

PERFORMANCE OF ACADEMICIANS IN
MALAYSIAN PRIVATE UNIVERSITIES: A STUDY
ON THE INFLUENCING FACTORS

BY

GARY LIM AIK SOON
HONG JIA LING
LIEW PUI SEE
NG MEI LING
TAN KA HUEY

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ACCOUNTANCY

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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Name of Student:	Students ID:	Signature:
1. GARY LIM AIK SOON	09ABB04680	_____
2. HONG JIA LING	10ABB01098	_____
3. LIEW PUI SEE	09ABB02455	_____
4. NG MEI LING	09ABB06460	_____
5. TAN KA HUEY	09ABB04639	_____

Date: 18th MARCH 2013

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LIST OF ABBREVIATIONS

SAS	Statistical Analysis System
PHD	Doctor of Philosophy
AO	Advancement Opportunities
EE	Employee Empowerment
R	Recognition
WE	Working Environment
JS	Job Security
S	Salary
PC	Pearson Correlation
JA	Job Satisfaction
JP	Job Performance

PREFACE

Tertiary education is a crucial part of an individual's life in today's world. Hence, it is only common that parents want their children to have the best quality of education when deciding on which university to enrol their children. In line with the decline of number of student enrolled to private universities, it is important to probe into the cause of this situation. One of the main criteria to be considered is definitely the performance of the academicians in the institution. Therefore, this study aims to determine the factors that affect the performance of academicians to ensure that academicians in private universities are able to perform to a satisfactory level and continue to attract potential students to private universities instead of flocking to public universities.

ABSTRACT

This study intends to examine the effects of job satisfaction on job performance of academicians in Malaysian Private Universities as job performance of academicians is one of the main criteria in determining a university's QS World University Ranking. Hence, this study aims to determine the role of job satisfaction in improving job performance as few studies in the past have focused on academicians in private universities. This paper will enable parties such as the Ministry of Higher Education and management of universities to pinpoint the core areas that need improvement and take corrective actions to improve job performance of academicians in private universities. Besides that, this study will also increase self-awareness of academicians towards their job performance. Herzberg's two-factor theory was adopted for this study as it is deemed the most appropriate in the context of this research. Questionnaires will be distributed to 700 academicians in 27 Malaysian Private Universities via e-mail or walk-in. Hence, the sample will be selected by convenience sampling.

Keywords – Job satisfaction; Job Performance; Academicians in Malaysian Private Universities.

CHAPTER 1: INTRODUCTION

1.0 Introduction

This chapter provides an overview of the research conducted. Research background, problem statement, research objectives, research questions, significance of the study and chapter layout are included and discussed in this chapter.

1.1 Research Background

Higher education is a \$650 billion dollar industry in the United States (Adeogun, 2008) which leads students to spend substantial amount of time, money and energy into their education for the promise of a better standard of living. At the same time, the prospect of greater opportunities to enhanced lifestyle lead parents to save in advance, sacrifice present consumption opportunities and go into debt in order to enable their child to pursue tertiary studies.(Baum & Payea, 2005).

According to Noordin and Jusoff (2009), societal expectations depend upon the successful running of the education process and policy. The success of the education system depends on the assiduous and contribution of academicians. Hence, job satisfaction is an essential element for every educational institution. Higher complacent of the academicians results in impressive performance and thus healthy and positive climate of the institute will exists(Noordin & Jusoff, 2009).

Malaysia has a dualistic higher education system which consists of public and private institutions (Fernandez, 2010). Ironically, most parents prefer to send their children to public universities even though fees charged by private universities are affordable by them. One of the reasons for this trend is believed to be the fact that none of the private universities in Malaysia is listed in the QS World University Rankings 2011/2012. On the other hand, 6 public universities are on the list, led by Universiti Malaya which is in 167th position, followed by Universiti Kebangsaan Malaysia (279), Universiti Sains Malaysia (335), Universiti Putra Malaysia (358), Universiti Teknologi Malaysia and International Islamic University Malaysia which are in between the top 401-500 position. This indicates that the performance of academicians in private universities in Malaysia are unfavourable which has caused it to be left out in the QS World University Rankings, as performance of academicians is one of the main criteria evaluated when determining the world rankings.

Appendix E obtained from the information and data centre of the Department of Higher Education Malaysia 2010 and 2011 shows the number of students enrolled in public and private Universities in Malaysia from the year 2005 to 2011. In year 2010 to 2011, the number of students enrolled in public universities increased from 462,780 students to 508,256 students whereby, for private universities, it decreased from 319,593 students to 251,472 students. In aggregate, from the year 2005 to 2011, 2,848,933 students were enrolled to public universities as compared to private universities which consisted of only 2,403,751 students (Kementerian Pengajian Tinggi Malaysia, 2010; Kementerian Pengajian Tinggi, 2012). Hence, these statistics show that the performance of academicians is very important, as a student's preference for a university is influenced primarily by the consideration of performance of academicians as it directly affects the quality of education (Fernandez, 2010).

A good academician has to teach effectively in the class in order to improve student's academic performance (Murtaza & Siddiqui, 2011). Thus, an academician has a major role to play in achieving the objectives of the university

(Rowley, 1996). Research performance, teaching performance, consultancy, and contributions to society and administrative work are the main determinants of a university's ranking apart from other factors such as employer reputation and proportion of international students.

1.2 Problem Statement

Despite having 27 private universities in Malaysia, none are close or have ever come close to being in the QS World University Rankings. The latest omission from the 2011/2012 list has left many Malaysians wondering the causes behind this situation. As job performance of academician is one of the criteria used to determine a university's ranking (QS Intelligent Unit, 2012), this research will probe into the factors affecting job performance of academicians.

According to Edward and Teoh (2009), a review of previous literatures has indicated that there are limited numbers of studies available to researchers that refer to private universities in Malaysia. Although there have been past studies (Awang, Ahmad, & Zin, 2010; Edward & Teoh, 2009) on this topic, relatively few have focused on private universities in Malaysia. Therefore, this study intends to further past researches by investigating the factors in the Malaysian context.

Besides, past studies have often examined the factors affecting job satisfaction on an isolated basis and none have examined job satisfaction as a mediating variable. Hence, this research examines these factors affecting job satisfaction and also the influence of job satisfaction as a mediating variable on job performance.

1.3 Research Objectives and Research Questions

Table 1.1: Research Objectives and Research Questions

Research Objectives	Research Questions
<p><u>General Objective</u></p> <p>To determine the main factors affecting performance of academicians in Malaysian Private Universities.</p>	<p><u>General Question</u></p> <p>What are the main factors that affect the performance of academicians in Malaysian Private Universities?</p>
<p><u>Specific Objective</u></p> <p>To investigate the relationship between advancement opportunities and the job satisfaction of academicians in Malaysian Private Universities.</p>	<p><u>Specific Question</u></p> <p>What is the relationship between advancement opportunities and the job satisfaction of academicians in Malaysian Private Universities?</p>
<p>To analyse the relationship between employee empowerment and the job satisfaction of academicians in Malaysian Private Universities.</p>	<p>What is the relationship between employee empowerment and the job satisfaction of academicians in Malaysian Private Universities?</p>
<p>To examine the relationship between recognition and the job satisfaction of academicians in Malaysian Private Universities.</p>	<p>What is the relationship between recognition and the job satisfaction of academicians in Malaysian Private Universities?</p>
<p>To determine the relationship between working environment and the job satisfaction of academicians in Malaysian Private Universities.</p>	<p>What is the relationship between working environment and the job satisfaction of academicians in Malaysian Private Universities?</p>
<p>To explain the relationship between job security and the job satisfaction of academicians in Malaysian Private</p>	<p>What is the relationship between job security and the job satisfaction of academicians in Malaysian Private</p>

Universities.	Universities?
To describe the relationship between salary and the job satisfaction of academicians in Malaysian Private Universities.	What is the relationship between salary and the job satisfaction of academicians in Malaysian Private Universities?
To investigate the relationship between job satisfaction and the job performance of academicians in Malaysian Private Universities.	What is the relationship between job satisfaction and the job performance of academicians in Malaysian Private Universities?

1.4 Significance of the Study

From a theoretical perspective, this research examines the relationship between job satisfactions of lecturers as a mediating factor towards their job performance as there has been lack of studies in the past which uses a mediating factor. Furthermore, this study focuses primarily on the educational sector and most past studies relating to job performance have focused on the service and retail sector.

On the other hand, from a managerial perspective, the lack of recognition given to Malaysian private universities is a worrying trend. This means that a lot more effort will be needed from the government and also the management of the university to enable private universities in Malaysia to compete on the international arena. Hence, this study would help the Ministry of Higher Education and management of universities to pinpoint the core areas that need improvement and take corrective actions to improve the job performance of academicians in private universities. The input from this study will also help the ministry and management of universities to work on improving only the

important areas rather than waste more resources on factors that do not or have negligible impact on performance of academicians.

Moreover, results from this study will mean that management of universities can stimulate higher performance levels from academics by improving working environment, job security and compensation. If these factors are provided to the right extent, higher quality academicians can be attracted to private universities in Malaysia and this will result in not only better university rankings, but also graduates of a higher calibre. Academicians will develop self-awareness regarding the effects of stress, commitment and satisfaction on their job performance. They will be able to tell the individual factors which affect their performance and try to improve on these factors to have a better work-life balance.

Lastly, this study will also benefit the Malaysian society as they can enrol their children into private universities without worrying about lecturers with poor qualifications. A university which provides the factors necessary to improve performance of academicians will undoubtedly be able to attract lecturers which are more capable and also improve the performance of academicians currently employed in private universities. This study can also be used as foundation for further studies in the future such as involving public universities into the research.

1.5 Chapter Layout

This research has five chapters in which the first chapter narrates the research overview, problem statement, research purpose, research questions, and the significance of the study.

Next, chapter 2 consists of the review of literature and relevant theoretical models on this research, proposed conceptual models and hypotheses development of this research.

Subsequently, chapter 3 describes the methodology that is used in this research such as research design, data collection method, sampling design, research instruments, constructs measurement, data processing and data analysis.

Chapter 4 proceeds to the pilot test, descriptive analysis, scale measurement descriptive and inferential analysis.

Lastly, Chapter 5 will include the statistical analysis summarization, discussion of major findings, implications of the study, problems of the study and suggestion for future research.

1.6 Conclusion

Chapter 1 provides a brief understanding on the factors that influence job satisfaction of academicians and how it will affect job performance of academicians in Malaysian Private Universities. The next chapter will cover a review of literature and theoretical foundation of the study.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

Chapter 2 will discuss the literature review of past empirical studies, theoretical framework and hypothesis development. The literature review of past empirical study will explain the concept and structure of this research, while the conceptual framework is will show the relation among variables. At the end of this chapter, seven hypotheses will be formed.

2.1 Theoretical/Conceptual Foundation

This study focuses on job performance and is conducted based on Herzberg's two-factor theory. This theory was first introduced by Frederick Herzberg in the year 1959 where Herzberg published the satisfaction of 200 engineers and accountants towards their job. Responses showed that good feelings are related to job content (motivators), whereas responses about bad feelings are associated with job context (hygiene factor) (Herzberg, Mausner, & Snyderman, 1967).

According to Herzberg's two factor theory, there are two types of factors affecting job satisfaction and job performance in the workplace, which are the motivator factors and hygiene factors (Samad, 2011). "Motivation" is derived from the Latin word *movere*, which means "to move" (Vroom, 1964). This factor is based on an individual's need for psychological growth that results in complacency and motivation when adequately fulfilled. The motivators are normally internal forces including status, opportunity for advancement, gaining recognition and job content (Jr, Kara, & Kaynak, 2005). On the other hand, the hygiene factors are based on the need to avoid pain that cause dissatisfaction at work. The hygiene

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factors are extrinsic factors including interpersonal relationship, salary, supervision and company policy (Tan & Waheed, 2011).

The following table shows the application of this theory in other areas of research:

Table 2.1: Application of Herzberg's Theory in Past Studies

No.	Author (Year)	Findings
1	Kacel, Miller, and Norris (2005)	This theory was used to measure the job satisfaction among nurse practitioners. This study supports the theory in that all intrinsic factors and extrinsic factors are derived from the level of satisfaction.
2	Sharp (2008)	The relationships between salary, working environment, and job satisfaction among psychiatric nurses were also examined by using Herzberg's theory which supported the theory by showing moderate correlations among nurses' salary and working environment with job satisfaction.
3	Winer and Schiff (1980)	Herzberg's two factor theory was also applied in a retail setting in the study of marketing. In this study, it was found that 'accomplishment' was the highest rated motivator, followed by 'compensation' in second place.
4	Dartey-Baah and Amoako(2011)	Development Dimensions International published a survey in the

		<p>UK Times in 2004 showed that most employees lacked commitment and wished to switch jobs as there were lack of stimulus and opportunity for advancement in their present jobs. The survey concluded that factors affecting employee motivation are achievement, responsibility, and personal growth among others.</p>
5	Tan and Waheed (2011)	<p>This researcher said that one of the factors declared as hygiene factors can actually function as motivators. This is because in different industries, it was discovered that salary can be ambiguous as to whether it is a motivator or hygiene factor, depending on the intensity and duration of employment.</p>
6	Zhang, Yao, and Cheong (2011)	<p>Based on survey data by Maidani (1991), it is indicated that auditors and engineers from public and private sectors value motivators more than hygiene factors. Both sectors do not attribute hygiene factors to job satisfaction although the public sector values hygiene factors more than employees from private sectors.</p>

Herzberg et al. (1967) mentioned that the significant difference between the motivators and hygiene factors are the physical and psychological pain avoidance and psychological growth. Firstly, the dimension of avoidance of unpleasantness is an intrinsic property of all organisms, which is dictated by the laws of

biological evolution (Herzberg, 1965; Boe, 1970). In a job context, only the hygiene factors which are environmental and extrinsic to the job can satisfy this pain-avoidance need. This dimension ranges on a continuum of pain-relief (Herzberg, Mathapo, Wiener, & Wiesen, 1974). The extrinsic factors affect job satisfaction and if not adequately fulfilled can cause dissatisfaction. However, even when the need is adequately fulfilled, hygiene factors prevent dissatisfaction; but they do not lead to satisfaction (Tan & Waheed, 2011). They can do little to create positive job attitudes; but they are essential to an employer's reputation for fair dealing (Boe, 1970).

Secondly, the dimension of psychological growth is derived from the nature of man as a human and are made up of the stages know more, understanding, creativity, effectiveness in ambiguity, individuation and real growth (Herzberg, 1966). The motivators are used to satisfy the growth needs which are intrinsic to the work. This dimension ranges on a continuum of emptiness-fulfilment (Herzberg et al., 1974). When the intrinsic factors that affect job satisfaction are adequately fulfilled, only then does an individual experience satisfaction. However, when it is not fulfilled, it will not lead to dissatisfaction, but merely "no satisfaction" (Jr et al., 2005).

In this research, both hygiene and motivator factors are used to determine the factors affecting job satisfaction and subsequently the effects of job satisfaction on performance of academicians in Malaysian Private Universities. To make this research more effective, it is of absolute importance that both factors are used to determine the effects on job satisfaction as hygiene factors by themselves do not lead to satisfaction even when fulfilled. Hygiene factors must be accompanied with motivator factors as motivators are the ones which ultimately motivate employees and lead to job satisfaction (Tan & Waheed, 2011). Herzberg (1966) mentioned that working environment, job security and salary will make up the hygiene factors whereas advancement opportunities, employee empowerment and recognition are the motivator factors will be used in this research.

2.2 Review of Prior Empirical Studies

2.2.1 Job Performance (Dependent Variable)

Job performance has been viewed as multidimensional in nature and is comprised of eight factors latent structure: job-specific task proficiency, non-job-specific task proficiency, written and oral communication, demonstrating effort, maintaining personal discipline, facilitating peer and team performance, supervision/ leadership, and management/ administration (Campbell, McCloy, & Oppler, 1993).

Khan, Shah, Khan, and Gul (2012) found that participative decision making have significant effect on lecturer performance. There is also a significant relationship between work environment and job performance of academic staff in the universities (Ajayi, Awosusi, Arogundade, & Ekundayo, 2011).

Samad (2011) discovered that job satisfaction played moderating role on the relationship between organizational commitment and job performance. Turk (2008) showed that performance appraisal has significant influence on performance as well as increased work efficiency of the academicians. Lavy (2007) concluded that incentive-based compensation can generate gains in student performance and teacher effectiveness as well as their performance. Al-Ahmadi (2009) indicated that job performance is positively correlated with organizational commitment, job satisfaction and personal and professional variables.

Research from Narimawati (2007) proved that job satisfaction, organizational commitment and turnover intention have a significant influence on the job performance. Another research from Sukimo and

Siengtai (2011) found out that participative decision making has significant effect on the lecturers' performance.

2.2.2 Advancement Opportunities (Independent Variable)

Organizational career advancement is the main assessment of an employee's career movement, either through hierarchical advancement or horizontal mobility (Carmeli, Shalom, & Weisberg, 2007).

A previous study showed that employees who were promoted in their organization would be more inclined to work overtime and displayed better job performance than those who had not earned a promotion. This shows that organizational career advancement has significant relationship between satisfaction and job performance (Carmeli et al., 2007). Eyupoglu and Saner (2009) found that the facets advancement, compensation, co-workers and variety are significantly related to academic rank that affects the satisfaction associated with 4 out of 20 facets. Lim (2008) determined that sense of belonging, acceptance, job autonomy, and advancement opportunities were linked with job satisfaction.

Moyes and Redd (2008) found out that promotion opportunities and benefits have a significant relationship in determining the level of job satisfaction among the accountants. Recently, the research carried by Malik, Danish and Yasin (2012) has found out that pay and promotion have significant impact on job satisfaction of educationalist.

2.2.3 Employee Empowerment (Independent Variable)

Employee empowerment means employees' belief in their competency to complete a task, employees' autonomy in doing their job, and employees' decision-making authority for task action (Honold, 1997; Niehoff, Moorman, Blakely, & Fuller, 2001).

Ripley and Ripley (1992) and Spatz (2000) also stated that empowerment enhances the responsibilities as well as motivation of employees in their routine work, improve satisfaction level, quality of services, employees' loyalty and productivity. Dickson and Lorenz (2009) found out that out of the four cognitive model of psychological empowerment, the cognition of meaning which is the employee's sense of their work and impact which is the degree to influence on work, have positive association with job satisfaction.

The recent research carried out by Pelit, Ozturk, and Arslanturk (2011) suggests that job satisfaction is significantly affected by psychological and behavioural empowerment, and the effect is much greater when this two empowerment are provided simultaneously. Sarwar and Khalid (2011) and Akbar, Yousaf, Haq, and Hunjra (2011) indicated that leadership empowerment positively influences job satisfaction and male employees are more satisfied from their jobs.

Another research done by Lee (2008) indicated that leadership empowerment influences job satisfaction and employee loyalty.

2.2.4 Recognition (Independent Variable)

Javed, Rafiq, Ahmed and Khan (2012) defined that recognition is appreciation of employee's performance in formal or an informal way. Wilson (1994) stated that the conditional recognition is the type of recognition which employees have to earn by his own efforts and which is gained by some sense of achievement of an action or result.

A research carried out by Henry and (2009) discovered that an employee's sense of recognition or engagement from the company has a profound impact on their job satisfaction and their intent to leave the organization. Shiraz, Rashid, and Riaz (2011) conducted a survey on the role of rewards and recognition programs in motivating and satisfying employees and found out that there is a positive relationship. Another research found that different dimensions of work motivation and satisfaction are significantly correlated and rewards and recognition have great impact on motivating employees (Danish & Usman, 2010).

Growth opportunities and recognition significantly affect the job satisfaction of an individual (Sharma & Jyoti, 2009). Javed et al. (2012) found out that training and development has a weak correlation with employee job satisfaction, while rewards and recognition are both strongly correlated with employee job satisfaction in the public sector organizations of Pakistan.

2.2.5 Working Environment (independent Variable)

Work environment is made up of two components, job characteristics which describe how aspects of an employee's job responsibilities contribute to important psychological states; and work context which pertain to characteristics of the organizational setting (Wright & Davis, 2003). Schulze (2006) indicated that physical working conditions and support have significant correlation with job satisfaction. The environmental condition has significant effect on satisfaction levels of employees and could create an attractive workplace (Hardiman & Zakaria, 2010). Furthermore, a poor working environment reduces job satisfaction and productivity as well as job performance (Ndambakuwa & Mufunda, 2006).

Moreover, the research from Savery and Luks (2001) indicated that the higher the perceived amount of influence over the working areas, the greater is the level of job satisfaction and lower level of job stress. The research from Sharma and Jyoti (2009) also had shown a significant relation between physical environment in the universities and the satisfaction of teachers. Saif, Nawaz, and Jan (2012) found out that there are positive consequences between job satisfaction and the factor of pay, work, supervision, promotion, co-workers and environment.

2.2.6 Job Security (Independent Variable)

Herzberg (1966) defines job security as the extent to which an organization provides stable employment for employees.

Past studies have discovered that an abundance of job security leads to both organizational commitment and job performance. (Yousef, 1998). Senol (2011) indicates that there is a relationship between job security and

external motivational tools and existence of job security plays a crucial role in motivating employees. Parvin and Kabir (2011) concluded that job security has significant effect on job satisfaction.

The recent research from Khalid, Irshad, and Mahmood (2012) found that there is a significant relationship between job security and overall job satisfaction in Pakistan universities. The result of one of the past researches indicates that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, and relationship with co-workers, and relationship with supervisor, and nature of the work significantly influence the level of job satisfaction (Khan, Nawaz, Aleem, & Hamed, 2012)

2.2.7 Salary (Independent Variable)

Salary signifies consideration provided by the company for performance and recognition of achievement (Rynes, Gerhart, & Minette, 2004). The research from Rynes et al. (2004) shown that money is an important motivator for most of the people and it will also affect employee job satisfaction. There is a high degree of relationship between organizational commitment and satisfaction with work itself, supervision, salary, co-workers and opportunities for promotion (Malik, Nawab, Naeem, & Danish, 2010). Ghafoor (2012) determined that net monthly salary/pay has significant impact on job satisfaction as satisfaction level increase with salary increase. Moreover, management support, salary and promotion opportunities are significant factors in determining job satisfaction (Chong, Chong, & Nakesvari, 2010).

However, the study from Bayissa and Zewdie (2010) concludes that majority of the teaching staff were not satisfied by the overall reward systems and the dissatisfaction does not significantly vary among faculties.

In this research, the factors of pay, work, supervision, promotion, co-workers and environment have positive consequences in job satisfaction (Saif et al., 2012).

2.2.8 Job Satisfaction (Mediating Variable)

Job satisfaction is defined as an encouraging emotional condition resulting from work (Locke, 1976; Spector, 1997). Job satisfaction is extremely important as it is needed for teachers to properly execute their duty of improving and grooming their students (Saba, 2011).

Awang et al. (2010) showed that satisfied lecturers are committed to their job, and this affects their performance. Qureshi, Hayat, Ali, and Sarwat (2011) also found that there is a positive relation between the job satisfaction and organizational commitment of an employee and their performance. Shahzad, Mumtaz, Hayat, and Khan (2010) posit that job satisfaction has a mediating impact on the relationship of workload and compensation with academic quality. Hence, job satisfaction can be achieved through effective implementation of compensation plans and managing workload.

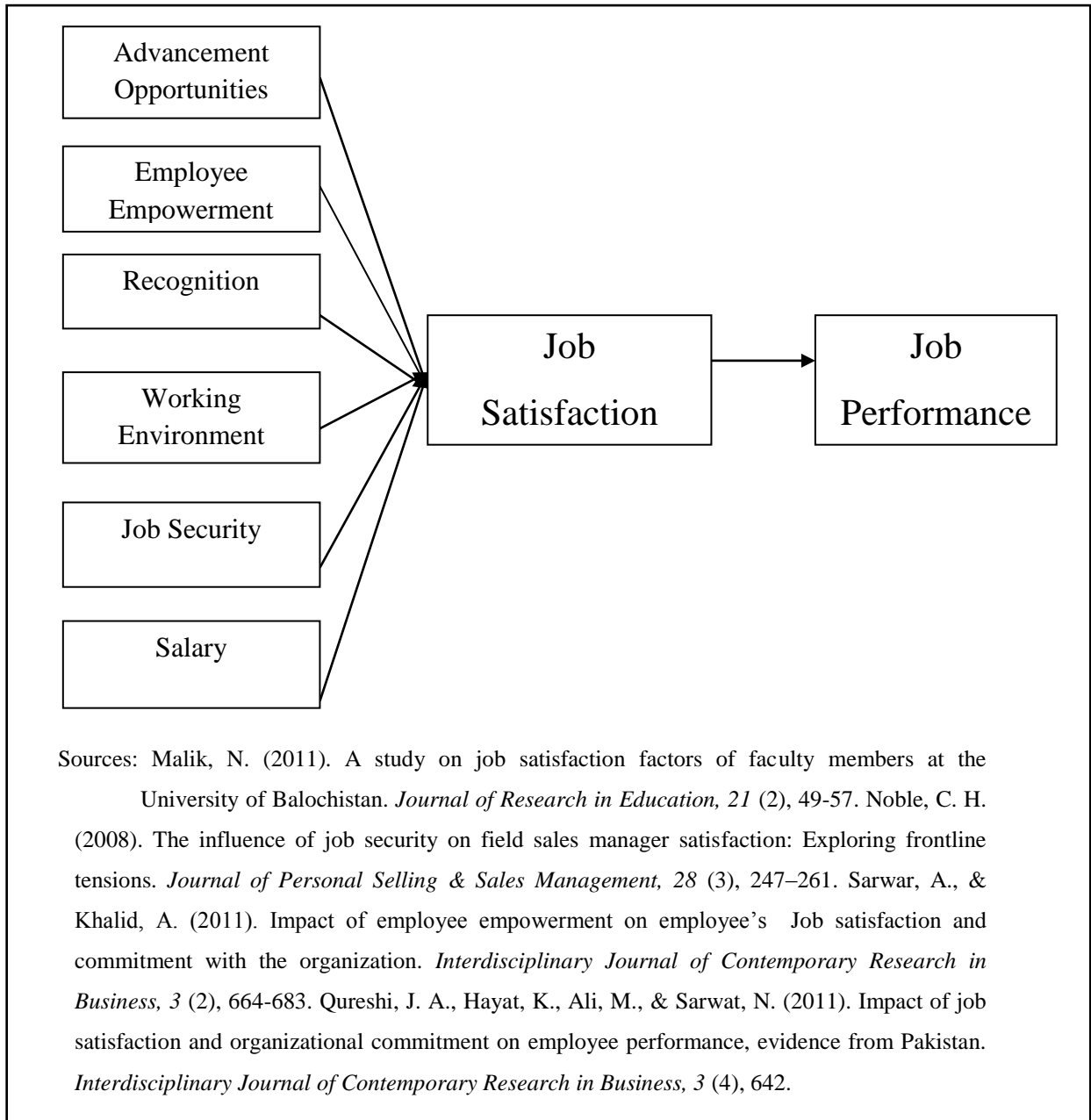
Kuzey (2012) suggests that management's attitude towards employees is the most significant dimension of job satisfaction, and that this impacts performance greatly. Secondly, the factors that significantly affect job satisfaction are followed by pay/reward, job security and colleagues. Kottawatta (2007) found that job satisfaction, organizational commitment and job involvement were positively and significantly correlated with perceived job performance of executives and non-executive employees.

Table 2.2: Category of Independent Variables in Herzberg's Theory

Herzberg's Theory		
Independent Variables	Motivators Factors	Hygiene Factors
Advancement Opportunities	√	
Employee Empowerment	√	
Recognition	√	
Working Environment		√
Job Security		√
Salary		√

2.3 Proposed Conceptual Framework

Figure 2.1: Six Independence Variables Affecting Job Satisfaction and Subsequently Influence Job Performance



2.4 Hypothesis Development

Based on the discussion from 2.2.1 to 2.2.8, the following hypotheses are developed for this study:

Hypothesis 1:

Past empirical research from Moyes and Redd (2008) and Malik et al.(2012) found that pay, promotion opportunities and benefits have a significant relationship in determining the level of job satisfaction. This discussion developed the first hypothesis, H1.

H1: There is a positive relationship between advancement opportunities and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 2:

Sarwarand Khalid (2011) and Akbar et al. (2011) indicated that leadership empowerment positively influences job satisfaction. Besides that, Lee (2008)also indicated that leadership empowerment affects job satisfaction and employee loyalty. These two past studies led to the second hypothesis, H2.

H2: There is a positive relationship between employee empowerment and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 3:

The result from past research has shown that recognition significantly affect the job satisfaction of an individual (Sharma & Jyoti, 2009). Other than that, Javed et al.(2012) also found that both compensation and recognition are strongly correlated with employee job satisfaction. These two results from past researches helped to develop the third hypothesis, H3.

H3: There is a positive relationship between recognition and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 4:

Schulze (2006) and Hardiman and Zakaria (2010) have indicated that physical working conditions and support have significant correlation with job satisfaction and could create an attractive workplace. Therefore, the fourth hypothesis, H4 is formulated.

H4: There is a positive relationship between working environment and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 5:

Two of the past researches from Parvin and Kabir (2011) and Khalid et al.(2012) concluded that job security has an effect on job satisfaction. The result from these researches led to the development of the fifth hypothesis, H5.

H5: There is a positive relationship between job security and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 6:

The research from Rynes et al. (2004) showed that money is an essential motivator for most people and it will also affect employee job satisfaction. This has been supported by Ghafoor (2012) who found that net monthly salary/pay has significant impact on job satisfaction, as satisfaction level increases when salary increases. Therefore, the sixth hypothesis, H6 is formed from this independent variable.

H6: There is a positive relationship between salary and job satisfaction of academicians in Malaysian Private Universities.

Hypothesis 7:

Awang et al. (2010) and Qureshi et al. (2011) found that there is a positive relation between the job satisfaction of lecturers and their performance, where satisfied lecturers will be committed to their job, and this affects their performance. These past researches have helped in the development of the final hypothesis, H7 in this research.

H7: There is a positive relationship between job satisfaction and performance of academicians in Malaysian Private Universities.

2.5 Conclusion

Since this chapter illustrates the relationship among all variables, hence, the next chapter will discuss the research methodology used to evaluate the results of this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, it begins with research design, followed by the data collection methods and sampling design. Subsequently, research instrument and constructs measurement will be discussed. Lastly, the data processing and data analysis technique are presented in following sections.

3.1 Research Design

Survey approach is used in this research to study how job satisfaction affects job performance of academicians. The rationale of using a survey is that it is easier to collect information from multiple private universities without allocating excessive time and financial resources. The unit of analysis in this study is academicians in Malaysian Private Universities.

Quantitative study was chosen for this research as it highlights the relationship between advancement opportunities, employee empowerment, recognition, working environment, job security, salary, and job satisfaction towards job performance. This is a cross-sectional study as the relationship quantified is a snapshot at the time of survey. This study only shows the level of job satisfaction of academicians at the particular moment when they are filling up the survey and does not take into account future satisfaction levels.

3.2 Data Collection Method

Data are the facts presented by researchers from the study environment. Data can be further divided into primary and secondary data (Schindler & Cooper, 2001). Primary data can be collected by survey and secondary data can be collected through online journal databases such as ProQuest and Emerald. Both are used in this study.

3.2.1 Primary Data

In this research, primary data was used to answer the research questions. A structured questionnaire survey was conducted to collect data from the target respondents as it is an effective tool to collect data from a large sample of respondents at a low cost. At the same time, explanatory research was used to explain or investigate the relationship between independent variables and mediating variable towards dependent variable (Saunders, Lewis, & Thornhill, 2009).

3.2.2 Secondary Data

Secondary data is data which have been collected by someone to be reused by the researcher. Secondary data such as academic journals found from database was used to form the framework of this study and set the survey questions. Relevant research books were used as well to help support the theories in this study.

3.3 Sampling Design

3.3.1 Target Population

According to Cooper and Schindler (2008), target population is explained as those people, events, or records that contain the desired information which can answer the measurement questions. The target respondents for this research are academicians in Malaysian Private Universities because none of the private universities in Malaysia is listed in the QS World University Rankings 2011/2012. The population size of Malaysian Private Universities' academicians in 2010/2011 is 26,438 (Kementerian Pengajian Tinggi, 2011).

3.3.2 Sampling Frame and Sampling location

In this research, there is no sampling frame in view of the huge number of academicians in Malaysian Private Universities. Therefore, non-probability sampling method has been used as it provides a range of alternative ways to select sample with subjective judgment (Saunders et al., 2009). The sampling locations are those private universities situated in Selangor, Kuala Lumpur, Melaka, Pahang, Penang, Johor, Kelantan, Sarawak, Perak and Terengganu. These locations were chosen as the researchers were only able to get related private universities' staff emails from their website.

In 2012, there are total of 27 Malaysian Private Universities located in West Malaysia and East Malaysia (Kementerian Pengajian Tinggi, 2011). The following are the private universities the researchers have chosen: INTI International University, Universiti Tenaga Nasional, Universiti

Tunku Abdul Rahman, Multimedia University, Universiti Terbuka Malaysia, Universiti Terbuka Wawasan, Manipal International University, Universiti Teknologi Petronas, Universiti Tun Abdul Razak, Universiti UCSI, Al-Madinah International University, and International Centre for Education in Islamic Finance, Taylor's University and Sunway University.

3.3.3 Sampling Elements

The academicians from the Malaysia private universities are the respondents in this research. The academicians' ranks from tutor to the highest rank, professor, were selected in this research

3.3.4 Sampling Technique

Convenience sampling is used in this study as the researchers are unable to survey every academician. As the researchers were only able to get particular academicians' email address from those universities' website, it provides the easiest way to obtain samples from academicians in different locations.

3.3.5 Sampling Size

The sample size was determined based on absolute sample size and N/p ratio. Guilford (1954) suggested that at least sample size of 200 is needed for consistent factor recovery. Besides that, Hair, Anderson, Tatham, and Grablovsky (1979) focused on the number of respondents per variable (N/p) and recommended a 20:1 ratio in order to minimize the chance of

over fitting data. By applying the N/p ratio, the sample size is suggested to be 160. By comparing these two methods, the higher sample size method was employed, which was 200 respondents. In this research, 700 questionnaires were distributed to academicians. Out of 700 sets, 256 sets were returned. 54 returned questionnaires, consisting of outliers and incomplete data were removed to avoid misrepresentation in the data analysis. Therefore, 202 questionnaires were used to conduct the data analysis.

3.4 Research Instrument

Survey approach was used in this research to study how job satisfaction affects job performance of academicians. The rationale of using a survey is that it is easier to collect information from multiple private universities without allocating excessive time and financial resources. Besides that, this also helps to protect the privacy of the respondents; hence increasing the accuracy of data collected.

A self-administrative questionnaire (internet questionnaire) was chosen as the research instrument (Hewson, Yule, Laurent, & Vogel, 2003). The questionnaires were delivered to academicians in Malaysia private universities through various methods. 700 sets of questionnaires were distributed physically and through email to respondents from 2nd January to 22nd January 2013. E-mails were included as (<https://docs.google.com/spreadsheet/viewform?formkey=dHB1Rktha0dyeW41alFkUi1aM0RIZ2c6MQ>) for the respondents to answer the questionnaires online. After a week from 2nd January 2013, a follow-up email was sent to all recipients to thank early respondents and also remind non-respondents to answer the questionnaire (Saunders et al., 2009).

Pilot test had been conducted among academicians from Centre for Foundation Studies and Faculty of Business and finance at UTAR Kampar campus to assess the validity of the questions. 30 questionnaires were distributed for the pilot test as the minimum requirement is 10 (Saunders et al., 2009) and traditional pharmacopeia testing required 10 to 30 units in order to assess content uniformity (Dierner, et al., 2009). Reliability test was conducted to ensure the questions are consistent and valid.

3.5 Constructs Measurement

3.5.1 Scale of Measurement and the Scaling Techniques

There are four sections in the questionnaire. Section A was regarding demographic profile, and used nominal and ordinal scale as scale of measurement. Section B to D adopted the 5-point Likert scale ranging from 1=strongly disagree to 5=strongly agree.

3.5.2 Operational Definitions of Constructs

3.5.2.1 Advancement opportunities

Advancement opportunities means an employee have consistent and fair opportunities in their career movement.

Table 3.1: The Measures for Advancement Opportunities

Items	Descriptions	References	Measurements
AO1	This organization offers training for personal enhancement.	(Bauer & Bauer, 2007)	Interval
AO2	I am provided with the chance to gain new skills and knowledge on the job.	(Vacharakiat, 2008)	Interval
AO3	My job provides me the opportunity to develop my abilities to its full potential.	(Kassabgy, Boraire, & Schmidt, 2001)	Interval
AO4	My job provides me with ample professional growth opportunities.	(Lee, 2008)	Interval
AO5	The opportunity for advancement in education is better compared to other fields.	(Haupt, 2009)	Interval

3.5.2.2 Employee Empowerment

Employee empowerment refers to employees' competent feelings in their ability to perform the task, employees' autonomy on the job, and employees' decision-making power for task action.

Table 3.2: The Measures for Employee Empowerment

Items	Descriptions	References	Measurements
EE1	My efforts to do a good job are seldom blocked by red tape.	(Kassabgy et al., 2001)	Interval
EE2	I frequently participate in the decisions to adopt new policies/ programs.	(Lee, 2008)	Interval
EE3	The level of supervision in this institution is adequate.	(Vacharakiat, 2008)	Interval
EE4	I am given the authority to select the content, topics, and skills to be taught.	(Cha, 2008)	Interval
EE5	I have full autonomy to evaluate and grade students.	(Kassabgy et al., 2001)	Interval

3.5.2.3 Recognition

Recognition is the type of recognition which employees earn for their efforts and gained by some sense of achievement of an action or result.

Table 3.3: The Measures for Recognition

Items	Descriptions	References	Measurements
R1	I am appreciated for my contributions.	(Henryhand, 2009)	Interval
R2	The praise I obtain was plentiful.	(Adeogun, 2008)	Interval
R3	My student appreciates my guidance.	(Kassabgy et al., 2001)	Interval
R4	My accomplishments are recognised by co-workers and supervisors.	(Houpt, 2009)	Interval
R5	I consider that the employee recognition process is a valuable tool for showing gratitude and recognizing performance.	(Henryhand, 2009)	Interval

3.5.2.4 Working Environment

Work environment is a job characteristic which describes how aspects of an employee's job responsibilities contribute to important psychological states; and work context which pertain to characteristics of the organizational setting.

Table 3.4: The Measures for Working Environment

Items	Descriptions	References	Measurements
WE1	The cafeteria facilities meet the needs of this organization's employees.	(Bauer & Bauer, 2007)	Interval
WE2	I am free from annoying distractions in my work area.	(Bauer & Bauer, 2007)	Interval
WE3	There is good ventilation in my work area.	(Bauer & Bauer, 2007)	Interval
WE4	The office facilities and instructional equipment in the institution is adequate.	(Haupt, 2009)	Interval
WE5	The layout of my work space is convenient.	(Bauer & Bauer, 2007)	Interval

3.5.2.5 Job Security

Job security is defined as the extent to which an organization provides stable employment for employees.

Table 3.5: The Measures for Job Security

Items	Descriptions	References	Measurements
JS1	I am assured of continued	(Bauer & Bauer,	Interval

	employment when I do a good job.	2007)	
JS2	This organization provides good job security.	(Bauer & Bauer, 2007)	Interval
JS3	I am allowed to voice my opinions without fear of retaliation in this organization.	(Bauer & Bauer, 2007)	Interval
JS4	My job provides steady employment.	(Adeogun, 2008)	Interval
JS5	My job security is comparable to those in similar positions in other institutions.	(Houpt, 2009)	Interval

3.5.2.6 Salary

Salary represents rewards for performance and recognition of achievement.

Table 3.6: The Measures for Salary

Items	Descriptions	References	Measurements
S1	I feel I am being paid a fair amount for the work I do.	(Kassabgy et al., 2001)	Interval
S2	I feel I have reasonable	(Henryhand,	Interval

	chances for salary increment.	2009	
S3	I am satisfied with my pay considering the skills and efforts I put into my work.	(Bauer & Bauer, 2007)	Interval
S4	I am satisfied with my pay when compared to other jobs in the community, which require the same skills.	(Bauer & Bauer, 2007)	Interval
S5	My salary is comparable to academicians in other universities.	(Bauer & Bauer, 2007)	Interval

3.5.2.7 Job satisfaction

Job satisfaction is defined as an encouraging emotional condition resulting from work or an individual's common thought towards his job.

Table 3.7: The Measures for Job Satisfaction

Items	Descriptions	References	Measurements
JA1	I feel that I am happier in my work than most other people.	(Kassabgy et al., 2001)	Interval
JA2	I am planning on remaining as an	(Bailey, 2011)	Interval

	academician for the rest of my working career.		
JA3	The praise I get when I do a good job increase my job satisfaction.	(Adeogun, 2008)	Interval
JA4	I feel satisfied when given the autonomy to perform my duties.	(Bailey, 2011)	Interval
JA5	I get more satisfaction out of job if there is a good chance of promotion.	(Kassabgy et al., 2001)	Interval
JA6	I feel more satisfied as my salary is comparable to others in the industry.	(Bailey, 2011)	Interval
JA7	I feel satisfied with my job as I do not have to worry about losing my job.	(Ali & Akhter, 2009)	Interval

3.5.2.8 Job Performance

Job performance refers to the degree to which an individual implements his or her role with reference to certain specified standards set by the organization.

Table 3.8: The Measures for Job Performance

Items	Descriptions	References	Measurements
JP1	I feel that my job satisfaction would improve my quality of work.	(Cobbs, 2012)	Interval
JP2	I feel that my job satisfaction would help improve my ability to reach my goals.	(Cobbs, 2012)	Interval
JP3	This organization inspires me to perform to the very best.	(Kassabgy et al., 2001)	Interval
JP4	I provide academic assistance to students beyond teaching hours.	(Bailey, 2011)	Interval
JP5	Job satisfaction allows me to complete my duties according to the standard procedures.	(Kassabgy et al., 2001)	Interval
JP6	My job satisfaction contributes to promotion in my job position.	(Bauer & Bauer, 2007)	Interval
JP7	The work assigned to me can be completely punctually.	(Bauer & Bauer, 2007)	Interval
JP8	I can complete each work and record quickly and	(Bauer & Bauer, 2007)	Interval

	effectively.		
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3.6 Data Processing

The data processing was carried out before analyzing the data. This included a series of data preparation process which are data checking, coding, entering and transcribing.

3.6.1 Data Checking

Data checking serves as an important step of data preparation and involves checking for completeness and interviewing quality. The total of 256 sets of returned questionnaires were screened for missing data and unqualified respondents. Those responses that consist of these issues were eliminated from further processing to avoid misrepresentation in the analysis.

3.6.2 Data Coding

The raw data from the questionnaires were coded into numerical forms. This is a process of assigning specific numbers or symbols to the answers of the questionnaire so that the various responses can be read easily and categorized into a limited number of groups. For example, in the Section A of the questionnaire, for the demographic profile of gender, male was coded as “1” and female was coded as “2”. Whereas, the Section B which is measured by the 5-point Likert scale, the strongly disagree is coded as “1”, disagree coded as “2”, and so on.

3.6.3 Data Entering

After coding the data into specific categories, the data was transferred into the data analysis software- SAS, for the purpose of result interpretation. The data entered was checked to ensure consistency with the actual data in the questionnaire. The online responses were directly entered into the spread sheet.

3.6.4 Data Transcribing

The coded data were transcribed by SAS into average summated scores for data analysis.

3.7 Data Analysis Techniques

In this study, Statistical Analysis System (SAS) has been used to analyze the data collected. At the same time, outliers were removed before the data is analyzed in order to ensure the completeness, consistency and reliability of the data collected.

3.7.1 Descriptive Analysis

Descriptive analysis exhibits demographic profile of respondents and central tendencies measurement of constructs. Demographic profile exhibits the characteristics of cases which were described in frequency and percentage by using tables, graphs and written explanations. In contrast,

central tendencies measurement of constructs is the generic term for statistics that can be used to provide an impression of those values for a variable that are common (mode), middling (median) or average (mean). Mode is the value of a variable that occurs most frequently. For median, it is the middle value when all the values of a variable are arranged in rank order, whereas mean is the average value calculated by summing up the value of cases for a variable and dividing the total figures with the total number of cases (Saunders et al., 2009).

3.7.2 Scale Measurement

3.7.2.1 Normality test

This study conducted assumptions testing method (normality test) to investigate the normality of the samples and the accuracy of variables that was measured in the questionnaire. Normality can be detected by using statistical method such as Kolmogorov-Smirnov and Shapiro-Wilk test of normality. Only Parametric data can be tested for normality and the data should be normally distributed. Data can only be assumed to be normally distributed if the p-value is more than 0.05.

3.7.2.2 Reliability test

Reliability test was conducted after normality test to ensure that the measures are free from error and have consistent results. The scale items in the research was assessed with Cronbach's Alpha test and the items are acceptable and reliable if the value of Cronbach's Alpha is above 0.7 (Nunnally & Bernstein, 1994).

3.7.3 Inferential Analysis

Since analysis progresses were beyond descriptive stage, the tools of inferential analysis were applied in this research. Inferential analysis was used to examine the relationship between independent and dependent variables. It also helped to assess the statistical significance of various hypotheses about a single variable (Sekaran & Bougie, 2009).

3.7.3.1 Pearson Product Moment Correlation Coefficient

In this study, Pearson's Correlation Coefficient was used to evaluate the strength of the association between the independent variables and dependent variable. The coefficient of correlation ranges from -1 to +1. The value of +1 is considered to be of perfect positive relationship and implies that the independent variable has a direct relationship with the dependent variable and vice versa. A value of 0 signifies that there is no relationship between the two variables while a value that is nearer to 1 signifies that the two variables are strongly correlated (Saunders et al., 2009).

Value	Correlation
-1.0	Perfect Negative
-0.7	Strong Negative
-0.3	Weak Negative
0.0	Perfect independent

0.3	Weak Positive
0.7	Strong Positive
1.0	Perfect Positive

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for Business Students* (5th Edition ed.). England: Pearson Education Limited.

Besides that, the coefficient should not be more than 0.9 (high correlations) to avoid multicollinearity among multiple independent variables (Hair, Bush, & Ortinau, 2006).

3.7.3.2 Multiple Linear Regressions

Multiple linear regression analysis is a multivariate technique used to assess the strength and character of the relationship between multiple independent variables and single dependent variable by calculating the coefficient of multiple determination and regression equation using multiple independent variables and single dependent variable. The regression coefficient indicates the relative importance of each of the independent variables in the prediction of the dependent variable (Sekaran & Bougie, 2009), whereas the coefficient of determination, r^2 , can be used as a measure of how good a predictor the regression equation is likely to be. Therefore a value of 1 represents a perfect predictor, whereas a value of 0 means the equation predicts none of the variation (Saunders et al., 2009). According to Malhotra and Peterson (2006), the multiple regression equation is:

$$\text{Performance of academic staff} = a + B_1X_1 \text{ (Advancement opportunity)} + B_2X_2 \text{ (Employee empowerment)} + B_3X_3 \text{ (Recognition)} + B_4X_4 \text{ (Working Environment)} + B_5X_5 \text{ (Job Security)} + B_6X_6 \text{ (Salary)}$$

3.7.3.3 Simple Linear Regression Analysis

As there is one mediating variable linked to a single dependent variable, simple linear regression analysis has been used for data analysis to summarize the relationship between mediating variable (job satisfaction) and dependent variable (job performance). According to Sekaran and Bougie (2009), simple linear regression analysis is used in a situation where one independent variable is hypothesized to affect one dependent variable. According to Malhotram and Peterson (2006), the simple linear regression equation is:

$$\text{Performance of academic staff} = a + B1X1 \text{ (Job Satisfaction)}$$

3.8 Conclusion

Overall in chapter 3, we presented the flow of methodology which starts from research design, follow by data collection method, sampling design, research instrument, constructs measurement, data processing and data analysis technique adopted. In the next chapter, the results of our analysis will be demonstrated based on the adopted methodologies in chapter 3.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

In this chapter, the outcome of the questionnaires surveyed was analyzed. Before the actual survey, a pilot test for 30 targeted respondents was executed. Statistical Analysis Software (SAS) was used to conduct in-depth analysis of data collected in terms of descriptive analysis, scale measurement and inferential analysis.

4.1 Pilot test

30 sets of questionnaires were distributed to 30 academicians in Universiti Tunku Abdul Rahman, Kampar campus. Through the pilot test, comments and critiques from respondents were taken into consideration before generation of the final questionnaire.

30 sets of questionnaires were analyzed through Statistical Analysis Software (SAS) to ensure that reliability assumptions are fulfilled (>0.7) and table below shows the result of the pilot testing.

Table 4.1: Reliability of Questionnaire for each Variable (Pilot Test)

Variables		No. of Item	Cronbach's Alpha
Independent Variable:	Advancement Opportunities	5	0.8880
	Employee Empowerment	5	0.7995

Performance of Academicians

	Recognition	5	0.8279
	Working Environment	5	0.9343
	Job Security	5	0.8446
	Salary	5	0.9285
Mediating Variable:	Job Satisfaction	7	0.7066
Dependent Variable:	Job Performance	8	0.8223

Source: Developed for the research

Based on Table 4.1, the Cronbach's Alpha for all of the variables were between 0.7066 and 0.9343. According to Nunnally and Bernstein (1994), the variables are acceptable and reliable if the value of Cronbach's Alpha is above 0.7.

4.2 Descriptive Analysis

Table 4.2 Demographic Profile of the Respondents

		Frequency	Percent (%)
Gender	Male	103	51
	Female	99	49
Age	21-30 years old	66	32.67
	31-40 years old	71	35.15
	41-50 years old	35	17.33
	51-60 years old	22	10.89

Performance of Academicians

	Above 60 years old	8	3.96
Marital Status	Single	84	41.58
	Married	118	58.42
Highest Education Completed	Advanced Diploma/Equivalent	0	0
	Bachelor's Degree/ Professional Qualification	33	16.34
	Masters	118	58.42
	PHD	51	25.25
Current Employment Status	Part-Time	3	1.49
	Full-Time	199	98.51
Working Experience	Less than 1 year	22	10.89
	1 to less than 5 years	82	40.59
	6 to less than 10 years	44	21.78
	11 to less than 15 years	22	10.89
	16 to less than 20 years	12	5.94
	More than 20 years	20	9.90
Job Position	Tutor	15	7.43
	Assistant Lecturer	14	6.93
	Lecturer	141	69.80
	Assistant Professor	24	11.88
	Professor	8	3.98
Monthly Salary	Below RM2,500	5	2.48

Performance of Academicians

	RM2,501 – RM3,000	18	8.91
	RM3,001 – RM3,500	25	12.38
	RM3,501 – RM4,000	35	17.33
	Above RM4,000	119	58.91

Sources: Developed for the research

Based on the gender element in table 4.2, it is shown that out of the total of 202 respondents, 103 of the respondents (51%) are males and 99 respondents (49%) are females. Hence, it can be seen that there is a fair balance between the number of males and females in this research. Next, majority of the respondents are in the range of 31 years old to 40 years old which stands at 35.15%. There are only 8 respondents (3.96%) with age of 60 years and above.

Besides that, most of the respondents are married as they consist of 118 respondents (58.42%) and it shows that all of the respondents have at least a Bachelor's Degree or Professional Qualification, while 118 respondents (58.42%) achieved Masters Qualification. It was also shown that majority of the respondents were full-time academicians, consisting of 199 respondents (98.51%). In terms of working experience, 82 respondents (40.59%) had 1 to less than 5 years working experience whereas only 12 respondents (5.94%) had 16 to less than 20 years working experience.

Table 4.2 also shows that 141 respondents (69.80%) were lecturers, whereas only 8 respondents (3.98%) were professors. Lastly, there were 119 respondents (58.91%) paid above RM4, 000 for their monthly remuneration whereas only 5 respondents (2.48%) had salary below RM2, 500. Appendix 3 shows the frequency of each variable in relation to their respective profiles.

Table 4.3 Central Tendencies Measurement of Constructs

Variables	Mean	Median	Mode	Standard Deviation
Advancement Opportunities	3.7683	3.8000	4.0000	0.7681

Performance of Academicians

Employee Empowerment	3.3406	3.4000	3.0000	0.6908
Recognition	3.5941	3.6000	4.0000	0.6768
Working Environment	3.3228	3.4000	3.6000	0.8226
Job Security	3.4941	3.6000	3.4000	0.7465
Salary	3.2267	3.4000	4.0000	0.8278
Job Satisfaction	3.7885	3.7143	3.7143	0.5512
Job Performance	3.8874	3.8750	4.0000	0.5011

Source: Developed for research

Table 4.4: Central Tendencies for each item in each variable

Variables	Items	Mean	Median	Mode	Standard Deviation	Rank
Advancement Opportunities	AO1	3.9505	4.0000	4.0000	0.8682	1
	AO2	3.9059	4.0000	4.0000	0.9337	2
	AO3	3.7673	4.0000	4.0000	0.9877	3
	AO4	3.6634	4.0000	4.0000	0.9545	4
	AO5	3.5545	4.0000	4.0000	1.0170	5
Employee Empowerment	EE1	3.1832	3.0000	3.0000	1.0080	4
	EE2	3.0347	3.0000	3.0000	1.0240	5
	EE3	3.4059	4.0000	4.0000	0.9534	3
	EE4	3.4059	4.0000	4.0000	1.0667	2
	EE5	3.6733	4.0000	4.0000	1.0036	1
Recognition	R1	3.4307	4.0000	4.0000	1.0403	4
	R2	3.1832	3.0000	3.0000	0.9981	5
	R3	3.8515	4.0000	4.0000	0.7776	2
	R4	3.4802	4.0000	4.0000	0.8878	3
	R5	4.0248	4.0000	4.0000	0.8946	1
Working Environment	WE1	3.0050	3.0000	3.0000	1.0720	5
	WE2	3.3564	3.0000	4.0000	1.0798	3
	WE3	3.5000	4.0000	4.0000	1.0521	1
	WE4	3.2970	3.0000	4.0000	1.0655	4

Performance of Academicians

	WE5	3.4555	4.0000	4.0000	1.0077	2
Job Security	JS1	3.7426	4.0000	4.0000	0.9159	1
	JS2	3.5941	4.0000	4.0000	0.9376	3
	JS3	3.0594	3.0000	3.0000	1.0681	5
	JS4	3.6733	4.0000	4.0000	0.8299	2
	JS5	3.4010	3.0000	3.0000	0.8992	4
Salary	S1	3.1832	3.0000	4.0000	1.0372	3
	S2	3.4555	4.0000	4.0000	0.9413	1
	S3	3.2178	3.0000	3.0000	1.0183	2
	S4	3.1634	3.0000	4.0000	1.0500	4
	S5	3.0149	3.0000	3.0000	1.0341	5
Job Satisfaction	JA1	3.4356	3.0000	3.0000	0.8629	7
	JA2	3.7426	4.0000	4.0000	0.9374	4
	JA3	3.8861	4.0000	4.0000	0.8357	3
	JA4	4.1139	4.0000	4.0000	0.6324	1
	JA5	4.0495	4.0000	4.0000	0.7775	2
	JA6	3.6238	4.0000	4.0000	0.9860	6
	JA7	3.6683	4.0000	4.0000	0.8603	5
Job Performance	JP1	4.2475	4.0000	4.0000	0.6450	1
	JP2	4.2228	4.0000	4.0000	0.6728	2
	JP3	3.4059	4.0000	4.0000	0.9690	8
	JP4	4.0644	4.0000	4.0000	0.7796	3
	JP5	3.8812	4.0000	4.0000	0.8016	5
	JP6	3.5248	4.0000	4.0000	0.9783	7
	JP7	3.8564	4.0000	4.0000	0.7881	6
	JP8	3.8960	4.0000	4.0000	0.7943	4

Source: Developed for the research

Mean was calculated by using the average result from the scaled provided in the questionnaires coded from 1 to 5 which depicted that “1= strongly disagree”, “2=disagree”, “3=neutral”, “4=agree” and “5=strongly agree”. According to table 4.3, the mean values of all the variables were range from 3.2267 to 3.8874. This

shows that the variables are more towards neutral and agreed. The standard deviation for all of the variables was less than 1.

Among all of the independent variables, advancement opportunities has the highest mean of 3.7683 which means that the respondents agreed that the advancement opportunities would influence towards their job satisfaction (mediating variable). Salary has the lowest mean of 3.2267. However, it is still in the range of neutral to agree. The mediating variable, job satisfaction has a mean of 3.7885 and the dependent variable, job performance has a mean of 3.8874.

4.3 Scale Measurement

4.3.1 Normality Test

Table 4.5: Test of Normality

Shapiro-Wilk			Kolmogorov-Smirnov		
Statistic	df	P-Value	Statistic	df	P-Value
0.986574	202	0.0527	0.060248	202	0.0735

Source: Developed for the research

According to Shapiro and Wilk (1965), Shapiro-Wilk test is restricted for sample sizes less than 50 (Razali & Yap, 2011). However, if the sample size is greater than 50, Kolmogorov-Smirnov test should be used. In this research, Kolmogorov-Smirnov test is chosen to determine the normality of the data as the sample size is larger than 50 ($n=202$). According to table 4.5, the test of normality (p-value) by using Kolmogorov-Smirnov test is 0.0735 ($p\text{-value} < 0.05$). Thus, the data can be assumed to be normally distributed and it is statistically significant.

4.3.2 Reliability Test

Table 4.6: Reliability of Questionnaire

Cronbach's Alpha	Number of Items
0.947800	45

Source: Developed for the research

Table 4.7: Reliability of Questionnaire for each Variable

Variables	Item	No of Item	Cronbach's Alpha
Advancement Opportunities (AO)	AO1	5	0.865
	AO2		
	AO3		
	AO4		
	AO5		
Employee Empowerment (EE)	EE1	5	0.714
	EE2		
	EE3		
	EE4		
	EE5		
Recognition (R)	R1	5	0.784
	R2		

Performance of Academicians

	R3		
	R4		
	R5		
Working Environment (WE)	WE1	5	0.838
	WE2		
	WE3		
	WE4		
	WE5		
Job Security (JS)	JS1	5	0.859
	JS2		
	JS3		
	JS4		
	JS5		
Salary (S)	S1	5	0.864
	S2		
	S3		
	S4		
	S5		
Job Satisfaction (JA)	JA1	7	0.772
	JA2		
	JA3		
	JA4		

	JA5		
	JA6		
	JA7		
Job Performance (JP)	JP1	8	0.768
	JP2		
	JP3		
	JP4		
	JP5		
	JP6		
	JP7		
	JP8		

Source: Developed for the research

Based on Table 4.6, the reliability statistics shows that the Cronbach's Alpha is 0.948 for the 45 items in this study. Hence, the reliability of the questionnaire is very satisfying (Nunnally & Bernstein, 1994). According to Table 4.7, the range of the Cronbach's Alpha for the variables is between 0.714 and 0.865. Advancement opportunities, working environment, job security and salary achieved Cronbach's Alpha of 0.865, 0.838, 0.859 and 0.864 respectively. With a Cronbach's Alpha of more than 0.80, those variables are good and highly reliable as they are able to produce consistent output (Nunnally & Bernstein, 1994). According to Sekaran and Bougie (2009), this shows that AO has the highest internal consistency reliability, as the closer Cronbach's Alpha is to 1, the higher the internal consistency reliability. Employee empowerment, recognition, job satisfaction and job performance achieved Cronbach's Alpha of 0.714, 0.784, 0.772 and 0.768 respectively. These variables are considered

acceptable and reliable with Cronbach's Alpha of more than 0.70. In short, all of the questions in use have achieved internal consistency reliability.

4.3.3 Multicollinearity

Table 4.8: Multicollinearity

	AO	EE	R	WE	JS	S
AO PC N	1 202					
EE PC N	0.569** 202	1				
R PC N	0.591** 202	0.527** 202	1			
WE PC N	0.484** 202	0.405** 202	0.507** 202	1		
JS PC N	0.650** 202	0.475** 202	0.707** 202	0.599** 202	1	
S PC N	0.396** 202	0.314** 202	0.455** 202	0.401** 202	0.564** 202	1

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

Source: Developed for the research

PC	: Pearson Correlation
N	: Sample Size
AO	: Advancement Opportunities
EE	: Employee Empowerment
R	: Recognition
WE	: Working Environment
JS	: Job Security
S	: Salary

According to table 4.8, recognition and job security have the highest value of the correlation (0.707) whereas employee empowerment and salary have the lowest value of the correlation (0.314). Since the correlation matrix for all the variables was ranged from 0.314 to 0.707 which was less than 0.9, it can be concluded that there was no multicollinearity problem in this research (Hair et al., 2006).

4.4 Inferential Analysis

4.4.1 Pearson Correlation

Table 4.9: Pearson Correlation

	AO	EE	R	WE	JS	S	JA	JP
JA PC	0.571**	0.511**	0.580**	0.560**	0.569**	0.491**	1	
Sig	<.0001	<.0001	<.0001	<.0001	<.0001	<.0001		
N	202	202	202	202	202	202		

Performance of Academicians

JP PC							0.682**	1
Sig							<.0001	
N							202	

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

Source: Developed for the research

PC	: Pearson Correlation
N	: Sample Size
JA	: Job Satisfaction
JP	: Job Performance

By referring to table 4.9, the correlation coefficients range from 0.491 to 0.580 among all the independent variables. The correlation coefficient of the independent variables (advancement opportunities, employee empowerment, recognition, working environment, job security, and salary) is 0.571, 0.511, 0.580, 0.560, 0.569 and 0.491 respectively. It indicates that all the independent variables are positively and moderately associated with job satisfaction and the correlation coefficient are statistically significant as p-value is less than 0.0001 (p-value<0.05). Besides that, it also shows that the correlation coefficient of the mediating variable (job satisfaction) is 0.682. It shows that job satisfaction is positively and moderately associated with job performance and the correlation coefficient is statistically significant since p-value is less than 0.0001.

4.4.2 Multiple Linear Regression Analysis

Table 4.10: Model Summary

Model	Root MSE	Dependent Mean	Coefficient Variance	R Square	Adjusted R Square
6	0.38887	3.78854	10.26431	0.5172	0.5023

Sources: Developed for the research

The R Square shows the extent or percentage the independent variables can explain the variations in the mediating variable. R square at 0.5172 indicates that 51.72% of the changes in mediating variable (job satisfaction of academicians in Malaysian Private Universities) can be explained by the independent variables (advancement opportunities, employee empowerment, recognition, working environment, job security, and salary). However, the remaining 48.28% (100%-51.72%) of variation could be explained by other variables which are significant to job satisfaction of academicians in Malaysian Private Universities but not considered in this study.

Table 4.11: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Square	Mean Square	F-Value	Pr>F
Model	6	31.58229	5.26371	34.81	<0.0001
Error	195	29.48752	0.15122		

Performance of Academicians

Corrected Total	201	61.06981			
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- a. Predictors: (Constant), AO, EE, R, WE, JS, S
- b. Mediating Variable: JA

Source: Developed for the research

As shown in the Table 4.11, f-value statistics is valued at 34.81 which were fairly large and the significant p-value was <0.0001 (p-value <0.05). Thus, it could be concluded that there was a significant influence between independent variables and mediating variable.

The model for this research study was a good descriptor of the relation between the predictor variables and mediating variable. Therefore, the independent variables (advancement opportunities, employee empowerment, employee recognition, working environment, job security, and salary) are significant in explaining the variance in job satisfaction of academicians in Malaysian Private Universities.

Table 4.12: Parameter Estimates

Parameter Estimates							
Variable	DF	Parameter Estimate	Standard Error	T Value	Pr> t	Tolerance	Variance Inflation
Intercept	1	1.40480	0.17097	8.22	<.0001	-	0
Advancement Opportunities	1	0.13524	0.05173	2.61	0.0096	0.47643	2.09896

Performance of Academicians

Employee Empowerment	1	0.12214	0.05067	2.41	0.0169	0.61387	1.62901
Employee Recognition	1	0.14994	0.06128	2.45	0.0153	0.43742	2.28612
Working Environment	1	0.16250	0.04276	3.80	0.0002	0.60802	1.64467
Job Security	1	-0.00816	0.06331	-0.13	0.8976	0.33683	2.96882
Salary	1	0.12885	0.04047	3.18	0.0017	0.67030	1.49186

a. Mediating Variable: JA

Sources: Developed for the research

The above table shows that all the independent variables except job security influence the mediating variable (job satisfaction of academicians in Malaysian Private Universities) by meeting the requirement of p-value < 0.05 since advancement opportunities, employee empowerment, recognition, working environment and salary have p-value of 0.0096, 0.0169, 0.0153, 0.0002 and 0.0017 respectively. In contrast, job security (p-value=0.8976) does not influence the mediating variable as the p-value is more than 0.05. Hence, hypothesis is rejected for job security.

In addition, the above table also shows that all the independent variables have positive relationship with the mediating variable since advancement opportunities, employee empowerment, recognition, working environment, and salary have a beta of 0.1352, 0.1221, 0.1499, 0.1625 and 0.1289 respectively. In this research, the beta of job security ($\beta=-0.00816$) has not been taken into account since job security has no influence in the mediating variable as the p-value is more than 0.05.

The equation is formed as:

$$JA=1.40480+0.13524AO+0.12214EE+0.14994R+0.16250WE+0.12885S$$

Where,

AO: Advancement Opportunities
EE: Employee Empowerment
R: Recognition
WE: Working Environment
S: Salary
JA: Job Satisfaction

All independent variables (advancement opportunities, employee empowerment, recognition, working environment and salary) is positively related to job satisfaction of academicians in Malaysian Private Universities since the beta values are positive

In short, advancement opportunities ($\beta=0.13524$, $p=0.0096$), employee empowerment ($\beta=0.12214$, $p=0.0169$), recognition ($\beta=0.14994$, $p=0.0153$), working environment ($\beta=0.16250$, $p=0.0002$) and salary ($\beta=0.12885$, $p=0.0017$) is found to have positively and significantly impact on job satisfaction of academicians in Malaysian Private Universities .Thus, all the hypothesis are accepted except for job security where p-value > 0.05 ($p=0.8976$). Hence, it is concluded that there was not a significant relationship between job security and job satisfaction of academicians in Malaysian Private Universities.

4.4.3 Simple Linear Regression Analysis

Table 4.13: Model Summary

Model	Root MSE	Dependent Mean	Coefficient Variance	R Square	Adjusted R Square
1	0.36719	3.88738	9.44574	0.4657	0.4630

- a. Predictors: (Constant)Job Satisfaction
- b. Dependent Variable: Job Performance

Source: Developed for the research

R Square (coefficient of determination) is a measure designed to indicate the strength of the impact of the mediating variable on dependent variable. The number can be between 0 and 1, with values closer to 1 meaning the stronger the relationship. In this research, R square has a value of 0.4657. It implies that the mediating variable explain 46.57% of the variance in dependent variable. The remaining 53.43% (100%-46.57%) of the variation in job performance could be explained by other variables not taken into account in this research. According to Bonate (2005) an R Square that is more than 0.4 is considered acceptable.

Table 4.14: Analysis of Variance

Analysis of Variance					
Source	DF	Sum of Square	Mean Square	F-Value	Pr>F
Model	1	23.50315	23.50315	174.32	<0.0001

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Error	200	26.96591	0.13483		
Corrected Total	201	50.46906			

a. Predictor: (Constant)JA

b. Dependent Variable: JP

Source: Developed for the research

F-statistic is a test statistic used to test the overall fitness of the model in simple linear regression. As shown in the Table 4.14, f-statistic was valued at 174.32, which is very large. The p-value was <0.0001 , which was less than 0.05 ($p\text{-value} < 0.05$). Thus, it could be concluded that there was a significant influence between dependent and predictor variable.

The model for this research was a good descriptor of the relation between the dependent and predictor variables. Therefore, the mediating variable (job satisfaction) is significant in explaining the variance in job performance of academicians in Malaysian Private Universities. The hypothesis is supported by the data.

Table 4.15: Parameter Estimates

Parameter Estimates						
Variable	DF	Parameter Estimate	Standard Error	T Value	Pr> t	Tolerance
Intercept	1	1.53708	0.17988	8.55	<.0001	-
Job Satisfaction (JS)	1	0.62037	0.04699	13.20	<.0001	1.00000

Sources: Developed for the research

The above table shows mediating variable, JS is positively and significantly related to dependent variable, job performance of academicians by meeting the requirement of (p-value < 0.05) since job satisfaction has $\beta=0.62037$ and $p<0.0001$.

The equation is formed as:

$$\text{Performance of academic staff} = 1.53708 + 0.62037 \text{ Job Satisfaction}$$

The equation above indicates that mediating variable (job satisfaction) is positively related to job performance of academicians in Malaysian Private Universities since the beta values was positive. Hence, job satisfaction is found to have positive significant impact on job performance of academicians in Malaysian Private Universities. Thus, the hypothesis was accepted.

4.5 Conclusion

In this chapter, this research study has certified that AO, EE, R, WE and S have significant relationship towards JA except for JS. It also proved that JA has significant relationship towards JP of academicians in Malaysian Private Universities. Demographic characteristics and interval scale on central tendencies was measured using 5 point likert scale. Internal reliability test was done in measuring items of the variables. Meanwhile, multiple regression analysis was used to examine the relationship between independent variables and mediating variable. In contrast, simple linear regression was used to examine the relationship between mediating variable and dependent variable. Further investigations, recommendations and limitations will be discussed in detail in the next chapter.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

The analyses of the results were discussed in the previous chapter. In this chapter, the summary of statistical analysis, discussions of major findings, implications and limitations of the study, and recommendations will be demonstrated. Lastly, a thorough conclusion will be made.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analyses

5.1.1.1 Demographic profile

There is a fair balance between the number of males (51%) and females (49%) in this research while most of the targeted respondent is between the age of 31-40 (35.15%) years old and the majority of them are married (54.82%). All of the respondents holds at least a degree/professional qualification and most of them are full-time academicians (98.51%). The data exhibits that majority of respondents have 1-5 years working experience (40.59%) with the title of lecturer (69.80%) and monthly salary of more than RM4,000 (58.91%).

5.1.1.2 Central Tendencies Measurement of Constructs

Table 5.1: Summary of Central Tendencies Measurement of Constructs

Variables	Mean	Standard Deviation
Advancement Opportunities	3.7683	0.76814
Employee Empowerment	3.3406	0.69083
Recognition	3.5941	0.67681
Working Environment	3.3228	0.82255
Job Security	3.4941	0.74651
Salary	3.2267	0.82780
Job Satisfaction	3.7885	0.55121
Job Performance	3.8874	0.50109

Sources: Developed for the research

Based on the results, job performance has the highest mean and lowest standard deviation, whereas, salary has the lowest mean and highest standard deviation.

5.1.2 Scale Measurement

5.1.2.1 Normality Test

In this research, Kolmogorov-Smirnov test was chosen because the sample size is larger than 50 (n=202). Thus, the data can be assumed to be normally distributed and is statistically significant since the p-value is more than 0.05.

5.1.2.2 Reliability Test

The Cronbach's alpha was used to examine the reliability of 45 items. The overall reliability test result was 0.9478. Among all the variables, advancement opportunities has the highest score with the Cronbach's alpha of 0.865 while employee empowerment has the lowest score with the Cronbach's alpha of 0.714. Thus, it can be concluded that the questionnaire developed for this research was reliable. (Nunnally & Bernstein, 1994).

5.1.2.3 Multicollinearity

In this research, the correlation matrix for all the variables ranged from 0.314 to 0.707. There was no correlation value more than 0.9. Hence, this research does not have multicollinearity problems.

5.1.3 Inferential Analyses

Table 5.2: Summary of Hypothesis and Pearson Correlation

Hypotheses	Pearson Correlation	Multiple Linear Regression (R-square: 0.5172) Simple Linear Regression (R-square: 0.4657)			
	Result	Statistic	Beta	P-Value	Hypotheses
H1: There is a positive relationship between advancement opportunities and job satisfaction of academicians in Malaysian Private Universities.	0.571 (Moderate, Positive)	MLR	0.13524	0.0096	Accepted
H2: There is a positive relationship between employee empowerment and job satisfaction of academicians in Malaysian Private Universities.	0.511 (Moderate, Positive)	MLR	0.12214	0.0169	Accepted
H3: There is a positive relationship between recognition and job satisfaction of academicians in Malaysian Private Universities.	0.580 (Moderate, Positive)	MLR	0.14994	0.0153	Accepted
H4: There is a positive relationship between working environment and job satisfaction of academicians in Malaysian Private Universities.	0.560 (Moderate, Positive)	MLR	0.16250	0.0002	Accepted

Performance of Academicians

H5: There is a positive relationship between job security and job satisfaction of academicians in Malaysian Private Universities.	0.569 (Moderate, Positive)	MLR	-0.00816	0.8976	Do not accept
H6: There is a positive relationship between salary and job satisfaction of academicians in Malaysian Private Universities.	0.491 (Moderate, Positive)	MLR	0.12885	0.0017	Accepted
H7: There is a positive relationship between job satisfaction and job performance of academicians in Malaysian Private Universities.	0.682 (Moderate, Positive)	SLR	0.62037	<0.0001	Accepted

Sources: Developed for research

5.1.3.1 Pearson Correlation

Based on Table 5.2, the result of Pearson correlation indicates that all independent variables are positively and moderately associated with the mediating variable (job satisfaction). It also showed that the mediating variable is positively and moderately associated with the dependent variable (job performance) since the p-value for all the variables are less than 0.05

5.1.3.2 Multiple Linear Regressions

Multiple linear regressions test is conducted for inferential analysis with test of significance. R-square is at 0.5172 which indicates that 51.72% of variation in job satisfaction was related to the independent variables. The outcome of the correlation equation is stated as: **JA= 1.40480 + 0.13524 AO + 0.12214 EE + 0.14994 R + 0.16250 WE + 0.12885 S**. Based on the linear equation, all dependent variables have significant positive relationship except for job security which had insignificant negative (-0.00816) relationship with job satisfaction of the academicians in Malaysian Private University.

5.1.3.3 Simple Linear Regression

Simple linear regression is conducted in inferential analyses with test of significance. R-square is at 0.4657. It indicates that 46.57% of variation in job performance of academicians in Malaysian Private Universities can be explained by job satisfaction of academicians. Table 5.2 also shows that there is significant relationship between mediating variable (job satisfaction) and dependent variable (job performance) since the p-value is less than 0.05. The outcome of the correlation is stated as: **Performance of academic staff= 1.53708 + 0.62037 Job Satisfaction**. This equation indicates that job satisfaction is positively related to job performance of academicians in Malaysian Private Universities since the beta value is positive.

5.2 Discussion of Major Findings

Table 5.3: Summary Result of Hypotheses Testing

Hypotheses		Significant Level	Statistics Result
H₁	There is a positive relationship between advancement opportunities and job satisfaction of academicians in Malaysian Private Universities.	0.0096	Accepted
H₂	There is a positive relationship between employee empowerment and the job satisfaction of academician in Malaysian Private Universities.	0.0169	Accepted
H₃	There is a positive relationship between recognition and the job satisfaction of academician in Malaysian Private Universities.	0.0153	Accepted
H₄	There is a positive relationship between working environment and the job satisfaction of academician in Malaysian Private Universities.	0.0002	Accepted
H₅	There is a positive relationship between job security and job satisfaction of academicians in Malaysian Private Universities.	0.8976	Do not accept
H₆	There is a positive relationship between salary and job satisfaction of academicians in Malaysian Private Universities.	0.0017	Accepted
H₇	There is a positive relationship between advancement opportunities and job satisfaction of academicians in Malaysian Private Universities.	<0.0001	Accepted

5.2.1 The relationship between Advancement Opportunities and Job Satisfaction of Academicians

Based on the result of the Multiple Linear Regression test, it could be concluded that the relationship between advancement opportunities and job satisfaction of academicians in Malaysian Private Universities is positively related. Besides that, the p-value for this variable is 0.0096 (p-value<0.05). Thus, advancement opportunities are significant in predicting job satisfaction of academicians. Hence, the hypothesis is accepted.

This finding has been supported by Carmeli et al.(2007) who specified that career advancement is significantly influencing job satisfaction in order to improve the job performance. Moreover, Eyupoglu and Saner (2009) found that intrinsic aspect of job included advancement opportunities can emotionally affect the level of satisfaction for academicians. Besides that, the findings were also consistent with Lim(2008)who found that advancement opportunities is vital determinant of academicians' job satisfaction.

Thus, it is important to provide ample professional growth training to academicians in order for them to gain new skills and knowledge from their job. The level of job satisfaction will be increased if they are provided chances for personal enhancement.

5.2.2 The Relationship between Employee Empowerment and Job Satisfaction of Academicians

Employee empowerment has parameter estimate of a 0.12214 which indicates that there was a positive relationship between employee empowerment and job satisfaction of academicians. Besides that, the p-value for this variable was 0.0169 (P-value<0.05) indicating that employee empowerment is significant in predicting job satisfaction of academicians in Malaysian Private Universities. Hence, the hypothesis is accepted.

Therefore, this finding was consistent with researchers, Pelit et al. (2011) who mentioned that psychological and behavioural empowerment has a significant effect on job satisfaction of academicians. Moreover, it was supported by Sarwar and Khalid (2011) where employee empowerment positively influences job satisfaction and employee's commitment. Furthermore, it was also supported by Akbar et al. (2011), who found that employee empowerment has positive and significant impact on job satisfaction in the service industry.

In short, employee empowerment is an important variable because employees will feel valued when given chances to participate in decision making and they see the results stemming from their decision (Sarwar & Khalid, 2011).

5.2.3 The Relationship between Recognition and Job Satisfaction of Academicians

Recognition has parameter estimate of 0.14994, which means recognition is positive related to job satisfaction of academicians. Besides that, the p-value for this variable was 0.0153 (p-value<0.05). Thus, recognition is

significant in predicting job satisfaction of academicians in Malaysian Private Universities.

These findings were in line with researchers, Henry and (2009) who found that there was a significant relationship between recognition and overall job satisfaction with a correlation of 0.68.

Moreover, Shiraz et al. (2011) also found that rewards and recognition program had positive impact on employee motivation and satisfaction. Furthermore, it was also supported by Danish and Usman (2010) who found that recognition are statistically and economically significant to work motivation and satisfaction ($r=0.13, p<0.05$) but at a lower level.

In conclusion, recognition is an important factor to increase the job performance of academicians as employees feel motivated when the organization admire and appreciate their hard work (Sarwar & Khalid, 2011).

5.2.4 The Relationship between Working Environment and Job Satisfaction of Academicians

Results from this study showed that working environment is significant in explaining the job satisfaction of academicians.

This finding was supported by Schulze (2006) who specified that physical working conditions and support facilities has significant correlation with job satisfaction. These findings were also consistent with Ndambakuwa and Mufunda(2006) who concluded that poor working environment reduces job satisfaction and productivity as well as job performance. Moreover, it is also supported by Hardiman and Zakaria (2010)who

indicated that physical working conditions and support have significant correlation with job satisfaction.

Thus, it is important for the organization to pay more attention to working environments such as physical facilities in order to increase academician satisfaction as well as job performance.

5.2.5 The Relationship between Job Security and Job Satisfaction of Academicians

Multiple Linear Regression test revealed that job security showed -0.00816 for parameter estimate. The p-value for this variable was 0.8976 (p-value < 0.05). Therefore, job security is not significant in explaining the job satisfaction of academicians. Hence, the hypothesis is not accepted.

The results of this study are not in line with previous studies by Yousef (1998), Senol (2011) and Parvin and Kabir (2011) who all found that job security has positive affect on job satisfaction.

According to this finding, it seems that there are other mitigating factors which are more significant in predicting job satisfaction of academicians. This finding is supported by Jandaghi, Mokhles and Bahrami (2011) which stated that there is no significant difference between permanent and contractual employees' job satisfaction on the job security.

5.2.6 The Relationship between Salary and Job Satisfaction of Academicians

Salary has a parameter estimate of 0.12885. The p-value for this variable was 0.0017 (p-value < 0.05). Thus, salary is significant in predicting job satisfaction of academicians. Hence, the hypothesis is accepted.

The finding was supported by Ghafoor (2012) who specified that monthly salary has significant positive impact on level of job satisfaction. Ch' nget al (2010) also found that management support, salary, and promotion opportunities are significant factors in determining job satisfaction of academicians. Besides that, the findings were also consistent with Malik et al.(2010)who found that there is a high degree of relationship between organizational commitment and satisfaction with work itself, supervision, salary, co-workers and opportunities for promotion.

In conclusion, salary is an important determinant towards the job satisfaction of academicians and hence leads to higher level of job performance as academicians feel satisfied knowing they are paid fairly for the services that they provide to the institution.

5.2.7 The relationship between Job Satisfaction and Job Performance of Academicians

Multiple Linear Regression test revealed job satisfaction showed 0.62037 for parameter estimate. This shows there is a positive relationship between job satisfaction and job performance of academicians in Malaysian Private

Universities. Besides that, the p-value for this variable was <0.0001 (p-value < 0.05). Thus, job satisfaction is significant in predicting the dependent variable (job performance of academicians).

This finding is supported by Samad (2011) who specified that job satisfaction (both the hygiene and motivator factors) played a mediating role on the relationship between organizational commitment and job performance. Moreover, Qureshi et al. (2011) also found that there is a positive relation between the job satisfaction and organizational commitment of an employee and their performance. In addition to that, the finding is supported by Shahzad et al. (2010) who stated that job satisfaction has a mediating impact on the relationship of workload and compensation with academic quality as academic quality can be achieved through increasing the job satisfaction.

Thus, job satisfaction is extremely important as it is needed for academicians to commit to their job leading to improved performance of academicians.

5.3 Implications of the Study

The implications of the study can be divided into two parts, which are theoretical and practical implications.

5.3.1 Theoretical Implication

In terms of theoretical implications, this research further explores the previous studies on Herzberg's two factor theory and provides a valuable

contribution towards understanding the factors that influence an academicians' job satisfaction and subsequently its effect on job performance. In this research, the result demonstrates that all motivators and hygiene factors with the exception of job security are related to job satisfaction.

This research shows that academicians will gain satisfaction when the organization offers sufficient training and opportunities for their personal enhancement and improvement. Therefore, management of universities must provide meaningful training or seminar for academicians for their personal development.

Moreover, academicians tend to gain satisfaction when they have the autonomy to evaluate, and teach in their institution. The empowerment they are entrusted with will motivate them to teach and improve their teaching quality as they feel they are given enough trust and autonomy to plan their lessons.

Additionally, most of the academicians consider that the recognition process is a valuable tool to show gratitude and recognition of their performance. They will tend to improve their performance when their contributions are appreciated and recognized by colleagues and students. This will increase the satisfaction level towards their job.

Next, hygiene factors are extrinsic to the job, and comprises of variables such as working environment, job security and salary and it is related to the employee's feelings of dissatisfaction. When these factors are absent, it may lead to dissatisfaction.

A good teaching environment and adequate equipment will prevent academicians from feeling dissatisfied with their job. Most of them believe that good ventilation in work area will improve their job satisfaction and teaching methods. If an organization is unable to provide a good working condition for their employee, employee's dissatisfaction will increase and this will result in a drop in their performance.

Lastly, the salary of academicians will directly affect the effort put into their work. Respondents feel satisfied with their jobs when they felt that their salary is fair and is comparable to others in the industry. Tang, Luna-Arocas, Sutarso, and Tang (2004) revealed that pay satisfaction is part of job satisfaction will lead to higher job performance. The employees will feel inspired to achieve more and produce quality work in all their tasks when they are satisfied with their salary (Tan & Waheed, 2011). Therefore, management of universities must ensure that the salaries paid to academicians are reasonable and adequate.

Therefore, it is understood that satisfied workers will be much more productive and be retained within the organization for longer periods in comparison to displeased workers who will be less useful and will have a greater tendency to quit the job (Crossman, 2003). Herzberg's two factor theory was principally very useful and should be adopted by the management of private universities to in order to improve academicians' job performance.

5.3.2 Practical Implication

This research is able to provide the management of private universities with information on how to motivate and improve the performance of their academicians. Hence, this benefits many parties such as private

universities in Malaysia, management of private universities and also the Malaysian society at large. For example, if management of private universities begins to improve on the provision of the variables in this study to their academicians, higher quality personnel can be attracted and maintained within the institution.

Next, researchers conducting similar research on motivators and hygiene factors may gain insight from this research and use it as a platform by possibly adding foreign universities or public universities into their study. Management of the private universities will get to know the importance of job satisfaction in their working environment will increase the job performance of the academicians. Therefore, the management of private universities may provide more opportunities, good working environment and rewards that can increase their job satisfaction in order to improve their job performance.

The government especially the Ministry of Higher Education may gain useful information from this research. They can pinpoint the core areas that need improvement and take corrective actions to improve the job performance of academicians rather than wasting resources on non-beneficial plans. For example, the government may organize professional conferences or seminars in an effort to increase the growth opportunities of academicians. This is will enhance the quality of academicians in private universities to a level capable of competing in the international arena.

Lastly, this research also benefits the Malaysian society. The improved performance of academicians will mean an increase in the quality of the institution itself. Hence, parents will be able to send their children to private universities without having to worry about their children getting poor education.

5.4 Limitations of the Study

One of the major problems of this study is the fact that quite a few private universities had policies against the disclosure of information to third parties. Hence, a lot of effort was needed not only to look for potential respondents, but also to convince them that any information provided in the questionnaire will be kept strictly confidential and used only for research purposes.

Moreover, this research is a cross-sectional study, which means it is a snapshot of the relationship between the independent (advancement opportunities, employee empowerment, recognition, working environment, job security, and salary) and dependent variable (job performance) at the time of survey. Hence, the findings from this research will be irrelevant as time passes due to the possible changes to the characteristics of respondents over time. In addition to that, there are lacks of time available for collection of data. As a result, the sample size of 202 respondents in this research lacks dependability and reliability.

Further limitation of this research is that this research is bounded by geographical restrictions and focuses solely on private universities in Malaysia. Thus, it is impossible to know if the results from this study can be applied to academicians in public universities. Therefore, even if the variables used in this research are proven to affect performance of academicians, it cannot be applied to academicians in the public sector as the sampling did not include academicians from public universities. Limiting this research to only one country (Malaysia) hinders the ability to provide a perfect conclusion on what are the factors which affects an academician's job performance.

Lastly, another limitation of this study was the fact that the R-square from the simple linear regression of this research was only 46%. This shows that the

relationship between job satisfaction and job performance was acceptable but not the best factor affecting an academician's job performance.

5.5 Recommendation for Future Researches

The most practical method to ease any doubts the targeted respondents might have is to conduct interviews for surveys. This will provide the opportunity to explain the survey verbally to the respondents. This is because sending out questionnaires through e-mails might pose a form of insecurity to the respondents due to the likelihood of spam or misuse of information. The presence of researchers explaining the situation might yield better results. Besides that, targeted respondents will also be less inclined to simply ignore the questionnaires.

Next, future researchers should conduct a longitudinal study. A longitudinal study will provide a better conclusion for this study as it observes the relationship of the independent and dependent variables over a long period of time. For example, from the beginning till the end of the research, the respondents salary might have increased or gain a promotion to a higher position. Hence, researchers may observe more profound changes to an academician's performance over time as the independent variables in this study changes as time passes. A longitudinal study will also allow more time for researchers to obtain a larger sample size and this will improve the reliability and dependability of the research.

In addition, future research may include public universities and foreign universities. Among the benefits to be gained by collecting data from foreign universities and public universities is that it will increase the comparability of the results from this research. This is because the results from this research are currently restricted to only private universities in Malaysia. It is unable to prove that the performance of academicians in other countries or in public universities is affected by the same factors.

Lastly, other variables should be tested in future research to better determine the main factor affecting job performance of academicians. Conducting a research using other variables is useful as the results of this research's simple linear regression (R-square) shows that there are other variables available that more strongly affects job performance

5.6 Conclusion

The six independent variables tested in this research are advancement opportunities, employee empowerment, recognition, working environment, job security, and salary. Results from this study show that among the six independent variables, only job security did not affect the job satisfaction of academicians. This is proven by the results from conducting various tests such Pearson's Correlation, Multiple Linea Regression and Single Linear Regression. Therefore, all the research questions and objectives have been answered and achieved.

Besides that, the level of job satisfaction can be increased through the effort of management of the universities, government and lecturer themselves to improve their job performance. Implications from this study are useful for the education industry, but at the same time crucial for the society in large since the academicians are the people who educate the future leaders who will one day the pillars of the nation. Additionally, future researchers may be able to take in the limitations and recommendations into account when conducting their researches.

Overall, this research study has provided a useful and investigable research for future studies on the performance of academicians in Malaysian private universities.

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APPENDIX A: SUMMARY OF PAST EMPIRICAL STUDIES

Study	Country	Data	Major Findings
Adeogun (2008)	United Stated	A total of 425 online students and employees at multicultural for-profit institutions of higher learning across the united states are participating in this research.	Findings suggested that money motivation on job performance is higher for females. However, money motivation on job satisfaction is higher for male. Besides that, money as a motivator on job performance and job satisfaction increases with educational level.
Ajayi et al. (2011)	South West Country	Two sets of questionnaire were constructed for 1500 respondents, comprising of 500 academic staff and 1000 students selected from 8 universities.	The study revealed that that was significant relationship between the work environment and job performance of academic staff in the universities.
Akbar et al. (2011)	Pakistan	Questionnaire was distributed to 200 employees of	It indicates that employee empowerment has positive and significant impact on job

Study	Country	Data	Major Findings
		service industries in Pakistan.	satisfaction.
Al-Ahmadi (2009)	Saudi Arabia	The questionnaire was sent to 1,834 nurses in all facilities from 15 Ministry of Health hospitals in Riyadh region, Saudi Arabia.	The study finds that job performance is positively correlated with organizational commitment, job satisfaction and personal and professional variables. Both job satisfaction and organizational commitment are strong predictors of nurses' performance. Job performance is positively related to some personal factors, including years of experience, nationality, gender, and marital status. Level of education is negatively related to performance.
Ali & Akhter (2009)	Bangladesh	Questionnaire was distributed to 120 faculty members where 60 male and 60 female selected	The study concluded that the faculty members are overall satisfied with their present condition, except the factors like training facilities, and some physical facilities

Study	Country	Data	Major Findings
		purposely from different levels from 10 private universities of different areas of Dhaka city.	and distribution of courses. The study also found that there is no significant difference between male and female faculty members regarding job satisfaction.
Awang et al. (2010)	Malaysia	Self-administered questionnaires which were distributed to 320 lecturers from UiTM Kelantan.	The findings of this study indicate that satisfied lecturers will be committed to their job, and promotional opportunities, workload and relationship with colleagues should be given due consideration as they significantly affect job satisfaction level among lecturers.
Bayissa&Zewdie (2010)	Ethiopia	Self-administered questionnaires were distributed to 214 academic staff and some qualitative data obtained from interviews with human	The studies concluded that the majority of the teaching staff was not satisfied by the overall reward systems and the dissatisfaction did not significantly vary among faculties.

Study	Country	Data	Major Findings
		resource plan and program officers and human resources personnel.	
Carmeli et al. (2007)	Israel	A pre-paid postage questionnaire was administered directly to 215 employees working in both service and non-service organizations in Israel.	The results did not show a significant relationship between organizational career advancement and the two dimensions of contextual performance (altruism and compliance). We also found that job performance is the only major predictor of promotion prospects.
Ch'ng et al.(2010)	Malaysia	A total of 180 questionnaires were distributed to the lecturers of three colleges, with 60 questionnaires respectively.	The result from the research showed that management support, salary and promotion opportunities are significant in determining the job satisfaction. There is a significant effect of length of working in moderating the relationship between management support and

Study	Country	Data	Major Findings
			job satisfaction.
Chen, Yang, Shiau, & Wang (2006)	China	A total of 248 questionnaires were distributed to all teachers at Chin Min Institute of Technology.	The analytical result showed that higher education employees focus on high salaries and fair promotion systems.
Comm&Mathaisel (2003)	USA	Questionnaire was distributed to 182 faculty members at a small and private college.	There is positive relationship between compensation and academic quality.
Danish & Usman (2010)	Pakistan	250 self-administered questionnaires were distributed among the employees of different sectors in both private and public divisions.	It support the hypothesis that compensation, relationship with coworker, security, supervision, work itself, recognition, sense of achievement and growth are significant in explaining work motivation and satisfaction.
Dickson & Lorenz	USA	Questionnaire was sent	This study found two cognitions of

Study	Country	Data	Major Findings
(2009)		through e-mail to 3000 undergraduate students at a regional Midwestern university to complete the survey online.	psychological empowerment (meaning and impact) to be positively associated with job satisfaction. This study also indicates a positive relationship between organizational tenure and psychological empowerment and negative relationship between organizational tenure and job satisfaction.
Eyupoglu & Saner (2009)	North Cyprus	Short-form Minnesota Satisfaction Questionnaire (MSQ) was administered in an interview format. A total of 600 academics were randomly approached with 412 agreeing to take part in the study.	The job facets advancement, compensation, co-workers and variety were found to be statistically significant with academic rank indicating that academic rank affects the satisfaction.

Study	Country	Data	Major Findings
Ghafoor (2012)	Pakistan	Questionnaire was distributed to 4958 academic staff from Public sectors and remaining 1369 from private sectors universities of Punjab Province of Pakistan.	Net monthly salary/pay has significant impact on job satisfaction.
Hardiman&Zakaria (2010)	Malaysia	A total of 120 questionnaire forms were sent to various construction professionals in the northern region of Malaysia through personal survey.	The environment condition has significant effect on satisfaction levels of employees.
Henryhand (2009)	South Carolina	Surveys were administered to 900 state employees at a medium to large sized	The study found that the perceptions of employee recognition and employee engagement have a significant impact on overall job satisfaction

Study	Country	Data	Major Findings
		agency in South Carolina.	and intent to leave the organization.
Islam & Shazali (2011)	Bangladesh	Primary data is gathered from audited documents from the 3 categories of labor-intensive manufacturing industries.	The study found that productivity is positively associated with favorable working environment. However, a significantly positive correlation is found between R&D expenditure and productivity.
Jandaghi, Mokhles, & Bahrami (2011)	Iran	182 questionnaires were distributed to the population of Qom municipalities (central municipality and borough 4 municipality) in 2010.	Research findings show that there is a significant difference between hired/contractual employees and organizational commitment. In the meantime, there is a difference between employees' job satisfaction but it is not significant. There is also a positive and direct significant correlation between job satisfaction and organizational commitment.
Javed et al. (2012)	Pakistan	180 questionnaires	The result indicated that training and development

Study	Country	Data	Major Findings
		were distributed to the employee of public sector organizations of Pakistan.	has a weak correlation with employee job satisfaction, while rewards and recognition are both strongly correlated with employee job satisfaction in the public sector organizations of Pakistan.
Kattenbach, Demerouti, & Nachreiner (2010)	Germany	A questionnaire-study was conducted among 167 German employees from 17 different organizations.	The data support a two-factor structure of flexibility. The time restriction factor adds to the degree of exhaustion and the work-nonwork conflict, while time autonomy diminishes these outcome variables. However, the flexibility dimensions are unrelated to performance.
Khalid et al. (2012)	Pakistan	A total of 150 questionnaires were sent to potential respondents chosen from 4 universities, which 2 of private and 2 of public	The study found moderate but positive relationship between co-workers behavior and job satisfaction; while the relationship between job security and overall job satisfaction is significant.

Study	Country	Data	Major Findings
		university.	
Khan et al. (2012)	Pakistan	250 questionnaires were distributed to the autonomous medical institutions of the Punjab and received by hand or mail.	The result indicates that facets of job satisfaction such as pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers, and relationship with supervisor, and nature of the work significantly affect the level of job satisfaction among autonomous medical institutions of Pakistan.
Khan et al. (2012)	Pakistan	A primary data was carried out by using a non-systematic narrative overview.	The study found that gender status, university status, age, experience, marital status and education level do not have significant effect on lecturer performance, but participative decision making does.
Kottawatta (2007)	Sri Lanka	E-mail questionnaire was distributed to 354 executive employees and	The research was found that job satisfaction, organizational commitment and job involvement were positively and

Study	Country	Data	Major Findings
		536 non-executive employees in the apparel industry in Sri Lanka.	significantly correlated with perceived job performance of executives and non-executive employees.
Kusku (2003)	Turkey	A total of 291 academic and administrative employees of the institution participated in the research conducted using the questionnaire.	There are certain differences in factors such as colleague relations satisfaction, colleague competition level satisfaction, professional satisfaction, work environment satisfaction and salary satisfaction with respect to the satisfaction of academic and administrative employees.
Kuzey (2012)	Turkey	Cross-sectional online questionnaire was posted to 600 health care employees in Turkey and Exploratory Factor	The findings suggest that management's attitude towards employees is the most significant dimension of job satisfaction, and that this impacts performance greatly. Secondly, the factor that significantly affect job satisfaction are follow by pay/reward, job

Study	Country	Data	Major Findings
		Analysis (EFA) was adapted in order to extract the underlying dimensions of job satisfaction for health care employees.	security and colleagues.
Lavy (2007)	United States	Review evidence on several school-based incentive programs implemented in recent years both in the United States and in other countries.	The evidence suggests that well-designed individual-based incentives can significantly improve student outcomes, generate gains in student performance and teacher effectiveness.
Lavy (2009)	Israel	The base sample is all 12th grade students in 2000 and 2001 where the two samples are from 48 schools	The results suggest that teachers' incentives increase student achievements by increasing the test taking rate as well as the conditional pass rate and test scores. Improvements were mediated through

Study	Country	Data	Major Findings
		included in the program and all other 50 eligible high schools.	changes in teaching methods, enhanced after-school teaching, and increased responsiveness to students' needs.
Lee (2008)	United States	240 questionnaires and three group interviews were administered to student employees of dining services at five universities.	It shown that leadership empowerment, participating in decision making, confidence in high performance, and autonomy will influenced job satisfaction. Findings suggested that leadership empowerment influences job satisfaction and employee loyalty.
Lim (2008)	USA	A total of 443 mail surveys were sent to IT workers at 30 university member libraries of Association of Research Libraries in the United States.	This study found that salary, an MLS degree, a sense of belonging, faith in wanting to belong, a feeling of acceptance, job autonomy, and promotion opportunities were related to job satisfaction of the library IT workers.
Malik et al. (2010)	Pakistan	650	Satisfaction with work-

Study	Country	Data	Major Findings
		questionnaires through email, in person and post were carried on teaching faculty working in two public sector universities of Pakistan.	itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, co-worker's and opportunities for promotion.
Malik et al. (2012)	Pakistan	200 questionnaires were distributed to educationalists from private and public sector universities in Punjab province.	The findings reveal that pay has significant impact on job satisfaction but the promotion has significant or partial impact on the job satisfaction of educationalist.
Moyes&Redd (2008)	United States	3,600 questionnaires was distributed through email to the	The research found that factors such as supervision, compensation, reporting discrimination, promotion

Study	Country	Data	Major Findings
		Caucasian accounting graduates from a universities in New York State and Hispanic accounting graduates from universities in Texas.	opportunities and organizational culture have significant relations to increase the level of job satisfaction for Caucasian accountants.
Narimawati (2007)	Indonesia	Questionnaire, observation and interview guidance was used in the survey from 560 lecturers in 35 private universities in West Java and Banten.	Results prove that job satisfaction, organizational commitment and turnover intention both simultaneously and partially have a significant influence on the performance.
Ndambakuwa&Mufunda (2006)	Zimbabwe	Self-administered questionnaires were distributed to 650 academic staff members based on a list of all staff in	Poor working environment reduces job satisfaction and productivity.

Study	Country	Data	Major Findings
		Zimbabwe employment.	
Ndirangu&Udoto(2011)	Kenya	A total of 332 and 107 undergraduate students and academic staff respectively from five public universities were randomly selected to participate in the questionnaire.	The quality of the library, online resources and lecture facilities provided by Kenyan public universities did not meet quality measures of adequacy. They were unable to support the desired educational programmes effectively and facilitate the development of learning environments that support students and teachers in achieving their goals.
Noble (2008)	United Stated	A total of 292 questionnaires were mailed through internal corporate channels to field sales managers of a national car rental chain.	The results provide strong support for the overall model and highlight the moderating influence of role conflict and ambiguity in the link between performance and job security.
Parvin&Kabir (2011)	Banglades h	Both the primary,	The study have concluded that job

Study	Country	Data	Major Findings
		closed-ended interview and the secondary data were used to collect data.	security have significance effect on job satisfaction.
Pelit et al. (2011)	Turkey	Questionnaires were administered to 1,854 participants employed at five-star hotels in Turkey.	Most positive aspects related to job satisfaction are relations with the colleagues and physical conditions, while the most negative aspect is the wage issue. Psychological and behavioural empowerment has a significant effect on job satisfaction.
Probst, Stewart, Gruys, & Tierney (2007)	United States	In the first study, 104 non-traditional undergraduate students participated in a laboratory experiment and the second study, 144 employees in five organizations completed a	These studies suggest that job insecurity may have adverse effects on creativity, yet moderately beneficial effects on productivity.

Study	Country	Data	Major Findings
		survey.	
Qureshi et al. (2011)	Pakistan	Questionnaire was distributed to 180 employees working in different sectors of the organization in Rawalpindi.	Employee performance is positively and significantly correlated with job satisfaction and organizational commitment.
Reisel, Chia,&Maloles (2005)	United Stated	A total of 367 surveys were distributed to U.S. based employees.	The findings of this research suggest that job insecure workers perceive their organizations to be ineffective in delivering on all four key account management (KAM) outcomes.
Rynes et al. (2004)	United Stated	Secondary data from past research was used to collect data.	Money is not the only motivator and it is not the primary motivator for everyone. Money is an important motivator for most people.
Saba (2011)	Pakistan	Questionnaires are distributed by hand to the academics staff of the 5 Bahawalpur	The findings indicate that academic staff of the colleges is more satisfied with the work itself, pay, working conditions, job security and co-workers

Study	Country	Data	Major Findings
		colleges.	and less satisfied with the promotion opportunities.
Saif et al. (2012)	Pakistan	Survey approach has been applied through a structured questionnaire distributed among 260 academicians in the Universities of NWFP, Pakistan.	The positive consequences (involvement & commitment) have successfully been predicted by the satisfaction from the factors of pay, work, supervision, promotion, co-workers and environment. However, negative impacts of the factors of job satisfaction are weaker in the sense that their role determining the negative consequences are limited.
Samad (2011)	Malaysia	A self-administered questionnaire was employed and distributed to 292 senior and middle management staff of manufacturing sector specifically in	The results revealed that there was as a positive relationship between organizational commitment and job performance. The hierarchical analysis found that job satisfaction (both the hygiene and motivator factors) played moderating role on the relationship between

Study	Country	Data	Major Findings
		electrical and electronic companies.	organizational commitment and job performance.
Sarwar& Khalid (2011)	Pakistan	Self-administered and mail questionnaires was distributed to 334 working employees from 12 commercial bank in Pakistan.	Employee empowerment positively affects the job satisfaction and employee's commitment.
Savery& Luks (2001)	Australia	Data was collected based on research data known as The 1995 Australian Workplace Industrial Relations Survey (AWIRS95) which was collected by the Commonwealt	It can be seen from the results that the higher the perceived amount of influence over areas of work the greater is the level of job satisfaction and lower levels of job stress.

Study	Country	Data	Major Findings
		h Department of Industrial Relations.	
Schulze (2006)	South Africa	A questionnaire was administered to 94 respondents from similar departments at a residential and a distance education institution.	The study indicated that there is a significance correlation between job satisfaction and physical working conditions and support.
Senol (2011)	Turkey	Questionnaire via e-mail, a face to face or telephone conversation was used to distribute to 414 employees working in 4 and 5 star hotels in Turkey.	The study has shown that there is a meaningful relationship between job security and external motivational tools and existence of job security is a crucial role in motivating employees.
Shahzad et al. (2010)	Pakistan	Questionnaires were distributed to	Results showed that job satisfaction have a mediating impact on the

Study	Country	Data	Major Findings
		150 faculty members of the four leading universities of Pakistan.	relationship of both faculty workload and compensation with academic quality. Positive impact of faculty compensation and negative impact of faculty work over load on the faculty satisfaction.
Sharma & Jyoti (2009)	India	Both primary and secondary information has been used, where 255 teachers working in University of Jammu have been selected as respondents for the survey.	Growth opportunities and recognition affect job satisfaction of an individual. There is also a significant relation between pay and financial aspects of job and job satisfaction of teachers. Besides that, Physical environment prevalent in the university affects the satisfaction of teachers.
Shiraz et al. (2011)	Pakistan	Questionnaires distributed among 105 employees of 10 organizations from various sectors of industry, trade	Significant positive correlation exists between recognition, working condition with work motivation and satisfaction. There was also a significant relationship between promotion and work

Study	Country	Data	Major Findings
		and services.	motivation and satisfaction.
Sukirno&Siengtai (2011)	Indonesia	347 open-ended questionnaires were distributed via mail to the lecturers in Yogyakarta Province in Indonesia.	This research finds that participative decision making has significant effect on lecturer performance.
Turk (2008)	Estonia	50 questionnaires were distributed to the Faculty of Economics and Business Administration while 75 were distributed to Faculty of Education.	The performance appraisal and compensation system can be successfully used for directing and motivating academic staff. The performance appraisal and compensation system (pay-for-performance system) has significance influence on performance as well as increased the work efficiency of the academic staff.
Wang (2010)	China	500 paper questionnaires which were administered	Achievement motivation is the important factor affecting the performance. Therefore,

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Study	Country	Data	Major Findings
		to teachers in colleges and universities in Xi'an.	achievement motivation and mental health were positively correlated with job performance.
Wright & Davis(2003)		385 self-administered questionnaires were distributed to New York State employees.	The findings in this study stated that the specific job characteristics and work context commonly affect employee job satisfaction.
Yousef (1998)	United Arab Emirates	Data is collected using drop-off and pick-up method using questionnaires distributed to 650 individuals working in different organizations in the United Arab Emirates (UAE).	This research shows that there is a positive relationship between satisfaction with job security and job performance.

APPENDIX B: OPERATIONALIZATION OF THE MODEL VARIABLES

Variables	Items	Descriptions	References	Measurements
Advancement Opportunities	AO1	This organization offers training for personal enhancement.	(Bauer & Bauer, 2007)	Interval
	AO2	I am provided with the chance to gain new skills and knowledge on the job.	(Vacharakiat, 2008).	Interval
	AO3	My job provides me the opportunity to develop my abilities to its full potential.	(Kassabgy& Schmidt, 2001)	Interval
	AO4	My job provides me with ample professional growth opportunities.	(Lee,2007)	Interval
	AO5	The opportunity for advancement in education is better compared to other fields.	(Houpt,2009)	Interval
Employee Empowerment	EE1	My efforts to do a good job are seldom blocked	(Kassabgy& Schmidt, 2001)	Interval

Variables	Items	Descriptions	References	Measurements
		by red tape.		
	EE2	I frequently participate in the decisions to adopt new policies/ programs.	(Lee,2007)	Interval
	EE3	The level of supervision in this institution is adequate.	(Vacharakiat, 2008).	Interval
	EE4	I am given the authority to select the content, topics, and skills to be taught.	(Cha,2008)	Interval
	EE5	I have full autonomy to evaluate and grade students.	(Kassabgy& Schmidt, 2001)	Interval
Recognition	R1	I am appreciated for my contributions.	(Henryhand,2009)	Interval

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Variables	Items	Descriptions	References	Measurements
	R2	The praise I obtain was plentiful.	(Adeogun, 2008)	Interval
	R3	My student appreciates my guidance.	(Kassabgy& Schmidt, 2001)	Interval
	R4	My accomplishments are recognised by co-workers and supervisors.	(Houpt,2009)	Interval
	R5	I consider that the employee recognition process is a valuable tool for showing gratitude and recognizing performance.	(Henryhand,2009)	Interval
Working Environment	WE1	The cafeteria facilities meet the needs of this organization's	(Bauer & Bauer, 2007)	Interval

Performance of Academicians

Variables	Items	Descriptions	References	Measurements
		employees.		
	WE2	I am free from annoying distractions in my work area.	(Bauer & Bauer, 2007)	Interval
	WE3	There is good ventilation in my work area.	(Bauer & Bauer, 2007)	Interval
	WE4	The office facilities and instructional equipment in the institution is adequate.	(Houpt, 2009)	Interval
	WE5	The layout of my work space is convenient.	(Bauer & Bauer, 2007)	Interval
Job Security	JS1	I am assured of continued employment when I do a good job.	(Bauer & Bauer, 2007)	Interval
	JS2	This organization provides good job	(Bauer & Bauer, 2007)	Interval

Variables	Items	Descriptions	References	Measurements
		security.	2007)	
	JS3	I am allowed to voice my opinions without fear of retaliation in this organization.	(Bauer & Bauer, 2007)	Interval
	JS4	My job provides steady employment.	(Adeogun, 2008).	Interval
	JS5	My job security is comparable to those in similar positions in other institutions.	(Haupt, 2009)	Interval
Salary	S1	I feel I am being paid a fair amount for the work I do.	(Kassabgy& Schmidt, 2001)	Interval
	S2	I feel I have reasonable chances for salary increment.	(Henryhand, 2009)	Interval

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Variables	Items	Descriptions	References	Measurements
	S3	I am satisfied with my pay considering the skills and efforts I put into my work.	(Bauer & Bauer, 2007)	Interval
	S4	I am satisfied with my pay when compared to other jobs in the community, which require the same skills.	(Bauer & Bauer, 2007)	Interval
	S5	My salary is comparable to academicians in other universities.	(Bauer & Bauer, 2007)	Interval
Job satisfaction	JA1	I feel that I am happier in my work than most other people.	(Kassabgy& Schmidt, 2001)	Interval
	JA2	I am planning on remaining as an academician for the rest of my working career.	(Bailey, 2011)	Interval

Performance of Academicians

Variables	Items	Descriptions	References	Measurements
	JA3	The praise I get when I do a good job increase my job satisfaction.	(Adeogun, 2008)	Interval
	JA4	I feel satisfied when given the autonomy to perform my duties.	(Bailey, 2011)	Interval
	JA5	I get more satisfaction out of job if there is a good chance of promotion.	(Kassabgy& Schmidt, 2001)	Interval
	JA6	I feel more satisfied as my salary is comparable to others in the industry.	(Bailey, 2011)	Interval
	JA7	I feel satisfied with my job as I	(Taskina&Ireen, 2009)	Interval

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Variables	Items	Descriptions	References	Measurements
		do not have to worry about losing my job.		
Job Performance	JP1	I feel that my job satisfaction would improve my quality of work.	(Cobbs, 2012)	Interval
	JP2	I feel that my job satisfaction would help improve my ability to reach my goals.	(Cobbs, 2012)	Interval
	JP3	This organization inspires me to perform to the very best.	(Kassabgy& Schmidt, 2001)	Interval
	JP4	I provide academic assistance to students beyond teaching hours.	(Bailey, 2011)	Interval

Variables	Items	Descriptions	References	Measurements
	JP5	Job satisfaction allows me to complete my duties according to the standard procedures.	(Kassabgy& Schmidt, 2001)	Interval
	JP6	My job satisfaction contributes to promotion in my job position.	(Bauer & Bauer, 2007)	Interval
	JP7	The work assigned to me can be completely punctually.	(Bauer & Bauer, 2007)	Interval
	JP8	I can complete each work and record quickly and effectively.	(Bauer & Bauer, 2007)	Interval

APPENDIX C: SURVEY QUESTIONNAIRE



UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

BACHELOR OF COMMERCE (HONS) ACCOUNTING

FINAL YEAR PROJECT

**TOPIC: PERFORMANCE OF ACADEMICIANS IN MALAYSIAN
PRIVATE UNIVERSITIES: AN EMPIRICAL STUDY**

Survey Questionnaire

Dear respondent,

We are final year undergraduate students pursuing the degree course in Bachelor of Commerce (Hons) Accounting, from Universiti Tunku Abdul Rahman (UTAR). The **purpose** of this survey is to examine the relationship between job satisfaction and job performance of academicians. The factors affecting the job satisfaction are advancement opportunities, employee empowerment, recognition, working environment, job security and salary.

Thank you for your participation.

Instructions:

- 1) There are **TWO** (2) sections in this questionnaire. Please answer **ALL** questions in **ALL** sections.
- 2) Completion of this form will take you approximately 10 to 15 minutes.
- 3) The contents of this questionnaire will be kept **strictly confidential**.

Section A: Demographic Profile

In this section, we would like you to fill in some of your personal details. Please place a tick “√” or fill in your answer for each of the following question:

1. Gender:

- Male
- Female

2. Age:

- 21-30 Years Old
- 31-40 Years Old
- 41-50 Years Old
- 51- 60 Years Old
- Above 60 Years Old

3. Marital status:

- Single
- Married

4. Highest education completed:

- Advance Diploma or equivalent
- Bachelor Degree/ Professional Qualification
- Masters
- PhD

5. Current employment status:

- Part-Time
- Full-Time

6. Working experience in this industry:

- Less than 1 year
- 1 to less than 5 years
- 6 to less than 10 years
- 11 to less than 15 years
- 16 to less than 20 years
- More than 20 years

7. Current position:

- Tutor
- Assistant Lecturer
- Lecturer
- Assistant Professor
- Professor

8. Monthly salary and allowance:

- Below RM2,500
- RM2,501- RM3,000
- RM3,001- RM3,500
- RM3,501-RM4,000
- Above RM4,000

SectionB:

*This section seeks your opinion regarding the different factors of job satisfaction that you might face in your working life. Respondents are required to indicate the extent to which they agree or disagree with each statement using **5-point Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]***

(B1) Advancement Opportunities

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
AO1	This organization offers training for personal enhancement.	1	2	3	4	5
AO2	I am provided with the chance to gain new skills	1	2	3	4	5

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	and knowledge on the job.					
AO3	My job provides me the opportunity to develop my abilities to its full potential.	1	2	3	4	5
AO4	My job provides me with ample professional growth opportunities.	1	2	3	4	5
AO5	The opportunity for advancement in education is better compared to other fields.	1	2	3	4	5

(B2) Employee Empowerment

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
EE1	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
EE2	I frequently participate in the decisions to adopt new policies/programs.	1	2	3	4	5
EE3	The level of supervision in this institution is adequate.	1	2	3	4	5
EE4	I am given the authority to select the content, topics, and skills to be taught.	1	2	3	4	5
EE5	I have full autonomy to evaluate and grade students.	1	2	3	4	5

(B3) Recognition

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
R1	I am appreciated for my contributions.	1	2	3	4	5
R2	The praise I obtain was plentiful.	1	2	3	4	5
R3	My student appreciates my guidance.	1	2	3	4	5
R4	My accomplishments are recognised by co-	1	2	3	4	5

Performance of Academicians

	workers and supervisors.					
R5	I consider that the employee recognition process is a valuable tool for showing gratitude and recognizing performance.	1	2	3	4	5

(B4) Working Environment

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
WE1	The cafeteria facilities meet the needs of this organization's employees.	1	2	3	4	5
WE2	I am free from annoying distractions in my work area.	1	2	3	4	5
WE3	There is good ventilation in my work area.	1	2	3	4	5
WE4	The office facilities and instructional equipment in the institution is adequate.	1	2	3	4	5
WE5	The layout of my work space is convenient.	1	2	3	4	5

(B5) Job Security

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
JS1	I am assured of continued employment when I do a good job.	1	2	3	4	5
JS2	This organization provides good job security.	1	2	3	4	5
JS3	I am allowed to voice my opinions without fear of retaliation in this organization.	1	2	3	4	5
JS4	My job provides steady employment.	1	2	3	4	5
JS5	My job security is comparable to those in similar positions in other institutions.	1	2	3	4	5

(B6) Salary

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
S1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
S2	I feel I have reasonable chances for salary increment.	1	2	3	4	5
S3	I am satisfied with my pay considering the skills and efforts I put into my work.	1	2	3	4	5
S4	I am satisfied with my pay when compared to other jobs in the community, which require the same skills.	1	2	3	4	5
S5	My salary is comparable to academicians in other universities.	1	2	3	4	5

Section C:

This section seeks your opinion regarding the level of satisfaction an academician gets from his/her job. Respondents are required to indicate the extent to which they agree or disagree with each statement using 5-point Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

(C1) Job Satisfaction

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
JA1	I feel that I am happier in my work than most other people.	1	2	3	4	5
JA2	I am planning on remaining as an academician for the rest of my working career.	1	2	3	4	5
JA3	The praise I get when I do a good job increase my job satisfaction.	1	2	3	4	5
JA4	I feel satisfied when given the autonomy to perform my duties.	1	2	3	4	5
JA5	I get more satisfaction out of job if there is a good chance for promotion.	1	2	3	4	5
JA6	I feel more satisfied as my salary is comparable to others in the industry.	1	2	3	4	5
JA7	I feel satisfied with my job as I do not have to worry about losing my job.	1	2	3	4	5

SectionD:

This section seeksto evaluate academicians’ job performance. Respondents are required to indicate the extent to which they agree or disagree with each statementusing 5 Likert scale [(1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree and (5) = strongly agree]

(D1) Job Performance

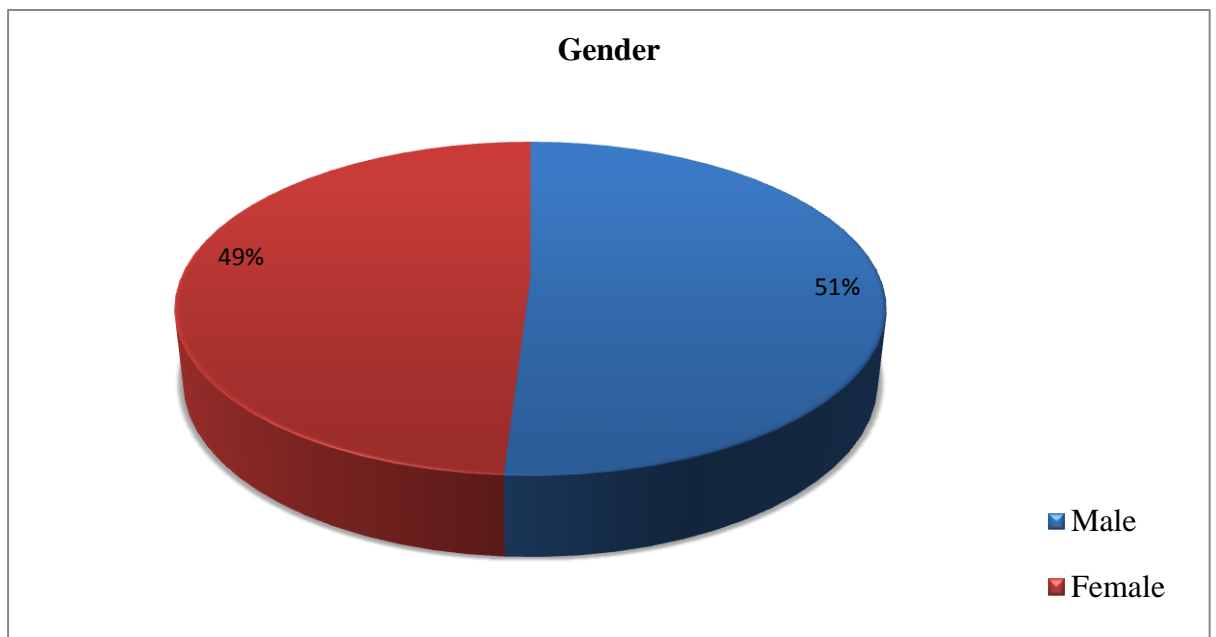
No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
JP1	I feel that my job satisfaction would improve my quality of work.	1	2	3	4	5
JP2	I feel that my job satisfaction would help improve my ability to reach my goals.	1	2	3	4	5
JP3	This organization inspires me to perform to the very best.	1	2	3	4	5
JP4	I provide academic assistance to students beyond teaching hours.	1	2	3	4	5
JP5	Job satisfaction allows me to complete my duties according to the standard procedures.	1	2	3	4	5
JP6	My job satisfaction contributes to promotion in my job position.	1	2	3	4	5
JP7	The work assigned to me can be completed punctually.	1	2	3	4	5
JP8	I can complete each work and record quickly and effectively.	1	2	3	4	5

Thank you for your time, opinion and comments.

~ The End ~

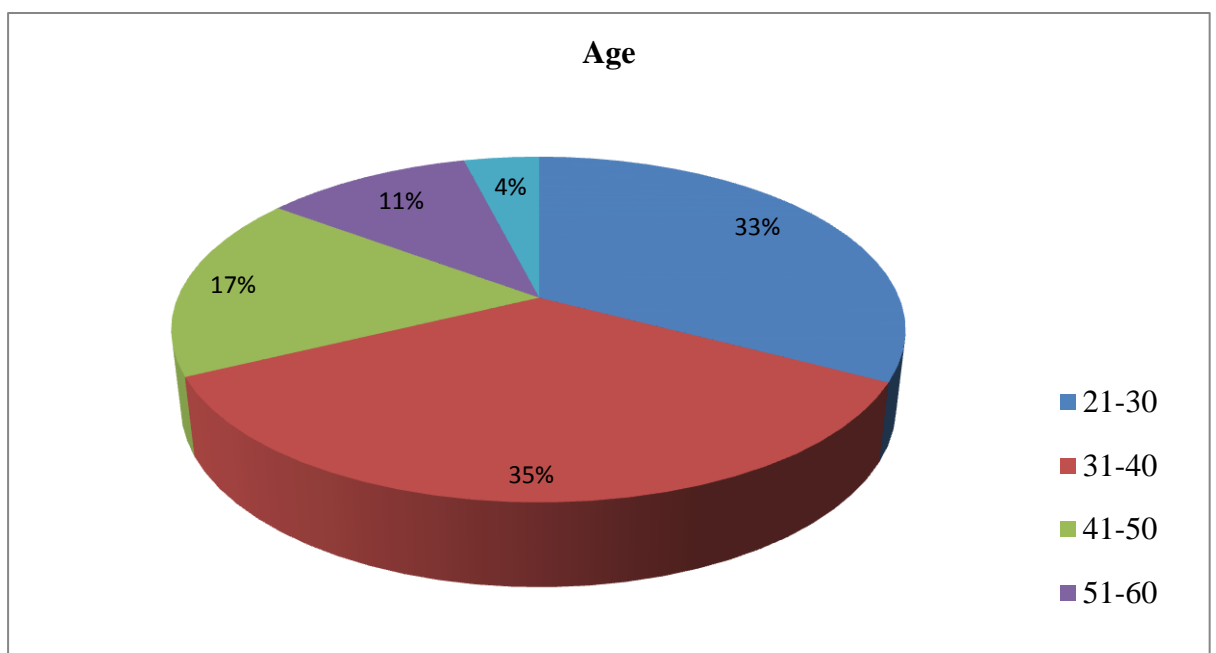
APPENDIX D : CHARTS FOR DEMOGRAPHIC PROFILES

Figure 4.1 Percentage of respondents based on Gender



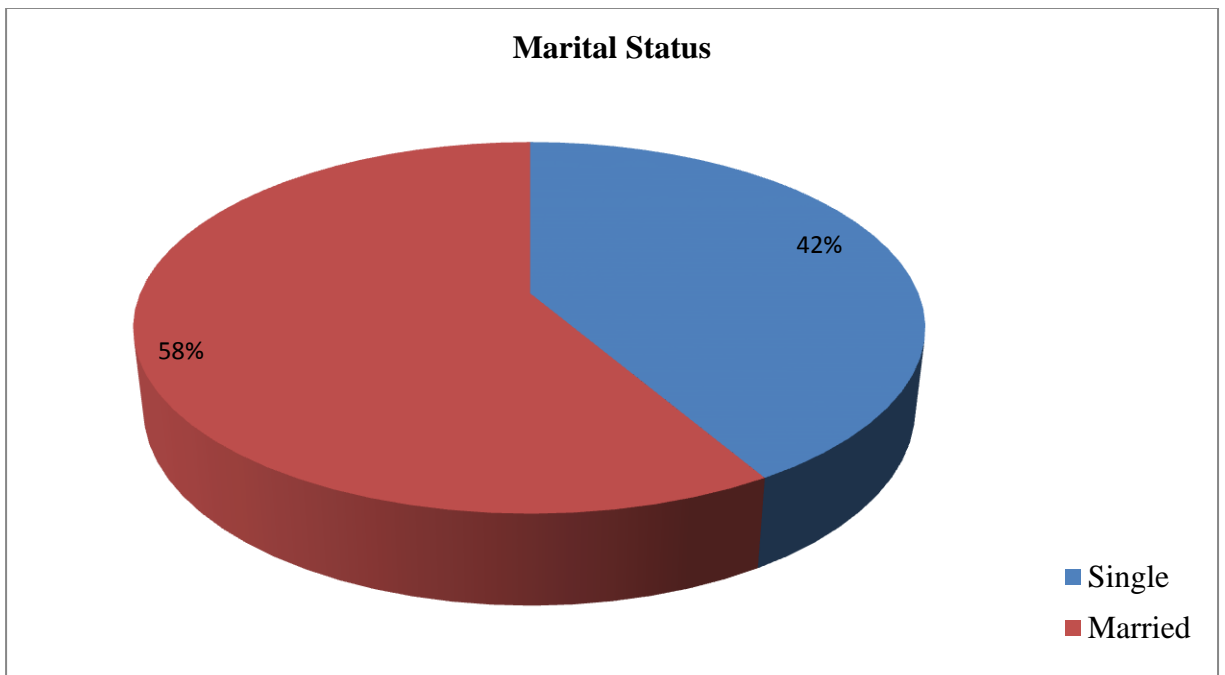
Source: Developed for the research

Figure 4.2 Percentage of respondents based on Age



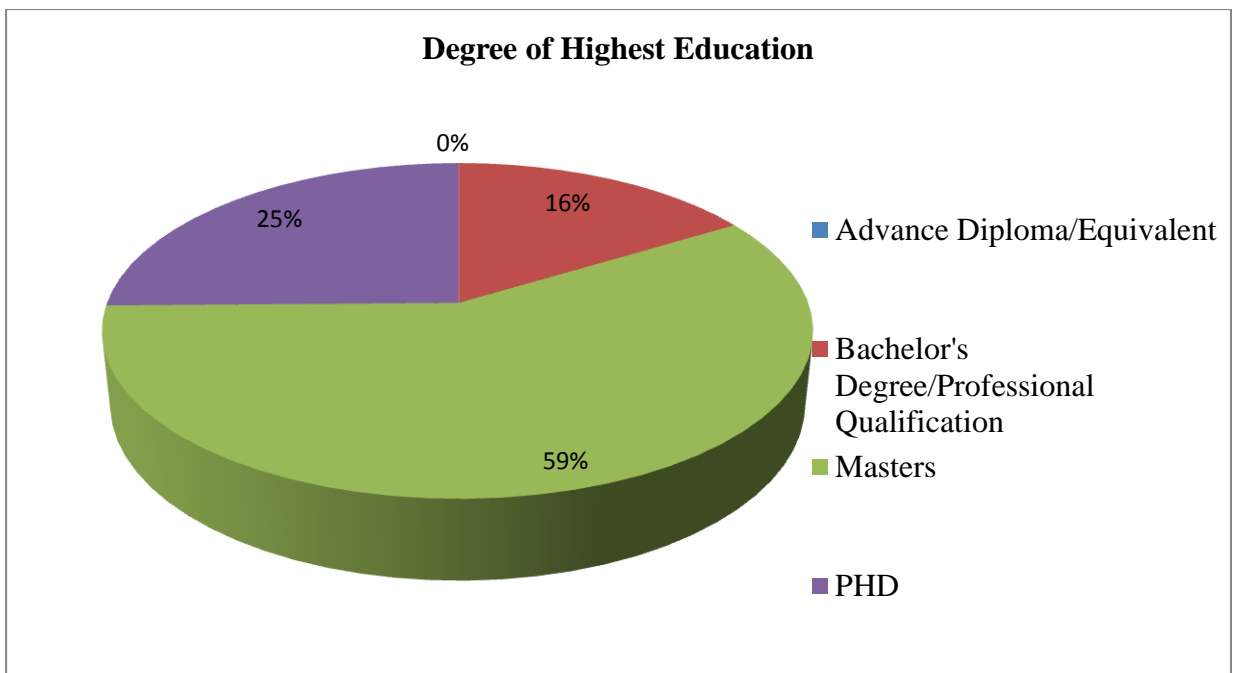
Source: Developed for the research

Figure 4.3 Percentage of Respondents based on Marital Status



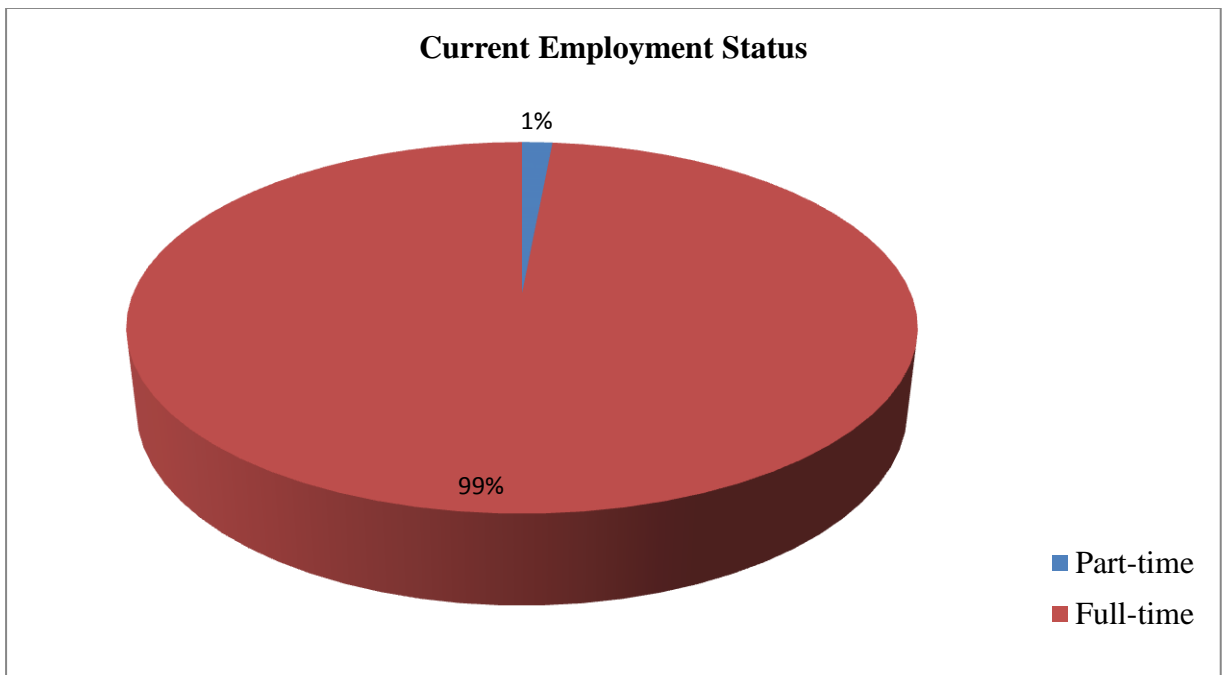
Source: Developed for the research

Figure 4.4 Percentage of respondents based on Degree of Highest Education



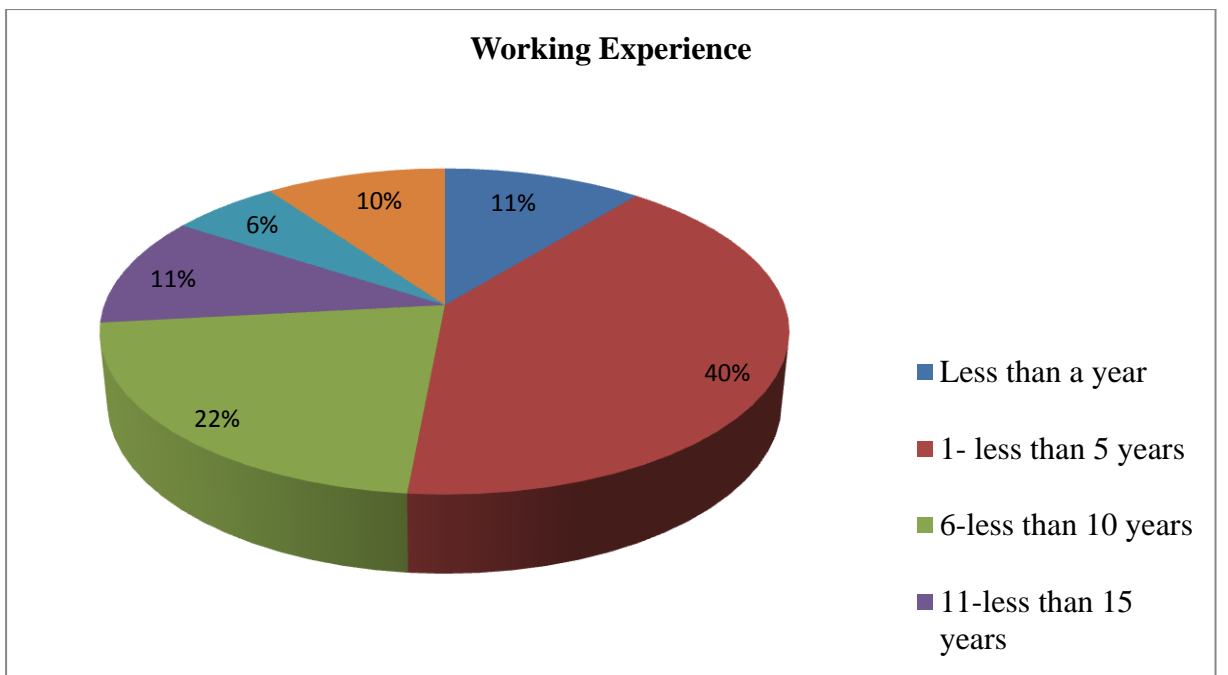
Source: Developed for the research

Figure 4.5 Percentage of respondents based on Current Employment Status



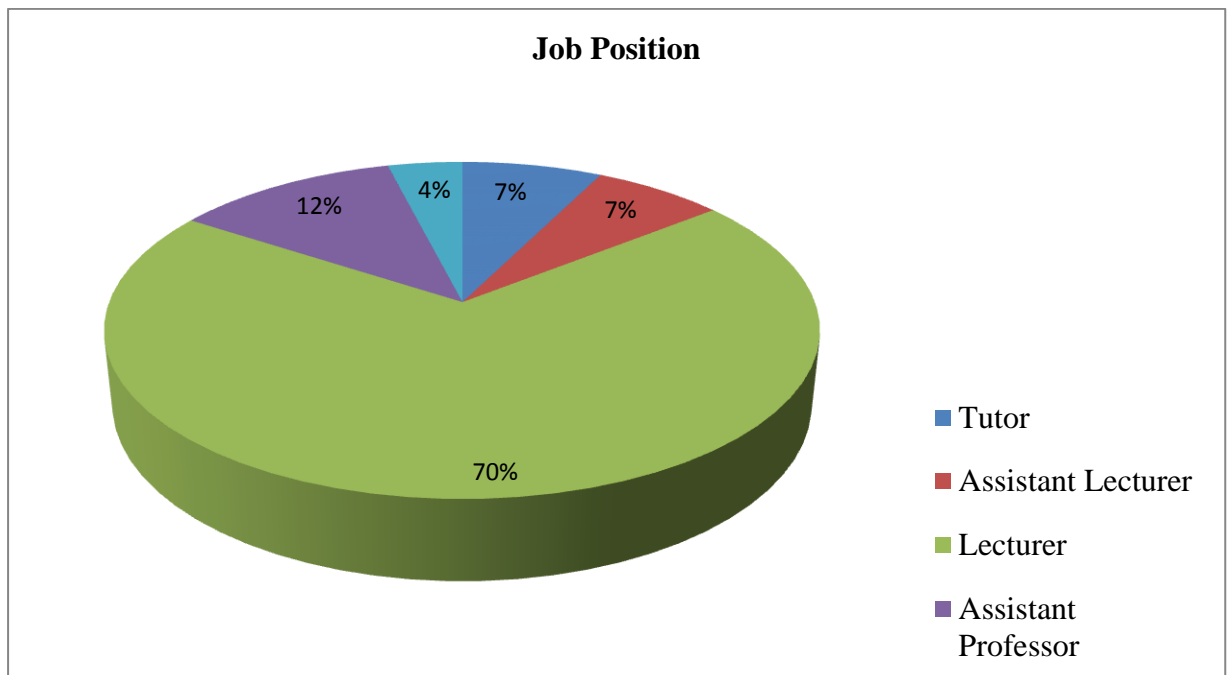
Source: Developed for the research

Figure 4.6 Percentage of respondents based on Working Experience



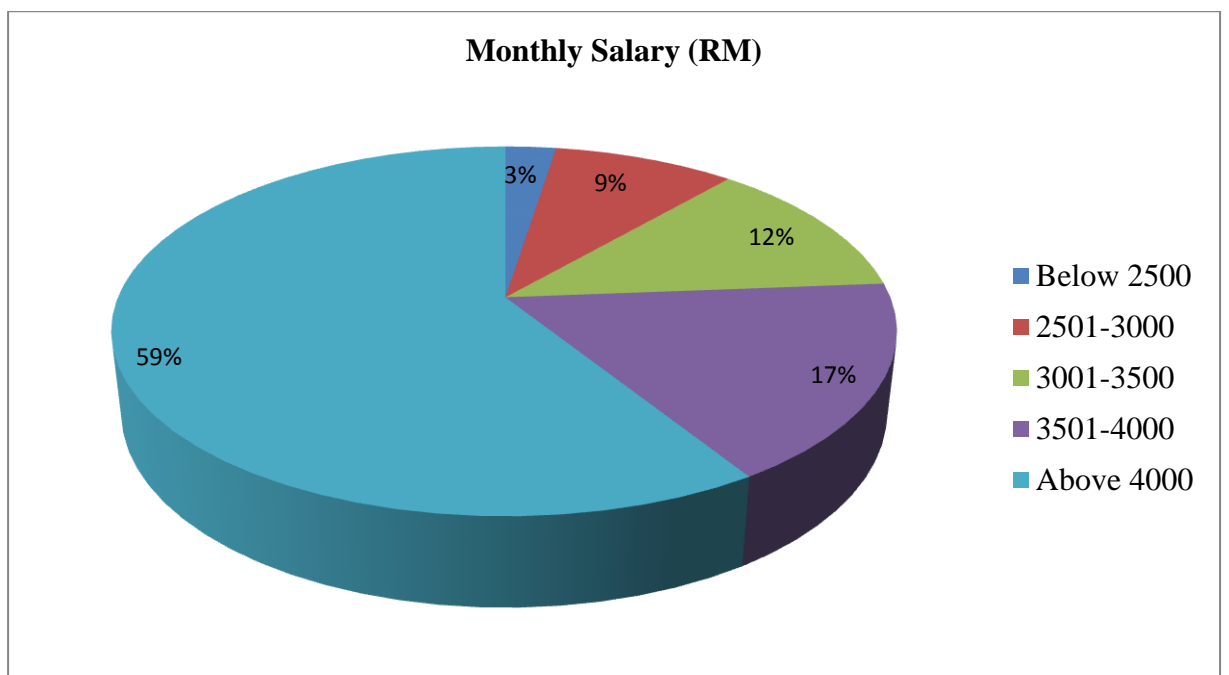
Source: Developed for the research

Figure 4.7 Percentage of respondents based on Job Position



Source: Developed for the research

Figure 4.8 Percentage of respondents based on Monthly Salary



Source: Developed for the research

APPENDIX E: TOTAL ENROLMENT OF STUDENTS IN PUBLIC AND PRIVATE UNIVERSITIES FROM YEAR 2005 - 2011

Year	Public Universities	Private Universities
2005	307, 121	258, 825
2006	331, 025	323, 787
2007	382, 997	365, 800
2008	419, 334	399, 897
2009	437, 420	484, 377
2010	462, 780	319, 593
2011	508, 256	251, 472
Total	2, 848, 933	2, 403, 751

Sources: Kementerian Pengajian Tinggi Malaysia (2010). *Indikator Pengajian Tinggi 2009-2010*. Retrieved July 20, 2012, from Ministry of Higher Education: http://www.mohe.gov.my/web_statistik/indikator_pengajian_tinggi_2009-2010.pdf. *Institusi Pengajian Tinggi Swasta*. (2011). Retrieved July 20, 2012, from Ministry of Higher Education: http://www.mohe.gov.my/web_statistik/perangkaan2011/BAB2-IPTS.pdf. *Institusi Pengajian Tinggi Awam*. (2011). Retrieved July 20, 2012, from Ministry of Higher Education: http://www.mohe.gov.my/web_statistik/perangkaan2011/BAB1-IPTA.pdf.

**APPENDIX F: TOTAL NUMBER OF ACADEMICIANS CITIZENS
ACCORDING TO HIGHEST QUALIFICATION IN PRIVATE
UNIVERSITIES FROM YEAR 2010 - 2011**

QUALIFICATION	YEAR	CITIZENS	NON- CITIZENS	TOTAL
P.H.D	2011	1,855	576	2,431
	2010	1,937	512	2,449
MASTERS	2011	10,397	1,084	11,481
	2010	13,328	1,016	14,344
BACHELORS	2011	9,603	428	10,031
	2010	10,697	531	11,228
DIPLOMA	2011	1,602	76	1,678
	2010	1,193	78	1,271
OTHERS	2011	785	32	817
	2010	834	2,866	3,700
TOTAL	2011	24,242	2,196	26,438
	2010	27,989	5,003	32,992

Sources: Kementerian Pengajian Tinggi. (2012). *Perangkaan pengajian tinggi Malaysia 2011*.
Putrajaya: Kementerian Pengajian Tinggi.