two groups in relation to one variable, one-way ANOVA is used in this case. In this study, it will be applied to compare the differences between demographic variables (Genders, Ages, education Levels). The analysis will be significant with t-value higher than 1.96, also the p-value lower than 0.05

3.7.5 Regression Analysis

Simple Linear Regression

The simple linear regression analysis is used to analyze the relationship between two variables or factors, which means the value being predicted is the dependent variable and the value used to predict is called independent variable. It is usually used in research as it establishes that a correlation exists between variables. To main goal of the simple linear regression analysis is to indicate how variables are related or to what extent variables are associated with each other.

Multiple Regression Analysis

The multiple regression analysis is used to analyze the relationship between a single dependent variable and several independent variables. Multiple regression analysis can also meet an objective comparing two or more sets of independent variables to determine the predictive power of each variation. The analysis will be significant when the R^2 higher than 0.1 ($R^2>0.1$), correlation higher than 0.3 and F-value is higher than 4.

CHAPTER FOUR

RESEARCH ANALYSIS AND FINDING

The purpose of this chapter focuses on data analysis. The findings and the data obtained are calculated statistically, and the findings are recorded into table form. In addition, the findings are illustrated graphically to make the representation of data easier to be understood. The graphical representations of the data include pie chart and bar graphs. Correlation analysis and regression analysis are used to test the proposed hypotheses, moderator and mediator.

4.1 Descriptive Analysis and Factor Analysis

4.1.1. Characteristics of Respondents

To collect data for the purpose of the research, a survey was conducted in for one month with online and paper questionnaires. 200 questionnaires in total were distributed to Taiwan's and Mongolian's students. 198 responses were received. Table 4.1.

For the demographic data is described as following Gender, Age, Education level. In the Gender 112 were male (56.9%), 85 were female (43,1%). For the Age most frequent age was 21-30 (159 person, 80,3%)31-40 was total 18 person (9.1%), <20 was total 21 (10.6%). In Education Background University level was most frequent 161 total (81.3%), Master Degree was 23 (11.6%), College 7 (3.5%), High School 5 (2.5%), Above Master 2 (1%).

Table4. 1Personal Characters

Item	Description	Frequency	Percentage (%)
Gender	Male	112	56.9
	Female	85	43.1
Age	Under 20	21	10.6
	From 21 to 30	159	80.3
	From 31 to 40	18	9.1
	Over 50	0	0
Education	High school	5	2.5
	College	7	3.5
	University	161	81.3
	Master Degree	23	11.6
	Above Master	5	2.5

Source: Original Study

Table4. 2JA Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
JA1	200	1	5	4.02	.865
JA2	200	1	5	3.93	.860
JA3	200	1	5	4.10	.804
JA4	200	2	5	4.15	.660
JA5	200	3	5	4.30	.634
mu_JA	200	2.20	5.00	4.0990	.52858
Valid N (listwise)	200				

Source: Original Study

In this table all of items are significant, JA5 got (4.30) so it's most significant question.

Table 4.2 shown that average mean and standard deviation. It show higher value of agreement of Job Attitude 5. It is mean students agreed I feel satisfied when my working environment is fully connected with the internet.

For Job Attitude 2 students shown low significant: My University or Workplace keeps good commitment to me for a better performance and long term study or work.

Table4. 3E-Learning Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EL1	200	2	5	4.15	.705
EL2	200	2	5	3.96	.841
EL3	200	2	5	4.06	.720
EL4	200	2	5	4.04	.759
EL5	200	1	5	3.91	.884
EL6	200	2	5	4.05	.655
mu_EL	200	2.50	5.00	4.0283	.53522
Valid N (listwise)	200				

Source: Original Study

In this table all of items are significant, EL1 got 4.15 so it's most significant question.

Table 4.3 shown that average mean and standard deviation. It show higher value of agreement of EL (4.15). It is mean students agreed I am comfortable with learning through computer, smartphone and Internet.

For Job EL5 students shown low significant: I would rather take E-learning than learning from the instructor.

Table4. 4Tech-Savvy Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TS1	200	2	5	4.20	.644
TS2	200	2	5	4.09	.692
TS3	200	2	5	4.13	.612
TS4	200	2	5	4.11	.627
TS5	200	2	5	4.11	.671
mu_TS	200	2.60	5.00	4.1310	.44905
Valid N (listwise)	200				

Source: Original Study

Table 4.4 shown that average mean and standard deviation. It show higher value of agreement of TS1 (4.20). It is mean students agreed: I am comfortable with high developed technology.

For TS2 students shown low significant: I would like to use latest version of technology product in my lifestyle.

Table4. 5Performance Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
P1	200	1	5	4.18	.749
P2	200	1	5	4.04	.742
P3	200	1	5	4.00	.719
P4	200	2	5	4.07	.638
P5	200	2	5	3.88	.799
mu_P	200	2.00	5.00	4.0330	.54016
Valid N (listwise)	200				

Source: Original Study

Table 4.5 shown that average mean and standard deviation. It show higher value of agreement of P1 (4.18). It is mean students agreed: I have always complete my task before deadline.

For P5 students shown low significant: I have always complete my task just in time.

4.1.2 Factor Analysis and Reliability

Cronbach's alpha must be higher than 0.6, It is related to dependent variable. First Job Attitude's Cronbach's Alpha is 0.812, Second E-Learning Cronbach's Alpha is 0.851, Third Tech-Savvy Cronbach's Alpha is 0.817, Fourth Performance Cronbach's Alpha is 0.0861.

Items	**Cronbach's Alpha**
Job Attitude	0.812
E-Learning	0.851

Tech-Savvy	0.817
Performance	0.861

4.1.3 Independent T-test

T-Test will be shown difference between independent factors. P-Value is lower than 0.05, items will be significant, when the standard error mean 95% calculated. So P-value is significant, also different opinion about questionnaire.

- Job Attitude

Table4. 6Job Attitude Group Statistics

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
JA1	1	114	3.96	.931	.087
	2	86	4.08	.770	.083
JA2	1	114	3.89	.860	.081
	2	86	3.99	.861	.093
JA3	1	114	4.14	.727	.068
	2	86	4.06	.899	.097
JA4	1	114	4.17	.637	.060
	2	86	4.12	.693	.075
JA5	1	114	4.25	.635	.060
	2	86	4.36	.631	.068
mu_JA	1	114	4.0825	.51375	.04812
	2	86	4.1209	.54989	.05930

Note: p<0.1* , p<0.05** , p<0.01***

Source: Original Study

In table 4.6 shown there is no item that lower than 0.05. So it is male and female students has similar perception in Job Attitude.

Table4. 7Job Attitude Independent T-Test

Group Statistics

		Equality of Variances		t-test for Equality of Means						
									Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
JA1	Equal variances assumed	.840	.361	-.942	198	.347	-.116	.124	-.360	.127
JA2	Equal variances assumed	.004	.948	-.834	198	.406	-.102	.123	-.345	.140
JA3	Equal variances assumed	1.101	.295	.715	198	.476	.082	.115	-.145	.309
JA4	Equal variances assumed	.255	.614	.533	198	.594	.050	.094	-.136	.237
JA5	Equal variances assumed	.421	.517	-1.172	198	.242	-.106	.090	-.284	.072
mu_JA	Equal variances assumed	.784	.377	-.509	198	.612	-.03847	.07564	-.18763	.11068

Source: Original Study

- E-Learning

Table4. 8E-Learning Group Statistics

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EL1	1	114	4.10	.691	.065
	2	86	4.21	.721	.078
EL2	1	114	4.05	.808	.076
	2	86	3.85	.875	.094
EL3	1	114	4.04	.677	.063
	2	86	4.09	.777	.084
EL4	1	114	4.11	.696	.065
	2	86	3.94	.831	.090

Table4. 8E-Learning Group Statistics(continue)

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
EL5	1	114	4.04	.824	.077
	2	86	3.74	.935	.101
EL6	1	114	4.11	.621	.058
	2	86	3.97	.694	.075
mu_EL	1	114	4.0746	.48886	.04579
	2	86	3.9671	.58846	.06346

Note: p<0.1* , p<0.05** , p<0.01***

Source: Original Study

In table 4.8 shown there is no item that lower than 0.05. So it is male and female students has similar perception in E-Learning.

Table4. 9E-Learning independent T-Test

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the Lower	Interval of the Upper
EL1	Equal variances assumed	1.638	.202	-1.122	198	.263	-.113	.101	-.311	.086
EL2	Equal variances assumed	1.419	.235	1.705	198	.090	.204	.120	-.032	.440
EL3	Equal variances assumed	3.057	.082	-.562	198	.575	-.058	.103	-.261	.145
EL4	Equal variances assumed	.983	.323	1.511	198	.132	.163	.108	-.050	.377
EL5	Equal variances assumed	6.873	.009	2.401	198	.017	.300	.125	.054	.546
EL6	Equal variances assumed	.000	.997	1.597	198	.112	.149	.093	-.035	.333
mu_EL	Equal variances assumed	2.362	.126	1.410	198	.160	.10751	.07626	-.04287	.25788

Source: Original Study

- Tech-Savvy

Table4. 10Tech-Savvy Group Statistics

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
TS1	1	114	4.21	.616	.058
	2	86	4.20	.683	.074
TS2	1	114	4.09	.632	.059
	2	86	4.10	.767	.083
TS3	1	114	4.13	.572	.054
	2	86	4.13	.665	.072
TS4	1	114	4.10	.548	.051
	2	86	4.14	.722	.078
TS5	1	114	4.14	.608	.057
	2	86	4.07	.748	.081
mu_TS	1	114	4.1333	.35961	.03368
	2	86	4.1279	.54786	.05908

Note: p<0.1* , p<0.05** , p<0.01***

Source: Original Study

In table 5 shown there is no item that lower than 0.05. So it is male and female students has similar perception in Tech-Savvy.

Table4. 11Tech-Savvy independent T-Test

		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the Lower	Interval of the Upper
TS1	Equal variances assumed	.603	.438	.139	198	.889	.013	.092	-.169	.195
TS2	Equal variances assumed	3.515	.062	-.171	198	.864	-.017	.099	-.212	.178
TS3	Equal variances assumed	1.578	.210	.042	198	.967	.004	.088	-.169	.177
TS4	Equal variances assumed	5.908	.016	-.479	198	.632	-.043	.090	-.220	.134
TS5	Equal variances assumed	1.466	.227	.736	198	.463	.071	.096	-.119	.260
mu_TS	Equal variances assumed	13.518	.000	.084	198	.933	.00543	.06430	-.12137	.13222

Source: Original Study

- Performance

Table4. 12Performance Group Statistics

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
P1	1	114	4.22	.701	.066
	2	86	4.13	.809	.087
P2	1	114	4.07	.761	.071
	2	86	4.00	.719	.078
P3	1	114	4.01	.698	.065
	2	86	3.98	.751	.081
P4	1	114	4.06	.642	.060
	2	86	4.08	.636	.069

Table4. 12Performance Group Statistics(continue)

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
P5	1	114	3.91	.782	.073
	2	86	3.84	.824	.089
mu_P	1	114	4.0544	.51751	.04847
	2	86	4.0047	.57064	.06153

Note: p<0.1* , p<0.05** , p<0.01***

Source: Original Study

In table shown there is no item that lower than 0.05. So it is male and female students has similar perception in Performance.

Table4. 13Performance independent T-Test

		Equality of Variances		t-test for Equality of Means						
									Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
P1	Equal variances assumed	.012	.914	.854	198	.394	.091	.107	-.120	.302
P2	Equal variances assumed	.526	.469	.661	198	.509	.070	.106	-.139	.280
P3	Equal variances assumed	1.114	.293	.311	198	.756	.032	.103	-.171	.235
P4	Equal variances assumed	.095	.758	-.219	198	.827	-.020	.091	-.200	.160
P5	Equal variances assumed	.588	.444	.657	198	.512	.075	.114	-.150	.301
mu_P	Equal variances assumed	.611	.435	.644	198	.521	.04973	.07726	-.10263	.20210

Source: Original Study

4.2 One-way analysis of variance ANOVA

4.2.1 ANOVA in Age

ANOVA analysis to compare differences of means among more than 2 groups.

Table4. 14 Job Attitude by Age

		Sum of Squares	df	Mean Square	F	Sig.
JA1	Between Groups	6.934	2	3.467	4.809	.009
	Within Groups	142.021	197	.721		
	Total	148.955	199			
JA2	Between Groups	8.112	2	4.056	5.752	.004
	Within Groups	138.908	197	.705		
	Total	147.020	199			
JA3	Between Groups	9.756	2	4.878	8.072	.000
	Within Groups	119.039	197	.604		
	Total	128.795	199			
JA4	Between Groups	5.377	2	2.689	6.506	.002
	Within Groups	81.418	197	.413		
	Total	86.795	199			

Table4. 14 Job Attitude by Age(continue)

		Sum of Squares	df	Mean Square	F	Sig.
JA5	Between Groups	.709	2	.355	.881	.416
	Within Groups	79.291	197	.402		
	Total	80.000	199			
Mu_JA	Between Groups	5.010	2	2.505	9.755	.000
	Within Groups	50.590	197	.257		
	Total	55.600	199			

Source: Original Study

In this table our result shows all kind of age people got different perception about Job Attitude. For Item JA5: I feel satisfied when my working environment is fully connected with the internet. It shows more than 0.05 so people got same perception about this item.

Table4. 15 E-Learning by Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EL1	Between Groups	1.402	2	.701	1.418	.245
	Within Groups	97.393	197	.494		
	Total	98.795	199			

Table4. 15 E-Learning by Age(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EL2	Between Groups	8.716	2	4.358	6.502	.002
	Within Groups	132.039	197	.670		
	Total	140.755	199			
EL3	Between Groups	.566	2	.283	.543	.582
	Within Groups	102.714	197	.521		
	Total	103.280	199			
EL4	Between Groups	5.115	2	2.557	4.595	.011
	Within Groups	109.640	197	.557		
	Total	114.755	199			
EL5	Between Groups	10.382	2	5.191	7.044	.001
	Within Groups	145.173	197	.737		
	Total	155.555	199			

Table4. 15 E-Learning by Age(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EL6	Between Groups	1.513	2	.757	1.775	.172
	Within Groups	83.987	197	.426		
	Total	85.500	199			
Mu_EL	Between Groups	3.520	2	1.760	6.483	.002
	Within Groups	53.486	197	.272		
	Total	57.006	199			

Source: Original Study

In this table our result shows all kind of age people got different perception about E-Learning. Except Item EL1, EL3, EL6 people got similar perception such as: I am comfortable with learning through computer, smartphone and Internet.

E-Learning Allows me to learn more things in short period of time.

E-Learning helps me to have advantage in learning and working field.

Table4. 16 Tech Savvy by Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
TS1	Between Groups	.640	2	.320	.769	.465
	Within Groups	81.955	197	.416		
	Total	82.595	199			
TS2	Between Groups	2.088	2	1.044	2.209	.113
	Within Groups	93.107	197	.473		
	Total	95.195	199			
TS3	Between Groups	2.090	2	1.045	2.838	.061
	Within Groups	72.530	197	.368		
	Total	74.620	199			
TS4	Between Groups	1.583	2	.792	2.032	.134
	Within Groups	76.772	197	.390		
	Total	78.355	199			

Table4. 16 Tech Savvy by Age(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
TS5	Between Groups	.295	2	.147	.325	.723
	Within Groups	89.285	197	.453		
	Total	89.580	199			
Mu_TS	Between Groups	.749	2	.374	1.873	.156
	Within Groups	39.379	197	.200		
	Total	40.128	199			

Source: Original Study

In this table our result shows all kind of age people got similar perception in Tech-Savvy. Which means, our respondents have taking technology in same way.

Table4. 17 Performance by Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P1	Between Groups	4.220	2	2.110	3.874	.022
	Within Groups	107.300	197	.545		
	Total	111.520	199			

Table4. 17 Performance by Age(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P2	Between Groups	5.255	2	2.627	4.956	.008
	Within Groups	104.425	197	.530		
	Total	109.680	199			
P3	Between Groups	7.863	2	3.932	8.142	.000
	Within Groups	95.132	197	.483		
	Total	102.995	199			
P4	Between Groups	.125	2	.063	.153	.859
	Within Groups	80.895	197	.411		
	Total	81.020	199			
P5	Between Groups	11.827	2	5.913	10.104	.000
	Within Groups	115.293	197	.585		
	Total	127.120	199			
Mu_P	Between Groups	4.531	2	2.266	8.338	.000
	Within Groups	53.531	197	.272		
	Total	58.062	199			

Source: Original Study

In this table our result shows all kind of age people got different perception about Performance. Except Item P1, P4 people got similar perception.

4.2.2 ANOVA in Education

Table4. 18 Job Attitude by Education level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JA1	Between Groups	4.638	4	1.159	1.567	.185
	Within Groups	144.317	195	.740		
	Total	148.955	199			
JA2	Between Groups	1.372	4	.343	.459	.766
	Within Groups	145.648	195	.747		
	Total	147.020	199			
JA3	Between Groups	7.039	4	1.760	2.818	.026
	Within Groups	121.756	195	.624		
	Total	128.795	199			
JA4	Between Groups	2.792	4	.698	1.620	.171
	Within Groups	84.003	195	.431		
	Total	86.795	199			

Table4. 18 Job Attitude by Education level(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JA5	Between Groups	.489	4	.122	.300	.878
	Within Groups	79.511	195	.408		
	Total	80.000	199			
Mu_JA	Between Groups	1.960	4	.490	1.781	.134
	Within Groups	53.640	195	.275		
	Total	55.600	199			

Source: Original Study

In this table our result shows all kind of people with different education level got similar perception about Job Attitude.

Table4. 19 E-Learning by Education level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EL1	Between Groups	1.022	4	.256	.510	.729
	Within Groups	97.773	195	.501		
	Total	98.795	199			

Table4. 19 E-Learning by Education level(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
EL2	Between Groups	2.715	4	.679	.959	.431
	Within Groups	138.040	195	.708		
	Total	140.755	199			
EL3	Between Groups	2.094	4	.523	1.009	.404
	Within Groups	101.186	195	.519		
	Total	103.280	199			
EL4	Between Groups	2.096	4	.524	.907	.461
	Within Groups	112.659	195	.578		
	Total	114.755	199			
EL5	Between Groups	.968	4	.242	.305	.874
	Within Groups	154.587	195	.793		
	Total	155.555	199			
EL6	Between Groups	2.627	4	.657	1.545	.191
	Within Groups	82.873	195	.425		
	Total	85.500	199			
Mu_EL	Between Groups	.662	4	.166	.573	.683
	Within Groups	56.344	195	.289		
	Total	57.006	199			

Source: Original Study

In this table our result shows all kind of people with different education level got similar perception about E-Learning.

Table4. 20 Tech-Savvy by Education level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
TS1	Between Groups	1.040	4	.260	.622	.648
	Within Groups	81.555	195	.418		
	Total	82.595	199			
TS2	Between Groups	2.359	4	.590	1.239	.296
	Within Groups	92.836	195	.476		
	Total	95.195	199			
TS3	Between Groups	.771	4	.193	.509	.729
	Within Groups	73.849	195	.379		
	Total	74.620	199			
TS4	Between Groups	3.739	4	.935	2.443	.048
	Within Groups	74.616	195	.383		
	Total	78.355	199			
TS5	Between Groups	1.305	4	.326	.721	.579
	Within Groups	88.275	195	.453		
	Total	89.580	199			

Table4. 20 Tech-Savvy by Education level(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Mu_TS	Between Groups	.205	4	.051	.250	.910
	Within Groups	39.923	195	.205		
	Total	40.128	199			

Source: Original Study

In this table our result shows all kind of people with different education level got similar perception about Tech-Savvy.

Table4. 21 Performance by Education level

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P1	Between Groups	3.748	4	.937	1.695	.153
	Within Groups	107.772	195	.553		
	Total	111.520	199			
P2	Between Groups	.667	4	.167	.298	.879
	Within Groups	109.013	195	.559		
	Total	109.680	199			
P3	Between Groups	1.180	4	.295	.565	.688
	Within Groups	101.815	195	.522		
	Total	102.995	199			

Table4. 21 Performance by Education level(continue)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P4	Between Groups	1.464	4	.366	.897	.467
	Within Groups	79.556	195	.408		
	Total	81.020	199			
P5	Between Groups	1.527	4	.382	.593	.668
	Within Groups	125.593	195	.644		
	Total	127.120	199			
Mu_P	Between Groups	1.085	4	.271	.928	.449
	Within Groups	56.977	195	.292		
	Total	58.062	199			

Source: Original Study

In this table our result shows all kind of people with different education level got similar perception about Performance.

4.3 Linear Regression Analysis

Table4. 22 Regression Liner Analysis

Regression Linear Analysis			
Dependent variable JP	**Independent variables**		
Performance	**JA:**	**EL:**	**TS:**
P-value	0.000	0.000	0.000
F-value	44.175	42.194	42.930
R Square	0.182	0.176	0.178
Adjusted R Square	0.178	0.172	0.174
Sig F value	0.000	0.000	0.000
Beta Value	2.244	2.329	1.935
Regression Linear Analysis			
Dependent variable	**Independent variables**		
	EL->TS:	**JA->TS:**	**JA->EL:**
P-value	0.000	0.000	0.000
F-value	51.868	51.659	71.327
R Square	0.208	0.207	0.265
Adjusted R Square	0.204	0.203	0.261
Sig F	0.000	0.000	0.000
Beta Value	1.785	1.887	2.052

Source: Original Study

As we expected, our independent and dependent variables regression analyses has been done. From the result, all of our hypothesis's has been supported. Which means, Tech-Savvy affects Job Attitude, Job Performance,

and E-Learning. E-Learning and Job Attitude, Tech Savvy's are shown us that they got effect on Performance.

CHAPTER FIVE

CONCLUSION

5.1 Research conclusion

In this Analysis we will see our result and which hypothesis in supported and which is rejected.

Table5. 1 Hypothesis

Hypothesis	Summary	Status
H1	Tech-Savvy impact on E-Learning	Supported
H2	Tech-Savvy and Job Attitude has positive effect	Supported
H3	Tech-Savvy and Performance has positive effect	Supported
H4	E-Learning impact on Job Attitude	Supported
H5	E-Learning impact on Performance	Supported
H6	Job Attitude impact on Performance	Supported

Source: Original Study

5.2 Suggestion

From the result, all Hypothesis are supported. In this study, we pursued to find how does latest technology and generation behavior impacts on performance.

1. My research study developed by 6 hypotheses. First analysis is pre-test and result is greater than 0.06, also all factors significant.
2. Second, Analysis to ANOVA test (f-test and t-test). It is mean our respondents' personal characters not different between groups.

3. Third, Regression analysis is relationship between dependent variable and independent variables. In this result also all factors' p-value lower than 0.05, it is significant.

5.3 Limitation for future researchers

This study has collected data from Mongolian and Taiwanese students. For further research, suggestion would be collect more data from European countries and collect data from next generation which generation z. The organization environment keeps developing with new generation of people. There is no limitation in this field, keep developed, keep pursue for knowledge.

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APPENDIX I: QUESTIONNAIRE- ENGLISH VERSION

	Levels of agreement				
Please take a short look on the questions below related with the **Travel Motivation**, and then **CIRCLE** the level of agreement on each of the items below base on your opinion	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
JA1. My University or Workplace provides me a modern technology and it helps me to done tasks easily					
JA2. My University or Workplace keeps good commitment to me for a better performance and long term study or work					
JA3. My attitude with work will be better if there is any social device near me (Such as Internet and smart devices)					
JA4. For me, the latest version of program and app's are valuable and it helps me to motivate myself for work					
JA5. I feel satisfied when my working environment is fully connected with the internet					

	Levels of agreement				
Please take a short look on the questions below related with the **Travel Motivation**, and then **CIRCLE** the level of agreement on each of the items below base on your opinion	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
EL1. I am comfortable with learning through computer, smartphone and Internet					
EL2. E-Learning is much more understandable than old fashioned learning style					
EL3. E-Learning allows me to learn more things in short period of time					
EL4. With E-Learning my performance on tasks can be much better					
EL5. I would rather take E-learning than learning from the instructor					
EL6. E-Learning helps me to have advantage in learning and working fields					

	Levels of agreement				
Please take a short look on the questions below related with the **Travel Motivation**, and then **CIRCLE** the level of agreement on each of the items below base on your opinion	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
TS1. I am comfortable with high developed technology					
TS2. I would like to use latest version of technology product in my lifestyle					
TS3. With high developed technology, my tasks can be done much faster and productive.					
TS4. I would like to study or work in a place with high technology					
TS5. My motivation will be better if my company or university can provide me latest technology.					

	Levels of agreement				
Please take a short look on the questions below related with the **Travel Motivation**, and then **CIRCLE** the level of agreement on each of the items below base on your opinion	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
P1. I have always complete my task before deadline					
P2. I achieved more than my boss expected					
P3. I was able to perform my work well with minimal time and effort					
P4. I actively looked for ways to improve my performance at work					
P5. I have always complete my task just in time					

PART II: Please tick on the box which best describe your situation:

1. Gender: □ Female □ Male

2. Age: □ <20 □ 21-30 □ 31-40 □ 41-50 □ >50

3. Education backgrounds: □ High school □ College □ University □ Master □ Above Master