THE INFLUENCE OF DARK LEADERSHIP ON ACADEMIC WELL-BEING IN PRIVATE UNIVERSITIES

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Preface

As part of the requirements for the Bachelor of Business Administration program, this research paper, "The Influence of Dark Leadership on Academic Well-Being in Private Universities," is being submitted. With an emphasis on the functions of trust, faculty autonomy, communication, and resource allocation procedures at private higher education institutions, the study investigates how detrimental leadership behaviours impact academics' well-being. Our strong interest in organisational dynamics and our conviction that a leader's style has a significant impact on the workplace gave rise to the project's concept. Lack of trust, diminished autonomy, inadequate communication, and unequal resource distribution can have serious negative effects on employee morale and productivity in academia, where intellectual development and teamwork are essential. The goal of this study is to offer evidence-based perspectives on these connections. All of the academic staff who took part in the poll and offered their experiences have my sincere gratitude, as does our supervisor for their advice. Their readiness to help has been crucial to making this project a reality. I think the results will assist policymakers and university administrators in creating healthier workplaces and implementing leadership strategies that promote employees' academic wellbeing.

Abstract

This study aimed to examine the impact of key organizational elements on academic well-being in a Malaysian private university context under the rubric of dark leadership. While academic well-being has been studied in a variety of contexts, little is known about how unhealthy leadership practices impact academic well-being within the Malaysian private higher education system. This study addresses this information gap by exploring the impact of faculty autonomy, communication, trust, and resource allocation practices on academic well-being. It also highlights the importance of cultivating ethical and supportive leadership to mitigate the negative impacts of dark leadership and provides guidance for developing targeted strategies and policies to improve the overall academic environment and safeguard faculty well-being. The study employed a quantitative approach and utilized a survey method for data collection. Questionnaires were distributed to 350 academic staff in private universities, who were selected using a convenience sampling technique. A total of 350 completed and usable questionnaires were returned, meeting the minimum sample size of 341 based on Krejcie and Morgan's (1970) table. Multiple Linear Regression Analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 26.0. The results indicate that communication and faculty autonomy significantly influence academic well-being. The research findings indicate that faculty autonomy, communication, trust, and resource allocation practices have a significant impact on academic well-being. These findings help identify the factors influencing the academic well-being of lecturers and professors at private universities and also provide guidance for future research on how to enhance academic well-being. This study identifies four factors influencing academic well-being: faculty autonomy, communication, trust, and resource allocation practices. Therefore, educational authorities, leaders, educational institutions, and other relevant departments should consider these factors when working to enhance academic well-being, thereby contributing to improved overall motivation and happiness levels.

Keywords**:** dark leadership**;** academic well-being**;** trust; faculty autonomy; private universities
Subject Area: HD28-70 Management. Industrial management

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SPSS	Statistical Package for Social Science

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CHAPTER 1: INTRODUCTION

1.0 Introduction

This first chapter is divided into eight sections: the research background, problem statement, research aims, research questions, study hypotheses, study significance, chapter structure, and chapter summary.

1.1 Research Background

Although Bass & Bass (2008) and Northouse (2018) consider that great leaders demonstrate the empathy, ethical behaviour, and responsibility which contribute to a positive and productive work environment, recent research suggests that leadership also has a dark side and that negative traits can harm employees and organizations if not controlled (Celestin, 2024). Modern businesses often view leadership as the driving force behind productivity, workplace culture, and employee satisfactions.

Dark leadership is not just damaging, abusive and harmful to employees, dark leadership can increase stress levels, reduce organizational performance, weaken employee emotional stamina, and decrease employee's morale. An important aspect of burnout is emotional exhaustion which is associated with decreased job performance and an increased risk of engaging in deviant behaviours at work. Workplace deviance and dark leadership can be associated with organizational cynicism which is characterized by negative attitudes or distrust of the organization and its leaders (Ahmed et al., 2024). Employees may experience extreme stress in a harmful workplace due to dark leadership. In order to prevent psychological distress that might result in mental health problems, workers must learn coping mechanisms for dark leaders. Coping mechanisms for dark leadership are often adaptable, unplanned, and contingent on the severity of the victims' unpleasant experiences. According to Visuvasam and Loong (2022), employees and the organization may find it extremely challenging due to dark leaders' traits and actions. Employees who work with dark leaders require assistance in coping, study on coping mechanisms and behaviours (Morris, 2019).

Since the 1970s, management professionals have been talking about narcissistic, abusive, and authoritarian leadership styles. Dark leadership emerged as a categorized phenomenon in talks on bad leadership styles, and the phrases authoritative and abusive leadership were first used in the 1970s (Ozer et al., 2017). According to Dobbs (2014), dark leadership is a complex concept that encompasses elements of poor leadership such as self-promotion, authoritarianism, narcissism, and unpredictable behavior. A bad leadership style known as dark leadership affects the standards and values of the organization and encourages

improper behaviour (Aubrey, 2012). Other than that, a dark leadership style is one that seriously and effectively stresses out employees' personalities. For many years, leadership has been the subject of scholarly investigations worldwide. Leadership has existed for as long as human civilisation. As a result, it is among the most crucial elements for any department, organization, or institution to work. Despite the fact that there is no universally accepted definition for leadership, it does not imply negativity and devastation.

Leadership is one of the key components of an organization and is needed at all levels of an organization. Many academic staff and managers believe that effective leadership is essential to overcoming most organizational problems. Without strong leadership, an organization cannot be profitable or efficient. Leadership is essential in higher education because it helps provide a good working environment for academic staff and provides managers with opportunities for professional growth, both of which contribute to the success of an institution (Wong et al., 2015). Organizational success has always been a top priority, and it may be attained not just with financial resources but also with effective management and leadership that encourages good employee conduct. Since the word "leadership" is broad, its definition needs to be customized. Thus, a complex combination of employee behaviour and leadership style based on organizational goals is required to achieve organizational success. Good leadership, a supportive working environment, and equitable pay encourage employees to perform and can result in a variety of behaviours, including job performance (Iqbal et al., 2015), innovation behaviours, organizational citizenship behaviours, and work engagement (Abun et al., 2021).

Dark leaders violate laws and conventions, behave in corruptly, unethical, or even illegal ways, and put their own interests first. The consequences of dark leadership are often long-lasting, especially in terms of negative impacts on employee motivation and morale (Min, 2024). The poor behaviour of dark leaders can ultimately make it more difficult for organizational members to work well together (Benson & Hogan, 2008). According to Higgs (2009), dark leadership behaviours ultimately have a negative impact on individual, group, and organizational performance because they create a poor work environment that causes employees to disengage. Effective leaders must appreciate their employees, adhere to clear business values, and maintain ethical standards, qualities that dark leaders clearly lack according to employee engagement research (Andrew & Sofian, 2011).

An analysis of the effects and outcomes of dark leadership in educational institutions in general demonstrates that these consequences are long-lasting (Aravena, 2019). These findings have a negative impact on some organizational practices that are necessary to achieve the universities' objectives. Actually, dark leadership causes major problems for the company and the individual, educational institutions have found in their research (Snow et al., 2021). It is increasingly acknowledged, however, that the manner in which dark leadership actions are perceived and impact the organization differ based on the traits of leaders and followers, cultural differences, leadership skills, and the administrative structures present in educational systems. In other words, it is thought that group dynamics affect the kinds of behaviours that are deemed dark leadership

and how they affect the organization. This study is therefore driven by the need to further research on dark leadership behaviours as they are viewed by educators and their impact on organizations (Koçak, 2023). This is how dark leadership is related to faculty autonomy.

Edwards and McGrath (2009) assert that dark leaders should not be mistaken for transactional leaders or difficult people. Paul Glass (2002) asserts that in order to deal with difficult coworkers, everyone has to develop practical strategies and attitudes. Different and demanding personalities are something that both leaders and followers need to learn how to deal with, yet tough people aren't always "dark." It is not always the case that a leader who is aggressive, demanding, and even verbally abusive is "dark" to their team members or the organization as a whole. But even friendly and positive leaders may be dark. More often than not, a leaders' dark dynamics are manifested through systemic discouraging affects rather than through their communication style and attitudes. Despite their professional competence and skill, dark leaders also foster a poisonous work environment among their subordinates and colleagues, which has far-reaching consequences that extend beyond the morale of a select few victims (Tavanti, 2011). This is how dark leadership is related to communication.

Dark leadership styles can have negative consequences for both businesses and employees (Schmidt, 2008). A breakdown in intra-organizational communication not only lowers productivity, creates rumours, impairs the work environment, and leads to resignations, but it also destroys organizational trust and commitment (Walton, 2007). The bad behaviour of dark bosses affects employees' faith in the organization. Moreover, employees' commitment to the company affects trust inside it (Currivan, 1999). In this instance, managers who engage in dark leadership activities directly affect organizational trust and diminish it by reducing commitment (Bozkurt et al., 2020). It has an immediate effect on employees' trust in the company, but it also reduces organizational commitment, which in turn reduces organizational trust (Erdal & Budak, 2021). This is how dark leadership is related to trust.

According to Hattab et al. (2022), one of the mediating factors in this connection is employees' intentions to leave their jobs. Additionally, it has been found that nurses' opinions of dark leadership are negatively correlated with organizational trust and positively correlated with turnover intentions. Despotic leadership is dark and might make employees consider leaving. This is caused by the leadership style's distractions and unpleasant work environment (Iqbal et al., 2022). Vahdati et al. (2020) claim that dark leadership may also directly or indirectly result in organizational barriers that raise employee turnover. The impact of dark leadership characteristics on turnover intentions varies between cultural typologies (Justino, 2022). Existing research on dark and autocratic leadership emphasises how detrimental these styles are to the well-being of employees and the company (Khizar et al., 2023) This is how dark leadership is related to resource allocation practices.

1.2 Problem statement

In a variety of organisational and educational settings, different leadership styles can have a significant impact on employee or organisational satisfaction and motivation. Lack of motivation and satisfaction among academic staff is a growing problem in contemporary private universities, which has serious implications for the well-being of academic staff. As academics help to shape the future of students in terms of academic achievement, retention and higher order learning, so academic well-being should not be ignored or taken for granted (Kasinathan & Arokiasamy, 2019). Moreover, the higher education sector is crucial in shaping the overall development of an individual and therefore, the well-being of the overall structure of the academic staff is a key aspect (Azeez & Aboobaker, 2024). The well-being of academic staff has been defined as their overall positive state, including physical, mental, emotional and social conditions, as well as their satisfaction and motivation in their academic roles and lives (JAMALUDIN, 2023). Başar et al., (2016), defined 'dark leadership' as 'frustrating, narcissistic, insincere and bullying behaviours that constitute the dark side of leadership' (as cited in Bahadır & Çakırel, 2022).

The importance of this issue is that dark leaders usually prioritize self-interest and power. According to Gaur (2023), one of the characteristics of dark leaders is a lack of empathy and responsibility and a tendency to put their own interests above those of their followers or the organization they lead. Not only that, poor communication between top administrators and faculty may lead to misunderstanding, low morale, and reduced collaboration, which further leads to the loss of their cumulative motivation. As a result, dark leadership can also affect the well-being of academic staff. Although many methods have been used to motivate academic staff, lack of motivation and satisfaction among academic staff remains a serious problem.

Motivation can be defined as the process that inspires, directs, and sustains people to engage in goal-directed behaviour (Cherry, 2016). Academic staff motivation can also refer to intrinsic and extrinsic drives and passions that propel individuals to engage in academic pursuits and achieve superior results (Urhahne & Wijnia, 2023). According to Sajid and Shaheen (2013), university faculty members are highly regarded as nation builders. Dark leaders and incompetent management can have a significant impact on academic staff, negatively affecting their psychological resources, decision-making ability, self-esteem and self-confidence. Mohammed et al. (2022) state that these leaders tend to disregard feedback, leading to unfair management, which reduces motivation and well-being. Due to the harsh and aggressive behaviour of leaders towards their followers in order to maintain their dominance and achieve their goals, academic staff are subjected to prolonged periods of stress in the workplace, which leads to increased stress (Azeez and Aboobaker, 2024). O Koropets et al., (2020), argued that dark leadership increases job stress and emotional exhaustion. This is because dark leaders schedule academic staff to complete many tasks in a short period of time in order to achieve their goals, which leads to increased stress and a decrease in academic motivation and well-being (Milosevic et al.,2019).

Secondly, job satisfaction emphasises the link between employee working conditions and organisational output. In academia, job satisfaction refers to positive attitudes towards roles and responsibilities that enhance commitment and quality of service of faculty and staff (Shirazi et al., 2011; Samson John Mgaiwa, 2023).A good sense of well-being is associated with greater life and job satisfaction, mental health and better performance at work. Job satisfaction includes work-life balance, compensation, opportunities for advancement, and relationships with co-workers (Badri, 2019). When job satisfaction is high, academics' well-being also increases. Thus, this suggests a link between academic well-being and job satisfaction. Academic staff is recognised as a demanding, challenging, and stressful profession (Chaudhuri et al., 2021). Dark leadership in higher education affects job satisfaction (Schmidt, 2014) and leads to decreased academic well-being (Webster et al., 2016). According to Fahie (2019) and Blasé & Blasé (2002), in higher education, academic staff lose trust in their leaders, complain of inefficiency, and have a serious decline in job satisfaction due to dark leadership, which reduces their well-being (as cited in Klahn Acuña & Male, 2022). Besides, dark leaders can exhibit a variety of negative behaviors that have a significant impact on the development and maintenance of toxic work (Boddy et al., 2021). Dark leaders in educational institutions will use the power at their disposal to enforce what is good for them, and dark leaders will control every aspect of the academic (Klahn Acuña & Male, 2022). These behaviors can decrease academic overall satisfaction and well-being (Celebi Cakiroglu & Tuncer Unver, 2023). Affected academics may exhibit aggressive behavior toward others (family, friends, or colleagues) or withdraw from communication (Rasool et al., 2021).

Academic staff of private universities were considered as the target group for this study as it was recognised that while there have been studies that have explored the impact of dark leadership on academic wellbeing, there is still limited research specific to private educational institutions. A study by Omar and Ahmad (2020) explored the psychological distress caused by dark leaders to academic staff in Malaysian public universities. DOĞAN, O., & BALOĞLU, N., (2019) have conducted a study about dark leadership at public universities in Malaysia. By proactively addressing social hazards, universities can create an environment conducive to collaboration and academic well-being. Academic well-being can be defined through a range of external and internal factors. Therefore, an understanding of the factors that may affect academic well-being among academic is essential for future preventive preparedness and assistance in this area.

In order to conduct a more in-depth study, this study will use academic well-being as the dependent variable and faculty authority, communication, trust, and resource allocation practices as the independent variables. The purpose of this study is to observe the “faculty authority,” “communication,” “trust,” and “resource allocation practices” factors on the well-being of academic staff in private universities. Through these factors, this study will attempt to determine the root causes of the lack of academic well-being, thereby exploring the impact of dark leadership on the well-being of academic staff in private universities. Specifically, this study will explore how faculty authority, communication, trust, and resource allocation practices affect academic well-being.

1.3 Research Objectives

In this study, we will identify the influence of dark leadership on academic well-being in private universities. Hence, the aims of this study were to explore the relationship between faculty autonomy, communication, trust and resource allocation practices with dark leadership.

1.3.1 General Objective

A study of the influence of dark leadership practices on academic well-being in private universities.

1.3.2 Specific Objective

To examine the relationship between dark leadership practices of faculty autonomy and academic well-being among Malaysia private universities.

To examine the relationship between dark leadership practices of communication and academic well-being among Malaysia private universities.

To examine the relationship between dark leadership practices of trust and academic well-being among Malaysia private universities.

To examine the relationship between dark leadership practices of resource allocation practices and academic well-being among Malaysia private universities.

1.4 Research Questions

What extent the does dark leadership practices of faculty autonomy affect the academic well-being in Malaysia private universities?

How does dark leadership practices of communication between university leadership employees impact academic well-being?

What is the relationship between dark leadership practices of trust in leadership and the well-being of academics?

How do dark leadership practices of resource allocation practices influence academic well-being?

1.5 Significance of the Study

The dynamics of the workplace are greatly influenced by leadership, particularly in educational institutions where staff and faculty well-being have a direct impact on teaching quality as well as teacher motivation and performance. However, dark leadership is characterized by traits such as narcissism, Machiavellianism, and psychopathy, which can create a toxic environment. It will lead to faculty autonomy, communication, trust and resource allocation practices among academic well-being. This study investigates how academic well-being at private universities is impacted by dark leadership. In addition to helping university administrators and policymakers create leadership development programs and mental health initiatives, the findings will assist the academic community by raising awareness of toxic leadership and its effects.

This study is especially crucial for private universities since staff and faculty may be more susceptible to the detrimental impacts of toxic leadership due to various issues, including job insecurity, performance demands, and administrative limitations. By highlighting the ways that dark leadership affects faculty autonomy, communication, trust, and resource allocation procedures, this study aims to advance knowledge of leadership dynamics in academic institutions. By focusing light on the necessity of leadership change and institutional policies that foster a positive and encouraging academic climate, the findings will be positive to a variety of stakeholders, including academics, university administrators, and policymakers.

From a theoretical perspective, this study fills a gap in the scholarly literature on dark leadership while contributing to the growing corpus of information on organisational behaviour and leadership. Leadership research usually focusses on effective leadership models, but little is known about the detrimental effects of toxic leadership on the wellness of faculty and staff. By examining this topic, the study advances our understanding of leadership styles in educational contexts and how they impact staff and the institution's effectiveness.

The findings may have broader implications for leadership training programs and policy at private universities. The findings may have implications for faculty autonomy, communication, accountability and resource allocation practices, allowing them to be better aligned with the variables that have the greatest impact on academic well-being. Ultimately, such adjustments at private universities may improve educational achievement and enhance faculty wellness.

1.6 Chapter Layout

The introduction (chapter one), the literature review (chapter two), and the research methodology (chapter three) comprise this study's three sections. The problem statement, which includes the research gap and its importance, follows the introduction of the research subject and the causes in chapter 1, which provides a basic overview of dark leadership in private universities. On the other hand, chapter two explores the

research models and how dark leadership affects the wellness of faculty members at private universities. The sample design, data analysis, and research instrument are covered in Chapter 3. Information and data pertaining to our research topic are gathered from respondents using a questionnaire.

1.7 Definition of key terms

1) Faculty autonomy

Faculty autonomy is critical to the well-being of the academic community.Faculty autonomy is the freedom and control that faculty members have over the teaching, research, and other professional activities of their institutions(Isa et al., 2021). Autonomy means the freedom to make all strategic and operational choices and decisions related to the university and its role in society (Sunandar & Imron, 2020). However, dark leaders undermine faculty autonomy by micromanaging, not listening to academics, and limiting faculty autonomy over academic work. This leads to low job satisfaction, high levels of burnout, and lower academic overall well-being (Badri & Panatik, 2020).

2) Communication

Communication builds relationships between people and facilitates functions such as planning, targeting, coordinating and leading. Every message is delivered with a purpose (Bucăţa & Rizescu, 2017). In an educational institution setting, when academic staff and leaders convey info to students or staff, they have a purpose to achieve. Their primary goals is to make sure that the students or employees understand the message to be communicated so that they can proceed with their work and activities in an orderly manner and obtain the expected results (Noro et al., 2024). It is the responsibility of those in leadership positions for ensuring that accurate information is communicated to staff at all levels of the educational institution, so that they can perform their duties in an orderly manner. (Kapur, 2020). While, dark leaders may exhibit abusive communication towards academic staff, leading to miscommunication, damaged self-esteem, and refusal to communicate, thus increasing the negative impact on academic well-being (Gandolfi et al., 2025).

3) Trust

Trust is an expectation that people will earn trust through good deeds and behaviors that benefit all, or that others will give selflessly (Stimpson & Maughan,1978). These expectations are realized through the level of information available and shared between the parties involved. Trust in academic institutions is critical for knowledge sharing, academic excellence, overall institutional performance and the well-being of academics, without which knowledge cannot be shared effectively and the well-being of academics is jeopardized. Moreover, trust in higher education institutions is critical for knowledge sharing and knowledge transfer, as

it is the foundation for future academic excellence (Mutahar et al., 2022). However, dark leaders may undermine trust by not honouring commitments or undermining subordinates, thus creating a toxic environment and a general climate of mistrust among team members (Joseph & Davide, 2023).

4) Resource allocation practices

Resource allocation is the tracking and management of all resources required for production, such as labor, workload, time, documentation and more, to ensure that work runs smoothly and efficiently (Smart, 2019). In academia, resource allocation refers to the methods and processes by which management decides how to allocate available resources (e.g., human resources, learning materials, equipment, and funds) to the people and areas that need them in order to maintain the well-being of academic staff and achieve the goals of the educational institution (Acido & Kilongkilong, 2022). However, in order to achieve their goals, dark leaders impose intense workloads, constant pressure and lots of extra work on their followers (Hadadian & Sayadpour, 2018). Unreasonable resource allocation practices reduce overall motivation and productivity, as well as the well-being of academic staff.

1.8 Chapter Summary

The research topic and setting, which are outlined in the research objectives, research questions, and hypotheses, are presented in chapter 1 to give a general summary of the study. Furthermore, the present investigation will conduct comprehensive evaluations of relevant research studies and put forth hypotheses in the next chapter.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

The main purpose of Chapter 2 is to study and review the journal article and ideas from other researchers done previously in this field. There are five sections included in Chapter 2 which are the underlying theory relevant to our research, the dimensions and relevant concepts for the dependent variable (academic well-being) and independent variables (faculty autonomy, communication, accountability and resource allocation practices), the conceptual framework, explains the relationship in the hypotheses by using relevant support from other researchers, and lastly provide the summary of this chapter.

2.1 Underlying theories

2.1.1 Self-determination theory

The self-determination theory (SDT), one of the most popular theories of motivation, offers a manager a proven framework used to motivate the workers (Ryan and Deci, 2019). Deci et al. (2017) state that SDT describes the social-contextual factors, such as the interpersonal styles of leaders, that predict high levels of motivation at work. According to the theory, satisfying three basic psychological needs in people—relatedness, competence, and autonomy—is essential for motivation, wellbeing, and peak performance (Deci and Ryan, 2014). Deci and Ryan (1987) have described the concept of autonomy as an employee sense of empowerment within their job, the ability to be flexible to provide their input, and being allowed to make decisions as well as feel that they have influence on their work process. According to Forner et al. (2020), the interest of people in being volitional and self-initiators of activities of their own as opposed to being controlled and guided by other people is central to the topic of autonomy. Competence is a reflection of workers' urge to feel successful, effective, and competent at their employment, claim Van den Broeck et al. (2010). The competence requirement is satisfied when workers are given the opportunity to use their skills and become proficient in their tasks. Finally, relatedness reflects the urge to feel like you belong and that other people care about you because humans are social creatures (Ryan and Deci, 2017). An employee's need for relatedness is satisfied when they have pals and supportive relationships at work and feel

like they belong. On the other hand, wellbeing suffers when these demands are not met, particularly when toxic or domineering leadership styles are used. In the academic setting, the demand for competence is satisfied by resource allocation practices, while the desire for autonomy is supported by faculty autonomy. Furthermore, academics feel more capable in their positions when resources are distributed fairly and appropriately. Therefore, these psychological demands are disrupted, and academic well-being decreases when dark leadership diminishes autonomy or unequally distributes resources.

2.1.2 Social exchange theory

The conceptual framework of social exchange theory encompasses a broad range of social science disciplines, such as anthropology, social psychology, and management. It is not a single theory, as its name implies, but rather a collection of conceptual models (Cropanzano & Mitchell, 2005). In this regard, all theories of social trade have some traits. All social exchange theories see social life as a series of sequential exchanges between two or more individuals (Mitchell, Cropanzano, & Quisenberry, 2012). Resources are exchanged through a process known as reciprocity, in which one person tends to repay the positive (or occasionally negative) behaviour of another (Gergen, 1969; Gouldner, 1960). Sometimes the success of these interactions depends on the relationship between the performer and the target (Blau, 1964). Economic transactions are usually quid pro quo, involve less trust, and involve more active monitoring than social trades, which are open-ended and demand greater trust and flexibility (Organ, 1988, 1990). Employees feel appreciated and are more likely to respond with positive attitudes and performance when leaders treat them with encouragement. However, these social interactions become unbalanced under dark leadership, where there may be poor communication. Academics may experience stress, discontent, and a decline in their general well-being as a result of this feeling of unfairness and exploitation.

2.2 Review of the Literature

2.2.1 Dependent Variable: Academic well-being

Academic general psychological, emotional, physical, and social well-being is just as important as their academic and research accomplishments. Academic well-being is influenced by their work assignments, leadership styles, interpersonal interactions, and level of life satisfaction (Badri, 2019). Because it impacts not only individual motivation and satisfaction but also overall performance,

educational quality, and the academic institution's reputation, academic well-being is crucial (Corpuz, 2023). According to data from Nkosinathi Goodman Dlamini & Nothando Delight Dlamini's (2024) study, the workplace and work environment have a significant impact on the well-being of academics. Nicholls et al's (2022) study also suggests that job insecurity, inequality coupled with high academic system-set expectations lead to a decline in the well-being of academic staff. According to Kinman and Johnson (2019), poor quality of work, poor leadership and management, and lack of participation in decision-making have been found to be particularly detrimental to well-being. This includes the fact that leadership behaviours can have a significant impact on the workplace and environment. Poor leadership practices can negatively affect academic members' engagement and general performance by lowering their well-being, job satisfaction, stress levels, psychological problems, and probable burnout. In addition, a number of theories and models have been created to analyse and quantify the well-being of academic staff, including self-determination theory (SDT) (Jiang and Tanaka, 2021). Research has shown that having good leadership, a good working environment, etc. can provide academics with an overall sense of well-being (Abebe Getaneh Kebede et al., 2024). Better performance in the workplace, reduced absenteeism, and improved interactions with colleagues and social workers are all associated with higher well-being. Academics with higher levels of well-being are more likely to be helpful, on time, productive, and put in more hours (Coldwell et al., 2016).

2.2.2 1st Independent Variable: Faculty autonomy

Faculty autonomy significantly impacts the overall well-being of academics. Faculty autonomy in higher education refers to the freedom and independence faculty members have in deciding how to teach, conduct research, provide services, and design their academic environment (Han, 2020). Besides that, faculty autonomy is important for fostering innovation, ensuring high-quality education and research, and contributing to the overall well-being of the university, and its community by adapting the university to changing needs and societal demands (Al Gharsi et al., 2024). Carvalho et al. (2022) highlight that faculty autonomy allows universities to adapt their academic structures to meet changing demands and achieve academic excellence in research and instruction settings. Faculty autonomy involves the right to plan, implement, and participate in individual teaching and research strategies, as well as the autonomy to make autonomous decisions (Radhika, 2022；Mohammed & Cai, 2025). The good academics can operate efficiently, take initiative in their job, and are more desire to contribute to the process. According to Ertürk (2023), academics are more motivated and focus on their work when they can exercise autonomy, reflect on decisions, and take charge of their own careers (Pearson & Hall, 1993; Bogler, 2001; Brunetti, 2001). Furthermore, promoting student education and training, attaining academic achievement, utilising a range of teaching techniques, and professional growth are all aspects of faculty autonomy (Linn & Tint, 2021). Therefore, faculty autonomy also affects academic overall motivation, job satisfaction, quality of work, and well-being

(Badri & Panatik, 2020). According to Ertürk (2023), faculty autonomy is related to job satisfaction, professionalism, empowerment, leadership and many other factors.

However, leadership behaviour is a key factor influencing the autonomy of academics. Bad or dark leadership is key to reducing academic autonomy. When leaders prioritise their own interests, initiative and independence, they may create a controlling, intimidating and fearful environment, which can have a serious negative impact on the autonomy of academics (Nunes & Palma-Moreira, 2024). The dark leader controls the academics and subjects them to his behaviour, thus limiting their autonomy and creativity (Mukaram Ali Khan et al., 2023). It prevents subordinates from thinking independently, suppresses communication, and fosters mistrust (Olabiyi et al., 2024). Dark leadership behaviours such as micromanagement and abusive communication can seriously affect faculty autonomy and create a harmful work environment (Ghamrawi et al., 2024). Lack of autonomy in academics leads to increased frustration, decreased job satisfaction, and overall well-being (Schweitzer et al., 2023). Klahn Acuña & Male (2022) said that dark leadership undermines followers' autonomy, motivation, and upward mobility, affecting work values, environment, and personal development. For example, Schmidt (2014) the study indicates that dark leadership significantly impacts work outcomes by fostering group cohesion, thereby influencing satisfaction, happiness, and organizational commitment. According to the data by Smith & Fredricks-Lowman (2019), work environments with bad leadership styles can directly affect the overall status and satisfaction of employees, and their goals and well-being can be severely affected.

One important element supporting the SDT need for autonomy in the academic setting is faculty autonomy. Academics typically flourish in settings where they are free to create courses, conduct research, and participate in decision-making. According to Eckert & Stecklein (1961); Gustad (1960), which implies that academics cherish the freedom or autonomy they believe their job affords them. One of the biggest benefits of working as a faculty member, according to Becher and Trowler (2001), is the perceived freedom to choose the topic of one's study. However, the degree of autonomy is still deemed to be much higher than in other fields (p. 136) (as cited in Lechuga et al., 2012). This autonomy is directly threatened by dark leadership when it imposes micromanagement, excessive control, or limits professional freedom, which results in irritation and a sense of powerlessness.

2.2.3 2nd Independent Variable: Communication

Feedback channels are ideally necessary for a productive communication environment in order to guarantee two-way communication. The presence of these channels for information sharing can assist organizations in receiving rapid feedback, enabling them to take the appropriate and prompt

responses (Koo et al., 2022). Interpretations that are more compelling have resulted from a deeper comprehension of the linear concepts of communication. According to the subjective model, communication involves the exchange of information between senders and receiver as well as the use of prior knowledge, experiences, and alternative interpretations (Dervin, 1983). More focus is now placed on understanding how the receiver constructs messages in order to build tactics and methods that encourage behavioural changes and the adoption of new practices because of this increased knowledge of communication (Pfeffermann, 2019). The social construction model offers a more expansive interpretation of communication, suggesting that it must be viewed within the framework of the interactions between the main characters which takes time and involves ongoing renegotiation (Hajer & Laws, 2006).

However, people in leadership roles in organizations are often seen to have good intentions and goodwill towards their coworkers, employees and the organization. Furthermore, constructive leaders are seen to place a strong emphasis on elements that encourage workers to strive for excellence and go above and beyond expectations as well as motivating people to accomplish their goals. These presumptions stem from the idea that all leaders wish to further and expand their institutional agenda which also gives all members of the organization more authority. These presumptions also result from the fact that leadership involves the duty of encouraging people to perform better and fostering innovation and growth (Baloyi, 2020). Although leaders of dispersed teams may occasionally go to the physical locations of their team members, they have less time to spend with more distant team members, and their communication with them will be disrupted. Separated teams may have feelings of rivalry because of being cut off from their leaders which may account for some of the communication-related issues commonly mentioned in geographically separated teams (Kirkman & Mathieu, 2005). The transformative leader may also be difficult for scattered team members to completely accept. Therefore, communication issues that are commonly linked to highly scattered teams may not be solved by a stronger attempt to employ transformational leadership (Eisenberg et al., 2019).

A strong framework for analysing communication dynamics in organisational settings, particularly in hierarchical systems like universities, is offered by Social Exchange Theory (SET). According to SET, relationships are based on the mutual exchange of resources, both material and immaterial, and people want to maximise gains while lowering costs in these transactions (Perry, 2025). SET highlights that academics may feel alienated or undervalued, which has a detrimental impact on their wellbeing, if communication is imprecise, excessively critical, or nonexistent. Moreover, this theory proposes that people evaluate their interactions in the context of communication by looking at what they believe to be advantages, like information or emotional support. According to Karanges et. al. (2015), internal communication within an organisation is crucial for interactions, as it involves continuous exchange of messages, feedback, and support.

2.2.4 3rd Independent Variable: Trust

According to Mayer and Gavin (2005), trust is a psychological condition in which a person is prepared to tolerate vulnerability in the actions of another party because they have high expectations about the other party's intentions and conduct. This idea revolves around whether the trustee is prepared to share the risk with the principal, allowing the latter to assume responsibility for the trustee's affairs (Gao et al., 2011). Thus, the readiness to tolerate managerial vulnerability in a risky environment may be used to characterize employee' faith in leaders (Erkutlu & Chafra, 2021). Employee trust is essential for every organization to succeed in terms of output and performance. One significant effect of trust is that it encourages employees to take more risks in both in-role and extra-role tasks (Mayer et al., 1995). Employees sign a psychological contract with their employers when they join the company, demonstrating their faith in management which in turn affects their output (Jaiswal et al., 2022). According to Alsharo et al. (2017), interpersonal trust is essential for establishing and preserving social bonds as well as encouraging cooperative partnerships and productive cooperation. Risk, vulnerability, and uncertainty are key components of interpersonal trust that each person must overcome in order to collaborate effectively (Mayer et al., 1995). According to scholars, interpersonal trust is the emotional and dynamic bonds that exist between people in an organization. It is strongly linked to a number of favourable outcomes for a company, including employee satisfaction, organizational performance, and knowledge management behaviours (Le and Lei, 2018). Additionally, it is stressed that interpersonal trust is a driver of innovation aptitude and a factor of inventive behaviours among employees (Lei et al., 2019).

However, the dark side of literature has two characteristics in common. According to Mackey et al. (2017), these poor leadership styles are first and primarily subjective, depending on the followers' or others' interpretation of what constitutes an abusive or dark relationship. Understanding the drawbacks of leadership from the viewpoint of a follower makes sense since people often exaggerate their own virtues (Chugh et al., 2005), and leaders in particular appear to have ethical blind spots when it comes to their own actions (Heffernan, 2011). The second similarity across the dark leadership is that immoral leadership impacts the organization and its members negatively, regardless of the type of leadership. Mackey et al. (2017) conducted a meta-analysis on abusive supervision and leadership and discovered that the results of being under this kind of leadership tended to be unfavorable. Reduced production; weakened innovation; a reduced teamwork and deteriorating work etiquette; a rise in ethical misconduct at work; and a rise in employee turnover are all consequences of negative leadership in the workplace (Sam, 2020). In constract, Schmidt (2008) identifies and operationalizes dark leadership from five primary dimensions: self-promotion, narcissism, authoritarian leadership, abusive monitoring, and unpredictability Overall, the emphasis on conflict

is the primary trait shared by all of these behaviours. According to Craig and Kaiser (2012), it is crucial to note that the subordinate's subjective view which varies based on the leader-follower relationship, may influence the sense of hostility. Negative effects on job satisfaction and organizational commitment are the primary outcomes that victims of abusive supervision report; these are directly correlated with their plans to quit the company and a decline in the quality of relationships among coworkers (Klahn & Male, 2024).

For a better understanding of how trust influences academic well-being, this research adopts the social exchanges theory (SET). Social exchange theory (SET) suggests that when individuals interact with society and the environment, their behaviour is influenced by a cost-benefit analysis. If interpersonal relationships or trust are neglected, the expected value of individuals in social exchange may be reduced (Jonason & Middleton, 2015). According to Blau (1964) social exchange theory, social interactions are voluntary, expected, reciprocity-driven behaviours that view relationships as a series of exchanges with costs and benefits. Harkness et al. (2022) mention various forms of exchange in interpersonal relationships, including negotiation and reciprocal behaviours, showing the importance of social exchange theory in understanding the impact of trust on academic well-being. Social exchange theory suggests that trust in academics increases their loyalty and overall well-being (Thibaut & Kelley, 2017). Conversely, lack of trust leads to decreased frustration, motivation, and well-being. Trust is a key determinant of perceived benefits as it reduces the risk of negative outcomes and enhances a sense of security (Molm et al., 2000). Therefore, the role of trust and how trust affects academics' overall well-being can be better understood using social exchange theory.

2.2.5 4th Independent Variable: Resource allocation practices

A key component of efficient administration in academic and research libraries is resource allocation. To satisfy institutional objectives and user needs, it entails making strategic decisions about the allocation of scarce financial, human, and material resources (Langenwalter, 2020). Psychologically, anything can give rise to workload insofar as it generates too much psychological or physical pressure on a person, by definition, pressure, which is described as an inability to change response that has been affected by psychological processes or individual differences, may be produced by any action (situation, event, or environment) by an outside agent (None Taufik Suhardiman, 2024). Eva Kyndt et al. (2010, p. 18) state that the indicators are external factors and internal factors. Teaching, research, and service/administration responsibilities comprise a complicated mix of an academic workload. However, the relative amounts of these responsibilities can differ greatly between individuals based on their discipline and degree of expertise (Kenny & Fluck, 2021). The literature findings by Burgess et al. (2003), Kenny et al. (2012), Kenny & Fluck (2014), and Vardi (2009) have indicated that in order to achieve time based methods in academic work, this needs to have been nurtured or influenced by scholars, the time estimates provided are realistic and complete in their coverage of the activities,

and transparency in allocation of work and discussions on budget process needs to encompass the availability of adequate funds (as cited in Kenny & Fluck, 2021). Nevertheless, there is no comprehensive advice on how much time to devote to different tasks in this early work.

Furthermore, it is anticipated that leaders' stale, dishonest, and oppressive actions will raise job demands, such as work overload, unfavourable working conditions, work-family conflict, and emotional needs, and lower job resources, such as workers' autonomy over their work, chances for self-improvement, involvement in decision-making, feedback, reward equity, role clarity, promotion opportunities, task variety, supervisor support, teamwork, and intergroup solidarity (Başar, 2020). Workers may perceive high job demands and workload as a result of leaders acting rudely, unsupportively, and unfavourably (Molino et al., 2019). Prior research has demonstrated that an excessive workload for academics might negatively influence their psychological well-being and mental health (Suleman et al., 2018). This is because workload can become a stressor for academics because they are required to perform all their duties. The university's entire operations would suffer as a result (Azlini Hassan et al., 2025). Furthermore, Hadadian & Sayadpour (2018) found a direct link between workplace stress and destructive leadership, which impacts aspects like organisational restrictions, interpersonal disputes, and workload (as cited in Klahn & Male, 2024). Fahie (2019) also emphasised the significant impact toxic leadership may have on employee engagement and productivity (as cited in Klahn & Male, 2024).

Resource allocation practice management significantly impacts competence demand. Academics can fulfil their teaching, research, and service obligations without undue stress in a well-balanced work environment. Under dark leadership, excessive workloads can damage self-esteem, cause stress, fatigue, and degrade wellbeing. Poorly managed workloads can exacerbate feelings of powerlessness and inadequacy, indicating a lack of organizational support. According to Kinman and Wray (2013), over half of higher education employees currently deal with excessive levels of stress, and they frequently have a poor work-life balance (as cited in Buring, 2024). Furthermore, adding to their workload—for example, by adding more paperwork or teaching hours—has been linked to burnout (Jensen & Olsen, 2023). Academics already confront high and conflicting expectations (Winefield et al., 2014). Emotional weariness, withdrawal symptoms, and a deterioration in general well-being might result from this apparent imbalance.

2.3 Proposed Conceptual Framework

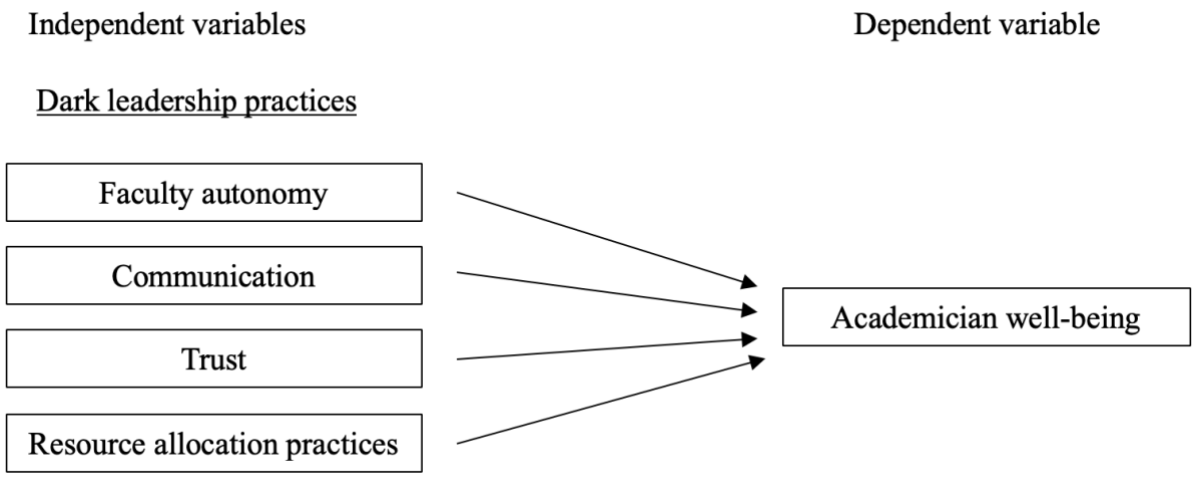

Figure 1: Proposed Conceptual Framework

The following diagram serves as the conceptual framework for illustrating the relationship between the dependent variable (academic well-being) and the independent variables (faculty autonomy, communication, trust, and resource distribution procedures). Based on the diagrams, it indicates that academic well-being is influenced by the independent variable. The purpose of this study is to investigate how faculty autonomy, communication, trust, and resource distribution methods relate to academic well-being.

2.4 Hypothesis development

2.4.1 Faculty Autonomy and Academic Well-being

Faculty autonomy is critical to the well-being of the academic community. Academics with faculty autonomy can decide how and when to get their work done. Those with higher job autonomy are likely to be more productive and engaged, suggesting that job autonomy has a positive impact on academics' performance (Johannsen & Zak, 2020). Academics with higher autonomy tend to have higher teaching effectiveness, higher job satisfaction, and better mental health, which also proves that their overall well-being is all improved (Peng et al., 2022). Moreover, higher job autonomy is associated with better work-family relationships and higher well-being, suggesting that academic authority has a significant effect on well-being (Badri and Panatik, 2020). Juyumaya et al., (2024), argued that empowering academics (i.e., faculty) with job autonomy plays an important role in their

overall well-being, and that employees perform better, are psychologically healthier, and have a higher sense of well-being when their leaders provide autonomy support. According to Rinas et al.,(2022) factors such as faculty autonomy and institutional support, as well as research support and the tenure process, may influence the way goals are achieved as well as faculty well-being. Next, the study found that faculty autonomy was the most powerful predictive factor influencing academic well-being (Zychová et al., 2023). This proves that autonomy in training improves the well-being of academics, which has positive implications for higher education institutions. Norazlan Anual et al., (2023) also suggest that academics with greater autonomy in their work are likely to be more satisfied in their jobs, careers, families, and overall lives. Academics who receive more support tend to act in good outcomes, reaffirming the finding that there is a correlation between job autonomy and academic well-being (JAMALUDIN, 2023). Therefore, it is believed that faculty autonomy also affects faculty career commitment (Ertürk, 2023). In short, many studies have shown that teacher autonomy is significantly related to academic well-being. However, only Esfandiari and Kamali's (2016) study states that faculty autonomy is negatively related to job satisfaction. According to Cakir and Balcikanli (2012) and Little (1995), academics may face difficulties when they are given the opportunity to increase their professional autonomy. In other words, when academics are given the freedom to make autonomous decisions, they hesitate and may become more dissatisfied (Esfandiari & Kamali, 2016).

Hypotheses 1: There is a significant relationship between dark leadership practices of faculty autonomy and academic well-being among private universities.

2.4.2 Communication and Academic Well-being

There is a significant relationship between the communication and academic well-being since a major factor in the success of an organization is thought to be communication (Eid & Al Adwan, 2020). Letlatsa (2023) found that managers and supervisors communicate to their staff members the institution's mission statement, goals, and objectives through messaging, job justification, instructions, feedback, and goal acquisition. Workers are content with timely, adequate, and understandable information. They prefer to be conscious of their role in their company's success as well. However, upward communication involves communicating with superiors via communications like employee reports. It can demonstrate how workers feel about the institution's rules, ideas, and plans as well as their ability to contribute effectively to decision-making, even if upward communication appears to be more successful in transmitting high quality information to superiors. When workers recognise their bosses' appreciation and believe they have control over who receives their information, they feel valued and empowered (Cowan, 2017). Moreover, communication serves

as a way for directors and employees to express their feelings, opinions, and intentions regarding a range of organizational issues. It can improve interdepartmental integration, reduce departmental conflict, and lessen dialectal barriers (Sarangal & Singh, 2021). Additionally, one of the most important functions of any organization is the communication or exchange of information among its personnel. According to the study, employee engagement was positively impacted by internal communication, and engagement levels were significantly influenced by the frequency and quality of internal communication. The study discovered among other things that communication is essential to building a relationship between managers and staff which in turn may encourage more employee engagement (Jaupi & Llaci, 2015).

Hypotheses 2: There is a significant relationship between dark leadership practices of communication and academic well-being among private universities.

2.4.3 Trust and Academic Well-being

Since trust in a leader involves an emotional state in which workers feel protected, taken care of, and see moral behaviour in their leaders' actions, it is considered a crucial component in organizational settings. By establishing an environment where educators feel respected, heard, included and supported, empowered leaders may promote trust. When leaders foster a sense of trust by their encouraging actions, staff members are better able to manage risk, exhibit greater participation ad creativity, and feel more confident and satisfied with their job (Horoub & Zargar, 2022). It has been observed that confidence and trust in a leader are related and that both sides often uphold the trust by avoiding from taking advantage of weaknesses (Zargar et al., 2019). One important factor in building trust within an organization is the conduct of its leaders (Liu et al., 2009). Effective trust-builders improved their team's performance who also highlighted the value of teaching leaders trust-building techniques including listening to and empowering followers and acting consistently (Koohang et al., 2017). Furthermore, leaders have a substantial influence on the growth of organizational trust in their followers as trustworthy behaviours have a big impact on whether followers likewise have organizational trust (Legood et al., 2016; Smithers, 2022). According to Campbell & Im (2015), the process by which employees integrate the qualities they believe are part of an organization into their self-concept, creating a sense of cohesion or shared destiny between the person and the organization, is known as organizational identification. Furthermore, experts have noted that basic demands like the need for safety and the reduction of ambiguity may be motivated by identification, in addition to the impulses for identification that have been identified as high self-esteem, self-knowledge, and self-consistency. In a unique situation, social identification occurs when an employee's self-identity is significantly enhanced by their employer. An employee's attitudes and behaviours that support and

align with the organization's goals are found in this link when they have a strong organizational fit. Scientists have described a variety of indicators to organizational identification at the person level that are closely connected to the idea of organizational trust. Organizational identity is associated with an individual's need for safety, lowers feelings of uncertainty and order, and is a notion that forms the foundation of relationships based on trust (Helaly & Shaer, 2021). Academic relationships require trust since it is impossible to carry out academic duties at a reputable university without partnerships, collaborations, or cooperative research projects, which entails faculty members exchanging information or expertise (Mutahar et al., 2022). Good leadership can foster an organisational culture centred on trust, collaboration and shared goals, helping academic achieve professional success and development by providing them with the necessary guidance, tools and support (Mather & Bam, 2025).

Hypotheses 3: There is a significant relationship between dark leadership practices of trust and academic well-being among private universities.

2.4.4 Resource Allocation Practices and Academic Well-being

There is a significant relationship between the resource allocation practice and academic well-being, with excessive work demands being a major cause of stress and reduced well-being among academic staff. For example, heavy tasks, time constraints, and workplace conflicts can lead to health problems, decreased work performance, reduced well-being, and burnout (Alghamdi et al., 2017). Sovold et al., (2021) found that excessive work negatively affects well-being due to the fact that excessive demands can harm the physical and mental health of academic staff, which ultimately leads to health problems and lack of well-being. Furthermore, academic staff face work-related stress due to heavy workloads, long working hours, and administrative pressures, which can lead to a reduced performance and well-being (JAMALUDIN, 2023). The workload of university professors, including research, teaching and dealing with bureaucratic matters, affects their psychosocial well-being. Moreover, increased working time can lead to a decrease in well-being, diminishing their motivation, status and personal competence. This can have a negative impact on the organisation and negatively affect the overall well-being of professors (Pace et al., 2019). As a result of work overload, academic staff often experience burnout, and these burnout symptoms can have a significant negative impact on well-being and productivity (van der Ross et al., 2022). Work overload and work-life balance are two important stressors that can have a significant negative impact on academics' health and well-being (Simons et al., 2019). Nkosinathi Goodman Dlamini & Nothando Delight Dlamini (2024), also said that excessive workload demands may leave academics exhausted and overworked, which may ultimately affect their loyalty to the university and overall health. Kinman & Johnson (2019) also

noted that as academics are required to take on more and more roles, role stresses such as overload and conflict are also recognised as issues that increase stress and can have a negative impact on wellbeing. However, only Magalong Torreon (2021) study has shown that the effectiveness of teaching does not depend on the tasks and functions given to academics, and therefore, the quality of teaching by academics remains satisfactory despite their many tasks and responsibilities.

Hypotheses 4: There is a significant relationship between dark leadership practices of resource allocation practices and academic well-being among private universities.

2.5 Chapter Summary

The literature review regarding the influence of dark leadership on academic well-being in Malaysia private universities and the dependent variable were being reviewed. The appropriate findings and theoretical models of earlier researchers support the hypotheses and the link between the variables. Finally, Chapter 3 will provide an understanding of research methods.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

Research methodology refers to the several methods used to locate, pick, arrange, and assess data on a certain subject. The entire research procedure and the methodology used to examine the collected data are covered in this chapter. It contains a thorough explanation of every step taken in carrying out the research project, including the study design, sample design, data collection techniques, suggested data analysis tool, and chapter summary.

3.1 Research Design

One of the most important decisions when conducting a research, the research design ensures that a comprehensive analysis of the research problem is done, and determines the overall research approach and analytical method (Sileyew, 2019).

We chose to use quantitative research to investigate whether there is a strong link between our dependent variable and independent variable at the private universities in Malaysia. This is because quantitative research involves obtaining measurable data, collecting it and working on it using statistical, mathematical or computational methods, where we can very well arrive at conclusions as findings.

Quantitative methods are the primary research framework in the social sciences and refer to a range of strategies and hypotheses used to study variety processes by exploring numerical patterns. By collecting quantitative data, researchers can conduct statistical analyses ranging from simple to extremely complex to aggregate data, including methods such as questionnaires and structured observation, which are distinct from qualitative research (Ahmad et al., 2019).

3.2 Sampling Design

The process of choosing enough objects from a population to allow for the analysis of a sample of the population is known as sampling. In sample design, both probability and non-probability sampling are employed.

3.2.1 Target Population

It is important to identify the right target population when conducting a sampling design. In this study, our population target is the academic staff of research private universities in Klang Valley.

3.2.2 Sampling Frame and Sampling Location

However, actual enumeration of the researcher sample within the general population is referred to as the sampling frame. Full-time academic staff employed by research private universities in the Klang Valley comprise the sampling frame. These universities include Sunway University, Taylor's University, Multimedia University (MMU), UCSI University, Management and Science University (MSU), MAHSA University, and HELP University. Hence, the location of the sample in this study shall be research private universities in Klang Valley. The centre shall use a probability sampling method.

3.2.3 Sampling Elements

Under this aspect, every individual stands an equal chance of being sampled and selected in the sampling process of the study. The respondents we chose are the academic staff of research private universities in Klang Valley.

3.2.4 Sampling Technique

To guarantee representation across academic ranks and faculties within Malaysian private universities, this study used a convenience sampling. The focus of this study is specifically on academic staff, including lecturers, senior lecturers, associate professors, and professors. This approach was the most practical and effective given the time and resource constraints, as well as the enormous number of academics across several private research universities.

3.2.5 Sampling Size

About 3178 full-time academic staff from research private universities in Klang Valley make up the study's entire population. The sample size calculation procedure with finite population adjustment indicates that around 341 respondents are required, assuming a 95% confidence level and a 5% margin of error. It is believed that this sample size is adequate to provide statistical reliability for the quantitative analysis.

University	Academic Staff
Sunway University	403
Taylor's University	562
MMU	614
UCSI University	346
MSU	655
Mahsa University	500
HELP University	95
Total	3178

Table 1: Number of Academic Staff

3.3 Data Collection Methods

3.3.1 Primary Data

Primary data are the data collected by researchers for the first time and no one knows the real data until these data are published. Sources of primary data include surveys, experiments, questionnaires, etc (Ajayi, 2023). So, to answer the questions and hypotheses of the study, we collected primary data through questionnaires. Therefore, we distributed questionnaires through Google Form method to 200 staff of private universities to help us collect primary data to answer our research questions and hypotheses.

3.3.2 Secondary Data

Secondary data are data that have already been collected and studied by others for other reasons. The literature review section of each study is derived from secondary data sources (Taherdoost, 2021). Therefore, in our study, we also utilized secondary data to help us obtain the information needed for the study from past studies as a basis for implementing the study.

3.4 Research Instruments

This study relies on a 29-item survey that is broken into 6 sections: demographics (4 questions in Section A); academic well-being (5 questions in Section B); faculty autonomy (5 questions in Section C); trust (5 questions in Section D); communication (5 questions in Section D); and resource allocation practices (5 questions in Section E).

Variables	Items
Resource allocation practices	1. I often need to work after hours to meet my work requirements. 2. I sometimes need to join many meetings and university activities. 3. I receive too much pressure from high numbers of workloads.

Table 2: Negative questions of questionnaire

3.5 Construct Measurement

3.5.1 Sources of Construct

Variables	Items	Sources

Academic well-being	1. I deal very effectively with the problems of my colleagues. 2. I feel I'm positively influencing other people's lives through my work. 3. I can create a relaxed atmosphere with my colleagues. 4. I feel exhilarated (joyful, happy, thrilled, excited) after working closely with my colleagues. 5. In my work, I deal with emotional problems very calmly.	Adapt from (Omosehin & Smith, 2019)
Faculty autonomy	1. The faculty allows me to plan how I do my work. 2. The faculty allows me to make decisions about what methods I use to complete my work. 3. The faculty provides me with significant autonomy in making decisions. 4. The faculty allows me to make my own decisions about	Adapt from (JAMALUDIN, 2023)

	how to schedule my teaching. 5. The faculty gives me a chance to use my personal initiative or judgement in carrying out the work.	
Trust	1. I have confidence that my leader will make well thought out decisions about his or job. 2. I have confidence that my leader is technically competent at the critical elements of his or her job. 3. I have confidence that my leader will think through what he or she is doing on the job. 4. I have confidence that my leader has an acceptable level of understanding of his or her job. 5. I have confidence that I can rely on what my leader tells me.	Adapt from (Dalati & Alchach, 2018)
Communication	1. The leader refers sufficiently to the opinions of the higher institutions regarding the decisions to be	Adapt from (Ballı, 2021)

	taken in the organization. 2. The leader shares the necessary information with the academics sufficiently to carry out the functioning of the organization effectively. 3. Leader especially seeks my opinion on matters related to my job. 4. The leader takes into account the suggestions offered by the employees of the organization. 5. There is an environment in the organization where everyone can openly share their true thoughts.	
Resource allocation practices	1. The amount of administration I am expected to do is reasonable 2. I know what is expected of me in my role. 3. I often need to work after hours to meet my work requirements. 4. I sometimes need to join many meetings and university activities. 5. I receive too much pressure	Adapt from (Houston et al., 2006) and (Kim & Yeo, 2024)

	from high numbers of workloads.

Table 3: Sources used in questionnaire

3.5.2 Scale of Measurement

Nominal Scale

A measuring scale is called a nominal scale. It assigns a value to an object in order to identify it or classify it. There is no requirement that the value be in a quantitative form because nominal scale does not entail actual quantities. A nominal scale was used to determine the respondents' gender in section A of the questionnaire.

Ordinal Scale

A ranking scale is called an ordinal scale. Age and educational attainment are on an ordinal scale. The categories clearly illustrate the progression of educational attainment from lower to higher levels. Although the age groups are listed chronologically, section A does not quantify the exact differences.

Interval Scale

The respondents were asked to rate their answers on a five-point Likert scale, which is an interval scale (1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, and 5 Strongly Agree), for the questions in Sections B, C, D, E, and F that cover all variables.

3.6 Data Processing

After collecting 341 valid responses from participants, the data will be further processed, including data checking, data editing, data coding and data transcribing.

3.6.1 Data checking

This questionnaire was the main source of information for us to complete the study. Therefore, we had to make sure that all questions were appropriate in terms of grammar, incomplete responses, and were consistent with the objectives of the study. Additionally, it was necessary to ensure that no

questions were overlooked and that the respondents filled out the entire questionnaire after receiving it.

3.6.2 Data Editing

Data editing refers to the need to make certain edits to the questionnaire after data verification if there are grammatical errors, missing information, incorrectness or inconsistencies in the questionnaire.

3.6.3 Data Coding

The process of providing a number for the responses to each variable is called data coding. For example, using SPSS software, responses to the 5-point Likert scale in Sections B, C, D, E and F can be categorised as 1-Strongly Disagree (SD), 2-Disagree (D), 3-Neutral (N), 4-Agree (A), and 5-Strongly Agree (SA).

3.6.4 Data Transcribing

Data collected from respondents were entered into computer files for further processing using the SPSS statistical programme. The criteria and instructions provided by the software will be carefully followed when entering the data from the respondents to ensure maximum accuracy of the data. Once data transcription is complete, data analysis will continue.

3.7 Data Analysis

Data analysis is the process of generating information that aids decision-making by collecting, analysing and modelling data (Calzon, 2022). There are many statistical software tools available for Windows users such as SPSS, Stata and SAS.According to Rahman & Muktadir (2021), SPSS is commonly used in academic research and scholarly environments because it is easy to use and has the usability of commonly used programmes. Therefore, we chose to use SPSS to analyse and examine the data collected from the respondents for this study.

3.7.1 Descriptive Analysis

Descriptive analysis was divided into frequency and percentage distributions. In this study, bar charts are used to illustrate the frequency distribution so that it is easier to show the demographics of the respondents such as gender, age and education level. For the percentage distribution, pie charts will be used to visually summarise the large dataset, making the information easier to present. Histograms

will also be used to analyse the questionnaire, particularly because the calibration questions have the most complex and varied answers. Histograms help to categorise and interpret the data more effectively.

3.7.2 Reliability Analysis

Frost (2022) explains that Cronbach's alpha is used to assess the internal consistency and reliability of a set of survey questions. Table 4 shows the Cronbach's alpha categories and their reliability classifications.

Cronbach's alpha	Reliability
0.80 to 0.95	Very Good Reliability
0.70 to 0.80	Good Reliability
0.60 to 0.70	Fair Reliability
< 0.60	Poor Reliability

Table 4: Cronbach's Coefficient Alpha

According to the above diagram, Cronbach's alpha at 0.80 to 0.95 is "very good reliability", 0.70 to 0.80 is "good reliability", 0.60 to 0.70 is 'fair reliability', and a reliability of less than 0.60 is "poor reliability". Higher Cronbach's alpha indicates good internal consistency, i.e., items reliably assess the same underlying concepts (Tavakol & Dennick, 2011).

3.7.3 Preliminary Data Analysis (Normality test, Multicollinearity test)

To provide legitimacy to the regression analysis we intend to conduct, it would be imperative to check for normal data. In other words, it was deemed appropriate to assume normality in the distribution of data derived from the completed questionnaires where the results' skewness coefficient by Pearson and kurtosis would not exceed –2 to +2 or –7 to +7. To ensure that the data are normality, we have confirmed that the values fall within these ranges. It was also important to check for multicollinearity in the independent variables (faculty autonomy, communication, trust, resource allocation practices) before beginning data analysis, which could result in one variable representing the others. In order to check for multicollinearity, the researcher will calculate the tolerance value and the VIF. To further

validate and ensure that the independent variables do not have covariance issues, the tolerance value should be greater than 0.20 and the VIF should not be greater than 3.0.

3.7.4 Pilot Study

Before the significant research attempt, a pilot research is a minor test attempt to prepare towards the big. It aims at appraising the viability of a full-scale study, design, methodologies, tools (including questionnaires) and techniques through which data might be analyzed. It helps the researchers to observe and clear out any issues at the earliest stages so that they do not become an impediment in the main research.

Variables	Cronbach's Alpha
Academic well-being	0.718
Faculty Autonomy	0.792
Communication	0.672
Trust	0.643
Resource Allocation Practices	0.667

Table 5: Cronbach's Alpha of Variables

3.7.5 Inferential Analysis

Pearson's correlation coefficient is the preferred method when both the independent and dependent variables fall under the metric category. Since both the independent variables (faculty autonomy, communication, trust, and resource allocation practices) and the dependent variable (academic well-being) were measured on a Likert scale and both used an interval scale, which falls under the metric category, the Pearson correlation coefficient is suitable for analysing these hypotheses.

- H1: There is a significant relationship between dark leadership practices of faculty autonomy and academic well-being among private universities.
- H2: There is a significant relationship between dark leadership practices of communication and academic well-being among private universities.
- H3: There is a significant relationship between dark leadership practices of trust and academic well-being among private universities.

- H4: There is a significant relationship between dark leadership practices of resource allocation practices and academic well-being among private universities.

3.8 Chapter Summary

This chapter outlines the dimensions and items for the independent and dependent variables, as well as the template method and data collection tools. A measure of the questionnaire's validity based on the pilot study's findings is also included in this chapter.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

Chapter 4 discusses deductive analysis, qualitative evaluation, and degree of evaluation. All of the analyses will be performed using SPSS software utilising the data collected from the pilot project, and the relevant results will be interpreted in that section.

4.1 Descriptive Analysis

Under this part, all the questions related to demographic profile of the respondents will be analyzed and the relevant results and observance will be provided.

4.1.1 Respondent Demographic Profile

Gender of responses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	128	36.6	36.6	36.6
	Female	219	62.6	62.6	99.1
	Prefer not to say	3	.9	.9	100.0
	Total	350	100.0	100.0	

Table 6: Respondents' Gender

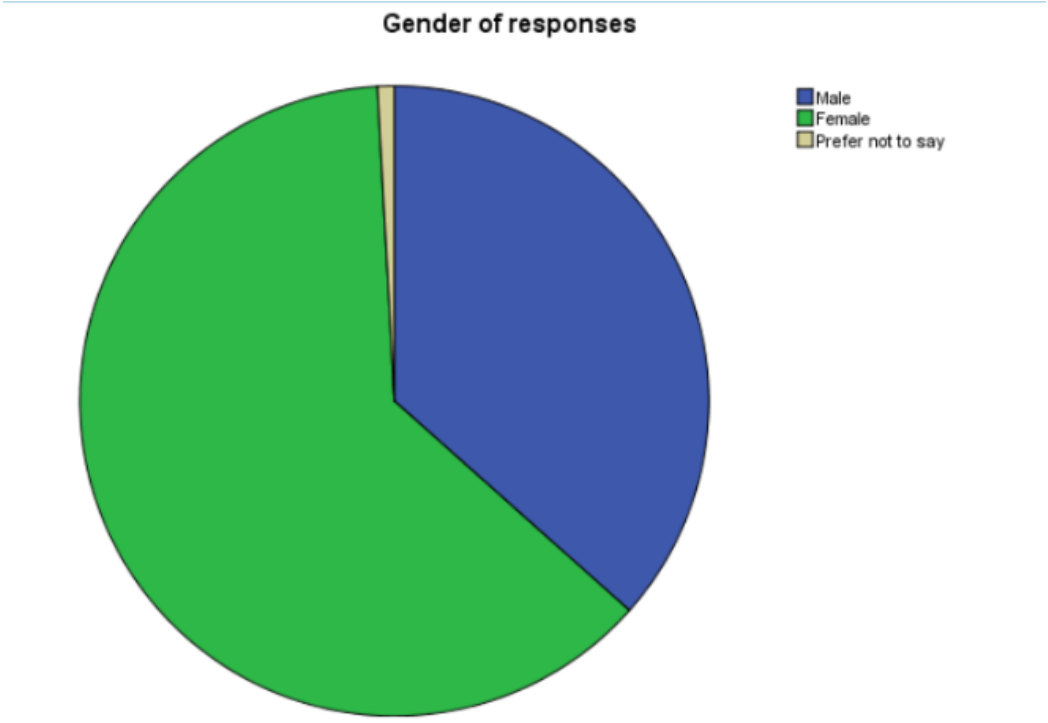

Figure 2: Respondents' Gender

The gender of all the respondents that have participated in our research project can be seen in Table 6 and Figure 2 mostly are female students, which consists of 36.6 percent of males, 62.6 percent of females and 0.9 percent of prefer not to say respondents to ensure that the data collected are consistent to our research projects.

Age in years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30	77	22.0	22.0	22.0
	30-39	118	33.7	33.7	55.7
	40-49	104	29.7	29.7	85.4
	50 and above	51	14.6	14.6	100.0
	Total	350	100.0	100.0	

Table 7: Respondents' Age

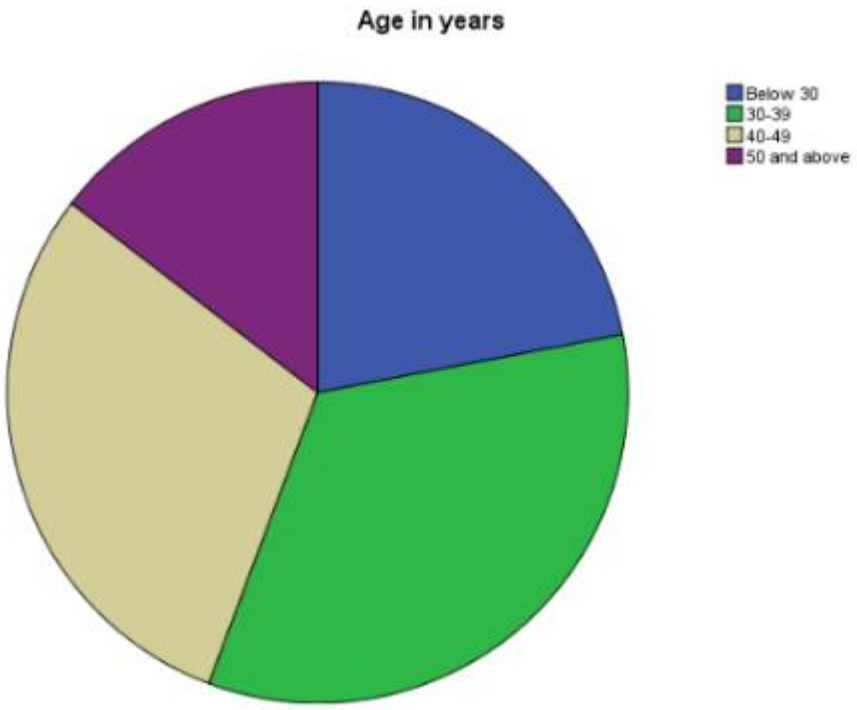

Figure 3: Respondents' Age

Table 7 and Figure 3 show that most of the respondents are 30 to 39 years old, which consists of 33.7 percent, 29.7 percent of the respondents are between 40 to 49 years old, 22.0 percent of the respondents are below 30 years old, and 51.0 percent of the respondents each of them are 50 years old and above. From the results, it indicates that all the respondents are between 30 to 39 years old.

Highestr Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	57	16.3	16.3	16.3
	Master's Degree	125	35.7	35.7	52.0
	Doctoral Degree (PhD, EdD, etc.)	168	48.0	48.0	100.0
	Total	350	100.0	100.0	

Table 8: Respondents' Highest Educational Qualification

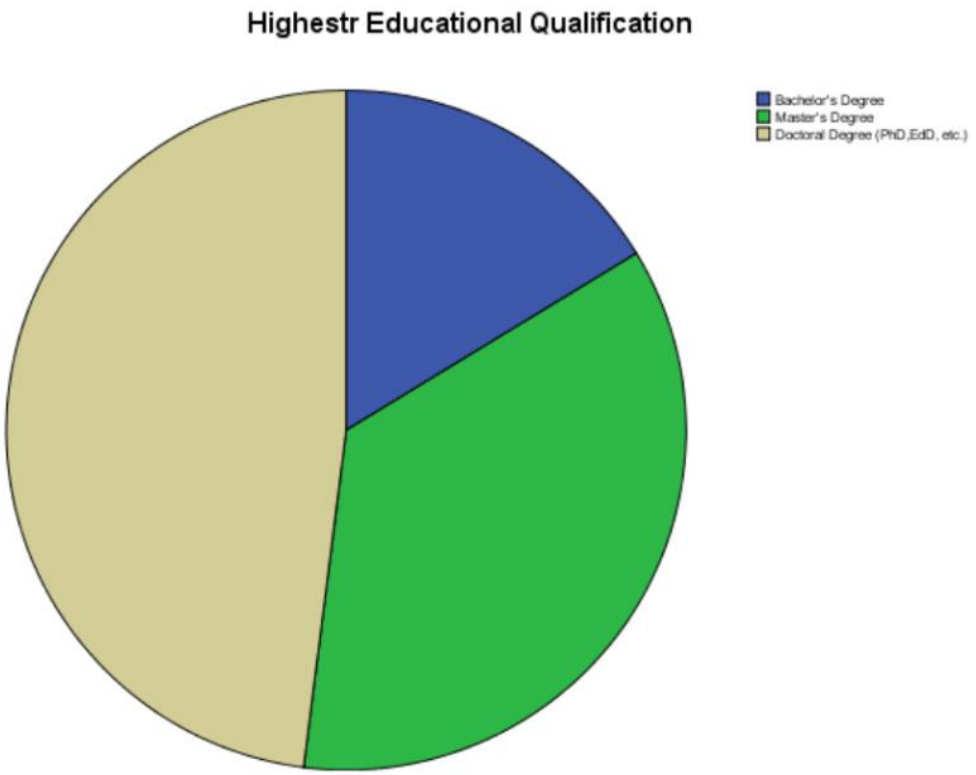

Figure 4: Respondents' Highest Educational Qualification

Table 8 and Figure 4 show the respondents that come from different educational qualifications. 48.0 percent of the respondents come from Doctoral of Degree such as PhD, EdD, etc., 35.7 percent of the respondents come from Master of Degree, 16.3 percent of the respondents come from Bachelor of degree. This shows that there are a huge number of respondents are mainly at Doctoral of Degree.

Years of Academic Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	56	16.0	16.0	16.0
	3 - 5 years	100	28.6	28.6	44.6
	6 - 10 years	117	33.4	33.4	78.0
	More than 10 years	77	22.0	22.0	100.0
	Total	350	100.0	100.0	

Table 9: Respondents' Years of Academic Experience

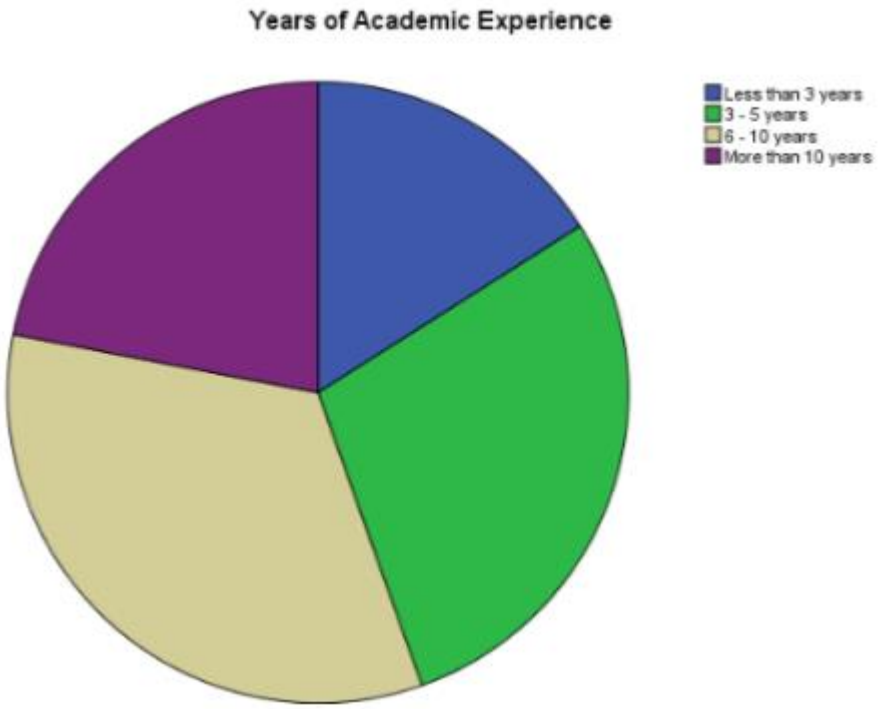

Figure 5: Respondents' Years of Academic Experience

Table 9 and Figure 5 show that most of the respondents are within 6 to 10 years of academic experience, which consists of 33.4 percent, 28.6 percent of the respondents are within 3 to 5 years of academic experience, 22.0 percent of the respondents are more than 10 years of academic experience and 16.0 percent of the respondents are less than 3 years of academic experience. From the results, it indicates that all the respondents are within 6 to 10 years of academic experience.

4.1.2 Central Tendencies Measurement of Constructs

Variables	Sample size, N	Mean	Standard deviation
Academic Well-Being AVE	350	4.3469	0.51547

Faculty Autonomy AVE	350	4.2063	0.62577
Communication AVE	350	4.1880	0.64570
Trust AVE	350	4.1674	0.57927
Resource Allocation Practices AVE	350	3.1223	0.49260

Table 10: Central Tendencies Measurement of Constructs

4.2 Scale Measurement

The Cronbach's alpha coefficient model can be used to verify the reliability of variables. Based on the alpha coefficient range, reliability scores above 0.8 are considered very good reliability, 0.70 to 0.80 are considered good reliability, 0.60 to 0.70 are considered fair reliability, and below 0.6 are considered poor reliability.

Variable	Cronbach's Alpha	Number of items
Academic well-being	0.815	5
Faculty autonomy	0.785	5
Communication	0.775	5
Trust	0.685	5

Resource practices	allocation	0.669	5

Table 11: Cronbach's Alpha Value

Based on Table 11, the Cronbach's alpha coefficient for the reliability test of academic well-being (dependent variable) was 0.815, which falls above 0.8 and is therefore considered very good reliability. For the independent variables (faculty autonomy and communication) the Cronbach's Alpha coefficients are 0.785 and 0.775, within the range of 0.70 to 0.80, indicating good reliability; while the Cronbach's alpha coefficient for the independent variable (trust and resource allocation practices) was 0.685 and 0.669, within the range of 0.60 to 0.70, indicating fair reliability. The reliability test results for all variables (academic well-being, faculty autonomy, communication, trust, and resource allocation practices) fall within the range of 0.6 to 0.95, indicating that all items under each variable exhibit very good reliability, good reliability, and reasonable reliability, respectively. Therefore, no modifications to the questionnaire are necessary.

4.3 Preliminary data analysis

4.3.1 Normality test

In many different fields, normality tests are often used to check the residuals in linear regression models (Khatun, 2021). In addition, shape indicators such as skewness and kurtosis can also be used. The normality test is unaffected by sample size when the skewness and kurtosis coefficients are near zero. However, when these values are far from zero, the sample size affects the test results and produces significant results (Demir, 2022).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
AWB Average	350	2.00	5.00	4.3469	.51547	-1.548	.130	4.179	.260
FA Average	350	1.00	5.00	4.2063	.62577	-1.971	.130	6.025	.260
C Average	350	1.60	5.00	4.1880	.64570	-1.426	.130	2.577	.260
T Average	350	1.60	5.00	4.1674	.57927	-1.613	.130	4.160	.260
RAP Average	350	2.40	4.60	3.1223	.49260	.793	.130	-.116	.260
Valid N (listwise)	350								

Table 12: Skewness and Kurtosis value

The data collected are distributed normally if the skewness and kurtosis ranges of values fall within the -2 to +2 and -7 to +7, respectively. Based on table 7 all variables fall within the acceptable ranges. Consequently, this data set of this study has a normal distribution.

4.3.2 Multicollinearity test

In order to prevent an overabundance of correlation between independent variables in regression analysis, multicollinearity testing is crucial. Multicollinearity is a concept used in multiple regression analysis to describe the strong correlation that must exist between independent variables (Wondola, Aulele and Lembang, 2020). When the tolerance value is greater than 0.20 or should not be less than 0.2 (Kim, 2019), there is no multicollinearity between independent variables. If the VIF value is less than 3.0, there is no multicollinearity issue (Thompson et al., 2017).

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.394	.253		9.467	.000		
	FA Average	.145	.050	.176	2.898	.004	.563	1.776
	C Average	.259	.048	.324	5.413	.000	.575	1.738
	T Average	.100	.053	.112	1.878	.061	.577	1.734
	RAP Average	-.050	.048	-.048	-1.049	.295	.990	1.010

Table 13: Tolerance and VIF value

Based on the table above, all tolerance values are greater than 0.20 and all Variance Inflation Factor (VIF) are less than 3.0. In result, there is no multicollinearity issue between the independent variables which are faculty autonomy, communication, trust, and resource allocation practices. This means that each variable contributes to the model in a distinct way, and there is no overlapping.

4.4 Inferential Analyses

Multiple regression analysis is a statistical method that looks at the relationship between two or more factors (faculty autonomy, communication, trust, and resource allocation methods) in order to determine the value of the dependent variable (academic well-being). It can also mean that a Y variable is explained or predicted by means of two or more X variables. Multiple regression is used to: (1) explain and comprehend relationships; (2) forecast new observations; and (3) modify and regulate procedures (Siegel & Wagner, 2022).

4.4.1 Multiple Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.536[a]	.287	.279	.43766

a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average

b. Dependent Variable: AWB Average

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.648	4	6.662	34.779	.000[a]
	Residual	66.084	345	.192		
	Total	92.732	349			

a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average

b. Dependent Variable: AWB Average

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.394	.253		9.467	.000
	FA Average	.145	.050	.176	2.898	.004
	C Average	.259	.048	.324	5.413	.000
	T Average	.100	.053	.112	1.878	.061
	RAP Average	-.050	.048	-.048	-1.049	.295

a. Dependent Variable: AWB Average

Table 14: Multiple Regression Analysis

<u>R-value</u>

The R value indicates how strongly correlated is the dependent and the total number of independent variables. For this investigation, the reliability coefficient is the correlation efficiency or R value and it is equal to 0.536[a]. Thus, the dependent variable, that is, academic well-being, has a positive and moderate to strong relationship with the independent factors, which include faculty autonomy, communication, trust, and resource allocation practices. The dependent variable that was measured was the level of academic well-being, and the scores ranged from 0.536[a] relationship with independent variables as well as faculty autonomy, communication, trust, and resource allocation practices. Academic well-being, the dependent variable, and the independent variables of faculty autonomy, communication, trust, and resource allocation methods have a moderately positive association.

R square

The R square figures out the level at which the variance of the independent variable explains the variance of the dependent variable It is clear that all these independent variables basically show a positive relationship with the dependent variable (academic well-being), and it contributes to 28.7% of the variability in the dependent variable. Such measures refer to the faculty autonomy, communication, trust and resource allocation practices.

ANOVA

The regression model is generally significant in view of an F-value of 34.779 and significance level .000 as can be seen in the ANOVA table. This suggests that the independent variables—faculty autonomy, communication, trust, and resource allocation practices—have a significant relationship with the dependent variable, academic well-being. Communication is the strongest and most statistically significant contribution among the predictors (B = 0.259, p = 0.000). Academic well-being is likewise significantly predicted by faculty autonomy (B = 0.145, p = 0.004), albeit with a lesser effect. However, the resource allocation practices (B = -0.050, p = 0.295) and trust (B = 0.100, p = 0.061) are not statistically significant, indicating that their effects on the AWB Average are not significant in this model.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.394	.253		9.467	.000
	FA Average	.145	.050	.176	2.898	.004
	C Average	.259	.048	.324	5.413	.000
	T Average	.100	.053	.112	1.878	.061
	RAP Average	-.050	.048	-.048	-1.049	.295

a. Dependent Variable: AWB Average

Casewise Diagnostics[a]

Case Nu...	Std. Residual	AWB Average	Predicted Value	Residual
121	3.046	5.00	3.6668	1.33324
122	4.350	5.00	3.0962	1.90376
144	-3.166	2.80	4.1855	-1.38551
157	-3.186	2.80	4.1942	-1.39420
192	-3.122	2.40	3.7663	-1.36629

a. Dependent Variable: AWB Average

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.0327	4.7813	4.3469	.27632	350
Residual	-1.39420	1.90376	.00000	.43515	350
Std. Predicted Value	-4.756	1.572	.000	1.000	350
Std. Residual	-3.186	4.350	.000	.994	350

a. Dependent Variable: AWB Average

Table 15: Coefficients and Residuals Statistics

H_1: Faculty autonomy (predictor variable) has a significant impact on predicting the dependent variable (Academic well-being).

H_2: Communication (predictor variable) has a significant impact on predicting the dependent variable (Academic well-being).

H_3: Trust (predictor variable) has no significant impact on predicting the dependent variable (Academic well-being).

H_4: Resource allocation practices (predictor variable) have no significant impact on predicting the dependent variable (Academic well-being).

Regression Equation

y = a + b1 (x1) + b2 (x2) + b3(x3) + b4(x4)

Independent Variables (1) = Faculty autonomy; Independent Variables (2) = Comunication; Independent Variables (3) = Trust; Independent Variables (4) = Resource allocation practices

Academic well-being = 2.394 + 0.145 (Faculty autonomy) + 0.259 (Communication) + 0.100 (Trust) - 0.050 (Resource allocation practices)

From the result, it shows that the faculty autonomy, communication, and trust p-value (0.004 and 0.000) is lower than the alpha value (0.05), so it can be said that the faculty autonomy, communication, and academic well-being are significantly correlated at the significance level of 0.05. Besides that, the resource allocation practices p-value is 0.295 and trust p-value is 0.061, which is higher than the alpha value (0.05). In this situation, it can be said that the resource allocation practices, trust, and academic well-being are not significantly correlated at the significance level of 0.05.

If quantified by the coefficients of standardization (beta), then the greatest value will belong to communication, being at 0.259. What this means is that the extent to which the communication is the predictor variable most likely to influence the change in the dependent variable (academic well-being). This indicates that communication accounts for the greatest amount of variation in the dependent variable (academic well-being), even after adjusting for the variation of all other predictor factors in the model.

Furthermore, when compared to other predictor variables (faculty autonomy, communication, and trust), the beta value (under standardised coefficients) for resource allocation practices is the smallest

(-0.050), making it the predictor variable that contributes the least to the variation of the dependent variable (academic well-being). This indicates that, after controlling for the variance described by all other predictor variables in the model, resource allocation procedures contribute the least to the explanation of the variation in the dependent variable (academic well-being).

According to multiple regression analysis, we should pay more attention to communication as it has a greater impact on academic well-being. Because it is the highest contribution and significant to the academic well-being. Followed by faculty autonomy and trust, it is the second and third highest contribution and significant to academic well-being. Besides that, resource allocation practices are the lowest contribution and it is not significant to the academic well-being. Thus, the faculty autonomy and communication are significant to the study as their p-values are lower than the alpha value.

4.5 Conclusion

Finally, utilising the information we have collected from respondents, certain results, including descriptive and inferential analyses, have been produced and are presented in Chapter 4. Additionally, the hypothesis' significance for this study has been established. The pertinent discussion and conclusion pertaining to the research attempt will be completed in the upcoming chapter.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

The data study summary will be covered in greater depth in Chapter 5, along with further details on the preceding chapter. A summary of the primary data will also be provided in this chapter. We will present some noteworthy findings that support our hypothesis and the purpose of our investigation within the discussion of the main findings. Additionally, the consequences of the findings will also be covered in the section that follows. Limitations and suggestions should be discussed last before closure.

5.1 Discussions of Major Findings

The study aims at viewing how well the factors that were particularly elicited, like faculty autonomy average, communication average, trust average, and resource allocation practices average were able to forecast the AWB (Academic Well-Being). Based on this estimate, the researcher is able to assess the statistical significance of the parameter estimates of the regression analysis and also its explanatory power. The total variation around the mean of the dependent variable is shown by the sum of the squared deviations and R square measures the overall variation of the dependent variable that is not accounted by the regression line (Sykes, 1993). Based on the R Square value which is 0.287, the four predictors, in combination, can explain much of the swing in AWB average which is about 28.7% percent.

The communication average ($B = 0.259$, $p < .001$) was the largest and the strongest of the independent variables, which indicated that the greater the indicator of the academic well-being was, the greater often the result on communication average was, too. This could be a testament to the mindset of the role that competency or abilities take in the formation of mental well-being and academic satisfaction (Forner et al., 2020). Furthermore, the correlation between the AWB Average and the faculty autonomy average was statistically significantly positive ($B = 0.145$, $p = .004$), which could mean that as the academics were more successful in the sphere where faculty autonomy was taken into consideration, the higher their academic well-being, potentially because of the better associated learning experience environment (Woelert et al., 2020).

Conversely, trust average and resource allocation practices average failed to predict AWB Average significantly, as their p-values were 0.061 and 0.295, respectively. Although the trust average approached

significance, additional studies based on a larger sample size of respondents or in combination with other moderating variables would be required. The resource allocation practices average had a low negative coefficient that, albeit not showing statistical significance, indicated the possibility of an unfavourable correlation. Other higher education and organisational behaviour studies claim that trust, as well as fair distribution of resources, enhance well-being only when integrated in institutionally enabling settings, even though their effects may be contingent on other variables (Wang, 2025).

These results show the promotion of academic well-being with the help of cognitive and academic performance, or rather communication average. The insignificant variables could signify that there are other psychosocial variables that mediate the course of academic-related measures on well-being, or it could be interpreted to mean that not all the psychosocial measures have equally significant effects on well-being. To develop a more thorough perception of the academic well-being, in future studies, one should take into consideration the introduction of qualitative data or additional variables like motivation, the support of peers, or mental wellness.

5.2 Implications of the Study

The results of the research provide great input as to the impact of leadership behaviors and institutional practices on the academic well-being of the private universities. With the model accounting the variation in the academic well-being (AWB Average) of 28.7 percent, the findings are therefore strong enough to indicate that when communication, faculty autonomy, trust, and resource allocation approaches used are accentuated by dark or ineffective leadership, they could affect the psychological and professional well-being of academic employees.

The data on the regression analysis showed communication (C Average) and faculty autonomy (FA Average) to be significant predictive indicators of academic well-being at the Statistical level. The strong correlation between the two concepts of communication and well-being identifies a strong foundation of clarity, authentic, and respectful communication between the leadership and the faculty. Inconsistent, manipulative, or dismissive communication which are among the marks of dark leadership may result in confusion and frustration and a feeling of isolation. Likewise, faculty autonomy indicates the capability of academics to undertake independent judgment about teaching, research, and governance. The reduction in autonomy due to practices such as micromanagement or the involvement of the authoritarian style of oversight reduces the feeling of professional control and helps to produce decreased well-being.

Conversely, the measures of trust (T Average) and resource allocation practices (RAP Average) were not reported as a significant factor of academic well-being in this model. Though there is a general agreement that trust is a main pillar in healthy relationships at the workplace, there is the issue that the effects of trust

can be indirect and mediated by other variables like communication and autonomy. Similarly, the distribution of resources may affect well-being in certain conditions under the consideration of perceived fairness or injustice of such distribution, there has been no direct effect of it in the present sample.

Such implications are utilized in the practical development of leadership within the section of the private universities. Institutions should understand that systematic styles of leadership that are characterized by ineffective communication and decreased faculty autonomy may destroy academic wellness causing apathy, drop in performance, and even turnover. To respond to this, it is recommended that universities should make more investments in leadership training to enhance more radical decisions in the university that require transparent communication, consultative governance and quality in the decision to respect independence of faculty. The downside of dark leadership effects can also be curbed by forming feedback mechanisms, peer support networks, and more inclusive decision-making frameworks.

Perceived fairness or injustice is a subjective evaluation of perceived equity in opportunity allocation, availability of resources, and allocation of obligation by an individual. The perception is affected by how the decision is made, is the justification of the allocation properly explained, and is the decision based on the idea of equity or merit in the work environment particularly in the university. Faculty members are likely to grow in terms of trusting, job satisfaction and general well-being when they feel that resources such as finance, teaching duties, research funds or professional development opportunities are fairly distributed. Conversely, it may bring about tension, demotivation, resentment in case the distribute is perceived bias, irregular, or favouritistic. This goes to show that the well-being outcome afforded by resource allocation might not be so much determined by the actually distributed resource, but instead the perception of lowered support equity by the affected person.

5.3 Limitations of the Study

A significant weakness of the study is that the model only explains 28.7% of the variance in academic well-being among respondents at private colleges in Malaysia, according to the R square value of 0.287. In the social sciences, this level of explanatory power is considered reasonable, given that various factors influence behavior and cognition. However, it also indicates that a significant portion of the variance (approximately 71.3%) cannot be explained by the selected independent variable. The concept of academic well-being is complex and diverse, influenced by a variety of organizational, psychological, and individual factors. Although this study focused on four leadership-related factors which are faculty autonomy, communication, trust and resource allocation practices. Workload, job satisfaction, organizational culture, mental health support, and interpersonal relationships were excluded. Excluding these factors may have weakened the model's ability to effectively describe the dynamic factors influencing academic well-being. The reliability

and validity of the instruments applied in assessment of the constructions is also a major contribution to the accuracy of the results obtained. If any survey instrument has excessively high internal consistency such as low Cronbach's alpha coefficient or poorly adapted to Malaysian campuses, measurement error may weaken the relationships between variables and reduce the explanatory power of the model.

Another limitation of this study was the difficulty in contacting potential respondents, including the lecturers, professors and so on. Busy schedules, heavy teaching commitments, and limited office hours made it difficult for them to distribute and collect surveys in person. The validity of the data collection method was compromised because many of them were not regularly available on campus or could not be contacted, especially during non-teaching hours or semester breaks. Consequently, this study may have resulted in a low response rate, which could affect the representativeness and broad applicability of the results.

The short timeframe and limited resources for data collection and analysis also one of the limitations. As this was a final-year undergraduate project, the entire research process, from topic selection to data analysis to final report writing, had to be completed within 2 semesters. Time constraints limited participant recruitment, resulting in a relatively small and potentially unrepresentative sample size. Furthermore, delays in receiving participant questionnaires and institutional approvals further reduced the time available for comprehensive data collection. Furthermore, this study was not supported by external funding or research grants, which limited the researchers' access to cutting-edge software, research tools, and incentives for potential participants and we just using Google Forms to collect the respondents. These limitations may have affected the overall scope and depth of the study, particularly in terms of sample diversity and the range of factors considered.

5.4 Recommendations for Future Research

Although it has limitations, this study still provides valuable insights into the impact of dark leadership on academic well-being, despite its low R-squared value. However, future research should consider incorporating other factors, including workload, job satisfaction, organizational culture, mental health, and interpersonal interactions, to more comprehensively reveal the current state of academic well-being in higher education institutions. This is because using a more diversified sample may help to more fully explain the complexity of academic well-being. Furthermore, the sample size of this study could be expanded. Future research should include students from both public and private universities and extend to campuses nationwide, involving participants with diverse geographical and cultural backgrounds. This is because a larger sample size can reduce random error and more effectively identify genuine correlations. Moreover, future research may consider adopting a mixed research method, combining quantitative surveys with in-depth interviews or focus group discussions, to explore potential underlying factors and dynamic

mechanisms, thereby better understanding the 71.3% of differences that the model cannot explain. It is recommended that future research adopt a longitudinal design to track the long-term relationship between leadership factors and academic well-being, thus increasing the reliability of causal inferences, as this study used a cross-sectional design, reflecting data from a specific point in time.

Beside, it is recommended that e-questionnaires (such as Google Forms and Survey Monkey) be distributed more widely in the future via email, online platforms (such as Microsoft Teams and Facebook), and internal university systems (such as portals) to reduce data collection limitations caused by difficulties in contacting potential respondents. This will reduce dependence on time and location and avoid limitations caused by physical distribution or one-on-one distribution of survey questionnaires. Additionally, it is recommended to contact university administrative departments or management in advance, either in physical or via email, to seek their assistance and support. By formally inviting participants, the willingness of respondents to cooperate and the legitimacy of the questionnaire can be enhanced. Furthermore, surveys collected can be scheduled during more flexible working hours in order to increase participation rates, and a phased or rolling questionnaire distribution strategy can be adopted to avoid busy teaching periods and semester breaks.

Last, to minimize delays in subsequent work caused by approval procedures or questionnaire collection delays, researchers recommend preparing in advance at the start of the research project and establishing a more feasible and forward-looking timeline. This is because data collection and analysis are constrained by limited resources and tight deadlines. To ensure that the research is conducted effectively and systematically, researchers should also actively participate in discussions and communication, and regularly update research progress. Moreover, when resources are scarce, researchers can use alternative analysis software such as JASP or Jamovi and learn how to run analysis models and interpret results through online tutorials (e.g., YouTube). This approach avoids reliance on a single software product, ensuring that alternative solutions are available in case of unforeseen circumstances.

5.5 Conclusion

This paper examined the influence of the dark leadership attributes on academic well-being within the private universities. The results showed that in spite of no direct positive impact on well-being through the trust and resource distribution procedures, poor communication and the absence of faculty autonomy did impact well-being. These findings support the importance of promoting open communication and protecting academic freedom to establish a spiritually and morally healthier environment that is also supportive of the learning experience.

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Appendices

Appendix 1 - Questionnaire

UNIVERSITI TUNKU ABDUL RAHMAN

Faculty of Business and Finance

TOPIC: The Influence of Dark Leadership on Academic Well-being in Private Universities

Dear respondents,

We are students of Business Administration from University Tunku Abdul Rahman (UTAR). The purpose of this study is to The Influence of Dark Leadership on Academic Well-being in Private Universities. This study can help students to know more about the dark leadership in education industry.

There are **SIX (6) sections** in this questionnaire. Section A is on demographics. Section B, C, D, E and F cover all of the variables in this study. Please read the instructions carefully before answering the questions. Please answer ALL questions in ALL sections. Completion of this questionnaire will take you approximately 10 to 15 minutes.

Your participation in this study is entirely voluntary. There will be no disadvantage if you decide not to complete the attached anonymous questionnaire. You can withdraw at any time without any penalty. You can refuse to answer any question at any time if you feel uncomfortable.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purpose.

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation. If you have any question regarding to this questionnaire, you may contact us at **6012 - 522 5829.**

If you decide to complete this attached anonymous questionnaire, this will be taken as you voluntarily agree and formal consent to participate in this study. Thank you very much for your cooperation and willingness to participate in this study.

Yours sincerely,

Celine Yeap Shi Ern

Eng Yin Ming

Lam Yee Syuen

PERSONAL DATA PROTECTION NOTICE

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

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes: Name, identity card, place of birth, address, education history, employment history, medical history, blood type, race, religion, photo, personal information and associated research data.

2. The purposes for which your personal data may be used are inclusive but not limited to:
   a) For assessment of any application to UTAR
   b) For processing any benefits and services
   c) For communication purposes
   d) For advertorial and news
   e) For general administration and record purposes
   f) For enhancing the value of education
   g) For educational and related purposes consequential to UTAR
   h) For replying any responds to complaints and enquiries
   i) For the purpose of our corporate governance
   j) For the purposes of conducting research/ collaboration

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

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

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

Consent:

1. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

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

3. You may access and update your personal data by writing to us at Celine Yeap Shi Ern (celineyeap0225@1utar.my).

Acknowledgment of Notice

[ ] I have been notified and that I hereby understood, consented and agreed per UTAR above notice.

[ ] I disagree, my personal data will not be processed.

……

Name:

Date:

Section A: Demographic Profile

In this section, there are 4 questions required to answer.

1. Gender

□ Male

□ Female

□ Prefer not to say

2. Age

☐ Below 30

☐ 30–39

☐ 40–49

☐ 50 and above

3. Highest Educational Qualification

☐ Bachelor's Degree

☐ Master's Degree

☐ Doctoral Degree (PhD/EdD/etc.)

4. Years of Academic Experience

☐ Less than 3 years

☐ 3–5 years

☐ 6–10 years

☐ More than 10 years

Section B: Academic Well-Being

Based on your personal experience, please rate the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement:

1- Strongly disagree (SD); 2- Disagree (D); 3- Neutral (N); 4- Agree (A); 5- Strongly agree (SA)

NO.	Questions	SD	D	N	A	SA
1.	I deal very effectively with the problems of my colleagues.	1	2	3	4	5
2.	I feel I'm positively influencing other people's lives through my work	1	2	3	4	5
3.	I can create a relaxed atmosphere with my colleagues.	1	2	3	4	5
4.	I feel exhilarated (joyful, happy, thrilled, excited) after working closely with my colleagues.	1	2	3	4	5
5.	In my work, I deal with emotional problems very calmly.	1	2	3	4	5

Section C: Faculty Autonomy

Based on your personal experience, please rate the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement:

1- Strongly disagree (SD); 2- Disagree (D); 3- Neutral (N); 4- Agree (A); 5- Strongly agree (SA)

NO.	Questions	SD	D	N	A	SA
1.	The faculty allows me to plan how I do my work.	1	2	3	4	5
2.	The faculty allows me to make decisions about what methods I use to complete my work.	1	2	3	4	5
3.	The faculty provides me with significant autonomy in making decisions.	1	2	3	4	5

4.	The faculty allows me to make my own decisions about how to schedule my teaching.	1	2	3	4	5
5.	The faculty gives me a chance to use my personal initiative or judgement in carrying out the work.	1	2	3	4	5

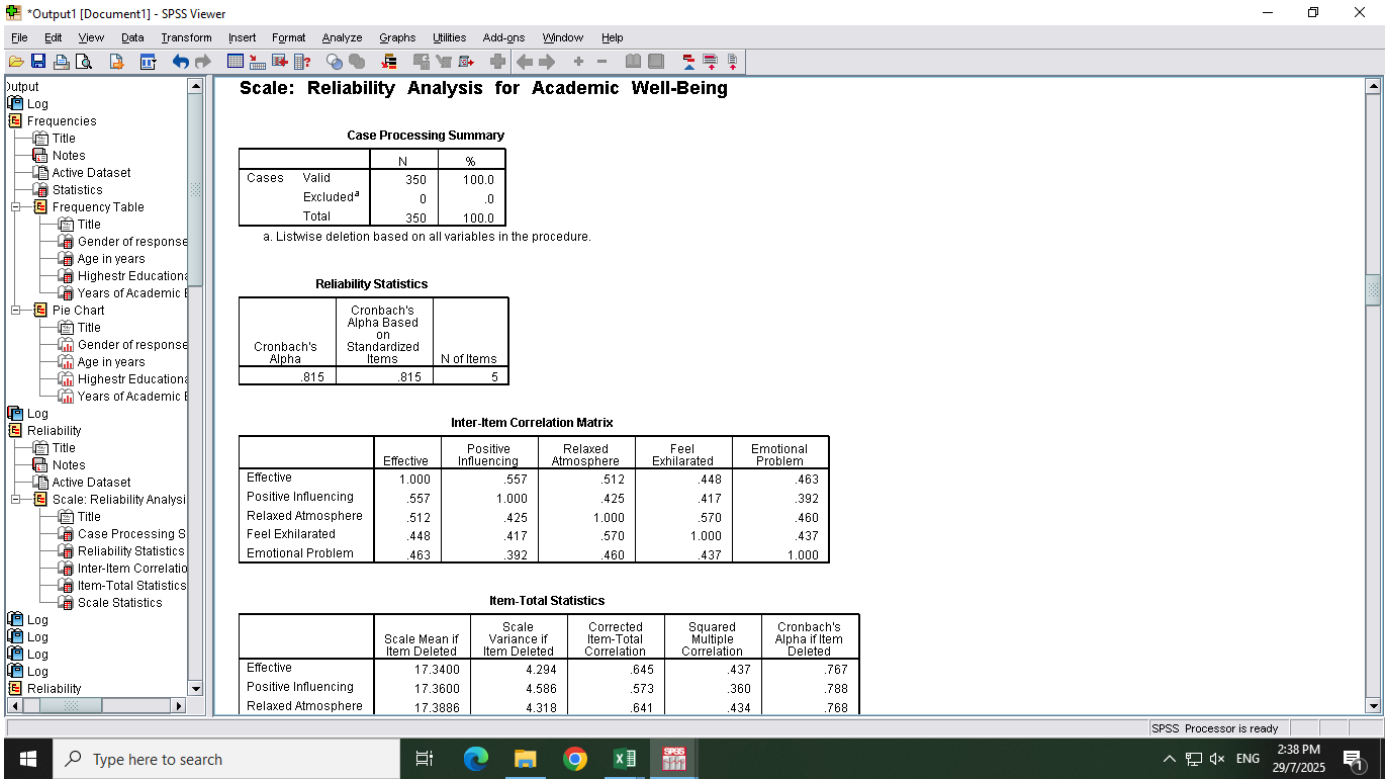
Section D: Communication						
Based on your personal experience, please rate the most appropriate option that best indicate your agreement level about the following statements.						
Level of agreement: 1- Strongly disagree (SD); 2- Disagree (D); 3- Neutral (N); 4- Agree (A); 5- Strongly agree (SA)						
NO.	Questions	SD	D	N	A	SA
1.	The leader refers sufficiently to the opinions of the higher institutions regarding the decisions to be taken in the organization.	1	2	3	4	5
2.	The leader shares the necessary information with the academics sufficiently to carry out the functioning of the organization effectively.	1	2	3	4	5
3.	Leader especially seeks my opinion on matters related to my job.	1	2	3	4	5
4.	The leader takes into account the suggestions offered by the employees of the organization.	1	2	3	4	5
5.	There is an environment in the organization where everyone can openly share their true thoughts.	1	2	3	4	5

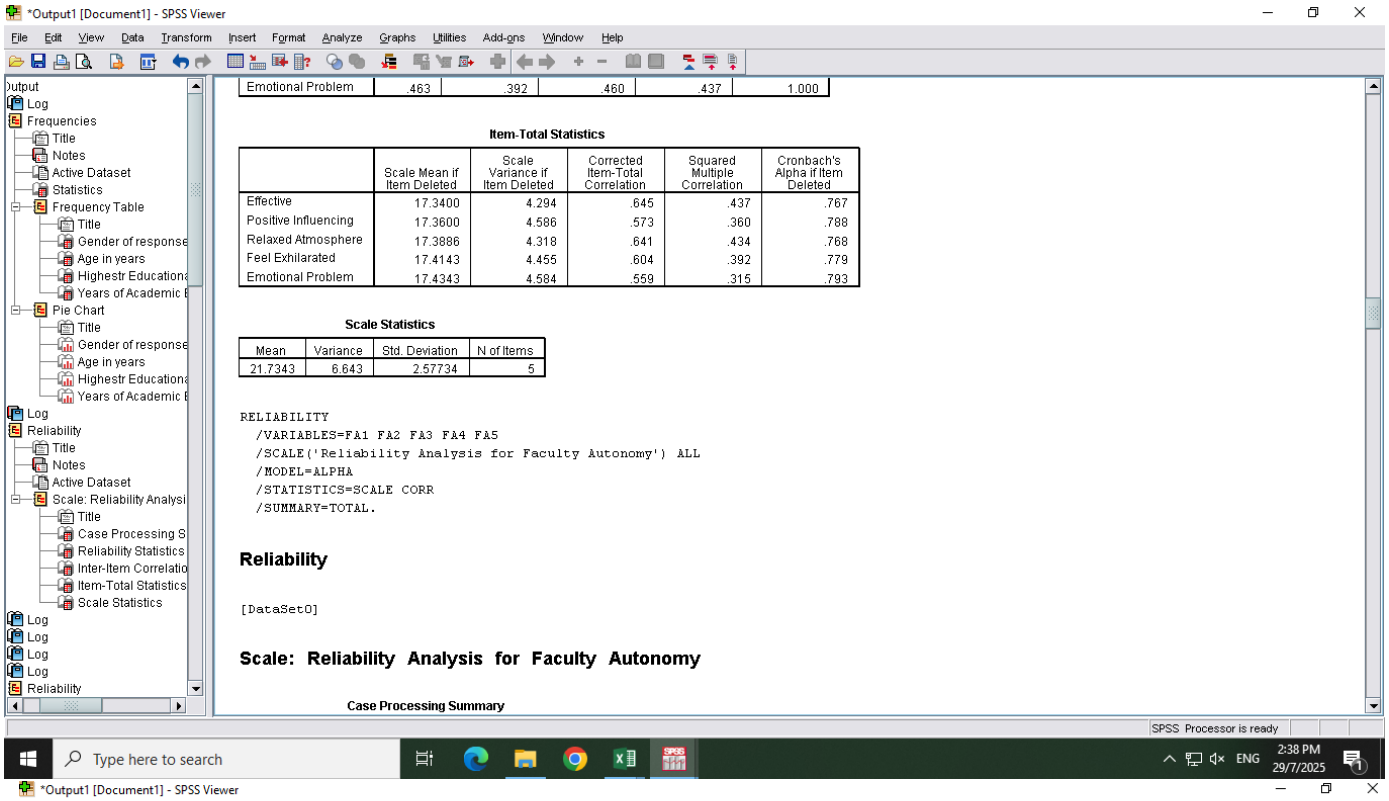
Section E: Trust						
Based on your personal experience, please rate the most appropriate option that best indicate your agreement level about the following statements.						
Level of agreement: 1- Strongly disagree (SD); 2- Disagree (D); 3- Neutral (N); 4- Agree (A); 5- Strongly agree (SA)						
NO.	Questions	SD	D	N	A	SA
1.	I have confidence that my leader will make well thought out decisions about his or job.	1	2	3	4	5
2.	I have confidence that my leader is technically competent at the critical elements of his or her job.	1	2	3	4	5
3.	I have confidence that my leader will think through what he or she is doing on the job.	1	2	3	4	5
4.	I have confidence that my leader has an acceptable level of understanding of his or her job.	1	2	3	4	5
5.	I have confidence that I can rely on what my leader tells me.	1	2	3	4	5

Section F: Resource allocation practices						
Based on your personal experience, please rate the most appropriate option that best indicate your agreement level about the following statements.						
Level of agreement: 1- Strongly disagree (SD); 2- Disagree (D); 3- Neutral (N); 4- Agree (A); 5- Strongly agree (SA)						
NO.	Questions	SD	D	N	A	SA
1.	The amount of administration I am expected to do is reasonable.	1	2	3	4	5

2.	I know what is expected of me in my role.	1	2	3	4	5
3.	I often need to work after hours to meet my work requirements.	1	2	3	4	5
4.	I sometimes need to join many meetings and university activities.	1	2	3	4	5
5.	I receive too much pressure from high numbers of workloads.	1	2	3	4	5

Appendix 2: SPSS Output Results (Full Study)





Emotional Problem	.463	.392	.460	.437	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Effective	17.3400	4.294	.645	.437	.767
Positive Influencing	17.3600	4.586	.573	.360	.788
Relaxed Atmosphere	17.3886	4.318	.641	.434	.768
Feel Exhilarated	17.4143	4.455	.604	.392	.779
Emotional Problem	17.4343	4.584	.559	.315	.793

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.7343	6.643	2.57734	5

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Reliability

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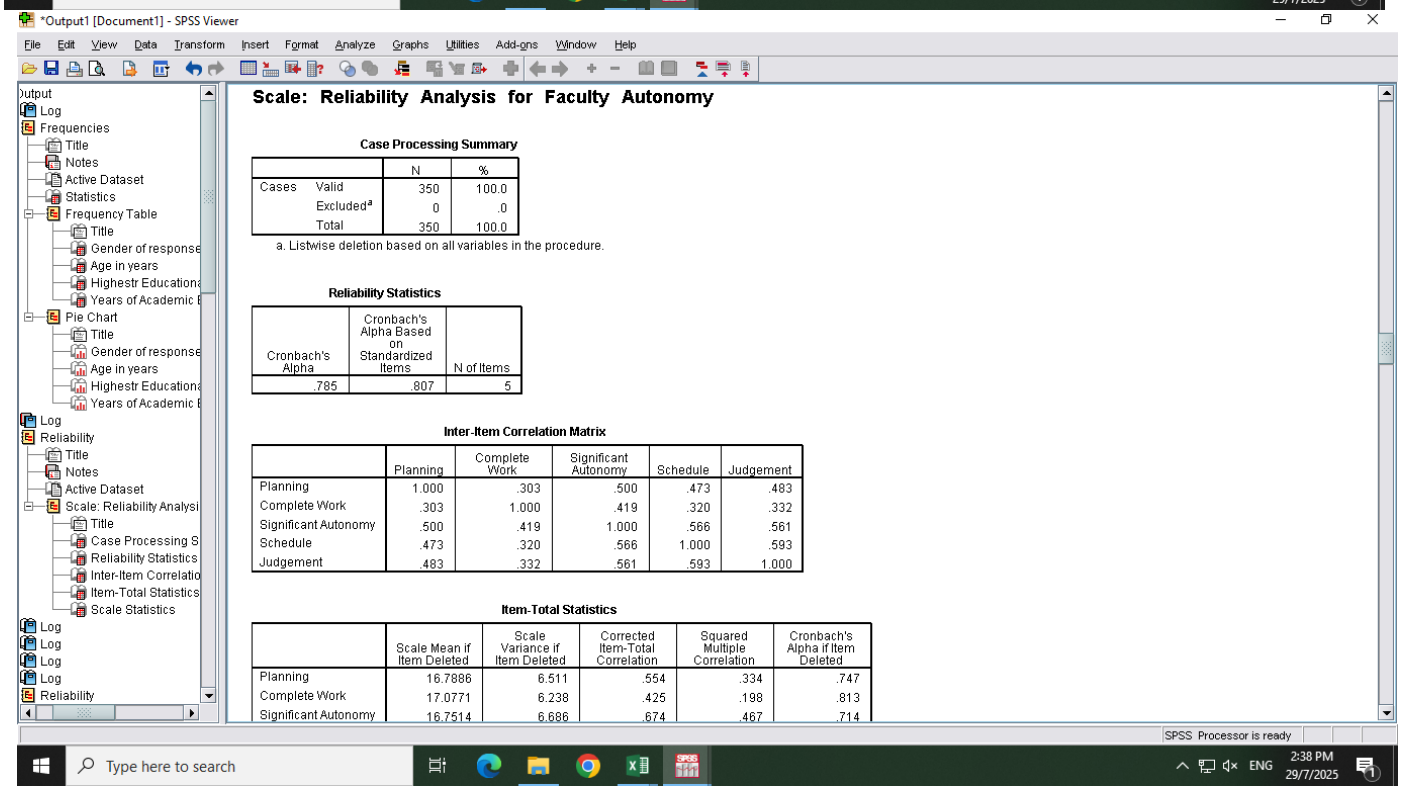
Scale: Reliability Analysis for Faculty Autonomy

Case Processing Summary



Scale: Reliability Analysis for Faculty Autonomy

Case Processing Summary

		N	%
Cases	Valid	350	100.0
	Excluded[a]	0	.0
	Total	350	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

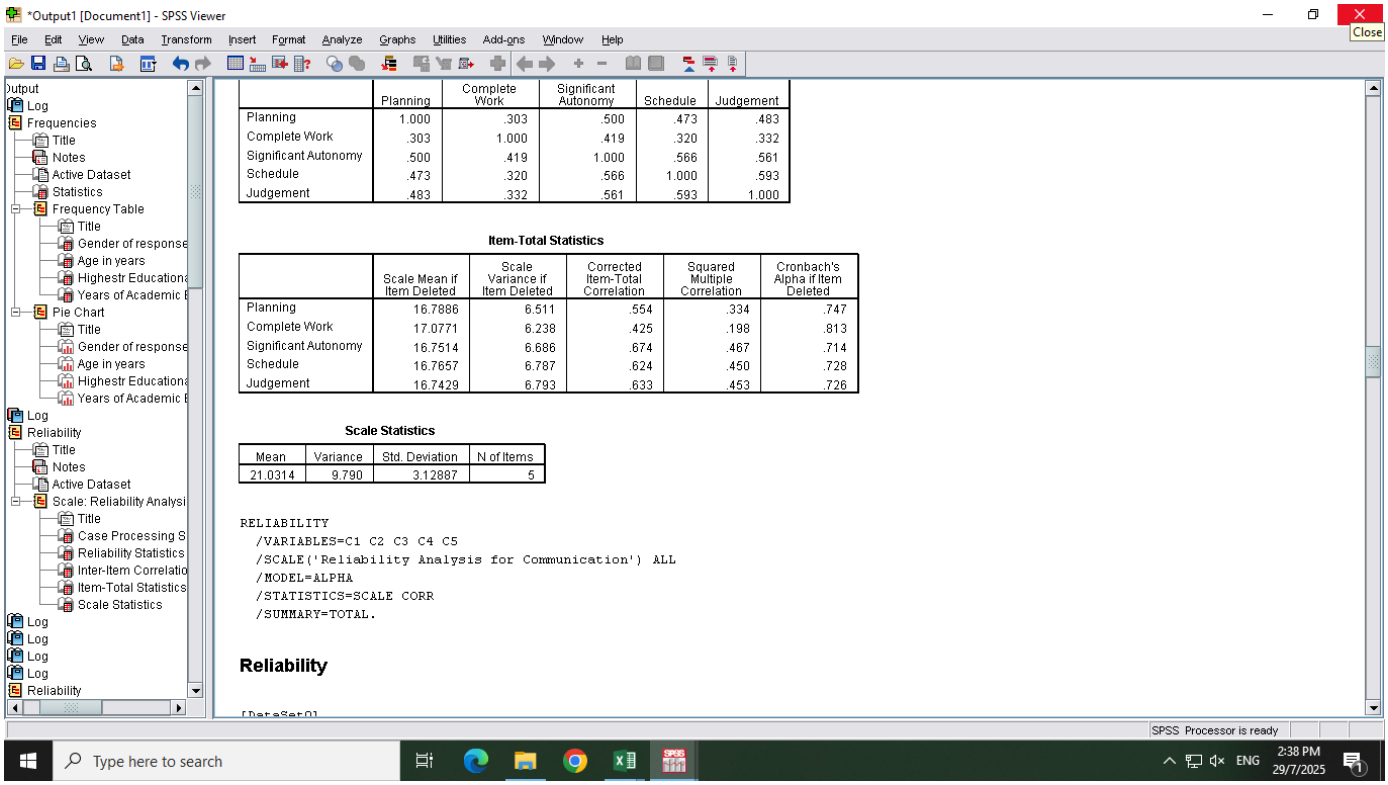
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.785	.807	5

Inter-Item Correlation Matrix

	Planning	Complete Work	Significant Autonomy	Schedule	Judgement
Planning	1.000	.303	.500	.473	.483
Complete Work	.303	1.000	.419	.320	.332
Significant Autonomy	.500	.419	1.000	.566	.561
Schedule	.473	.320	.566	1.000	.593
Judgement	.483	.332	.561	.593	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Planning	16.7886	6.511	.554	.334	.747
Complete Work	17.0771	6.238	.425	.198	.813
Significant Autonomy	16.7514	6.686	.674	.467	.714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Planning 1.000 .303 .500 .473 .483
Complete Work .303 1.000 .419 .320 .332
Significant Autonomy .500 .419 1.000 .566 .561
Schedule .473 .320 .566 1.000 .593
Judgement .483 .332 .561 .593 1.000
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
Planning 16.7886 6.511 .554 .334 .747
Complete Work 17.0771 6.238 .425 .198 .813
Significant Autonomy 16.7514 6.686 .674 .467 .714
Schedule 16.7657 6.787 .624 .450 .728
Judgement 16.7429 6.793 .633 .453 .726
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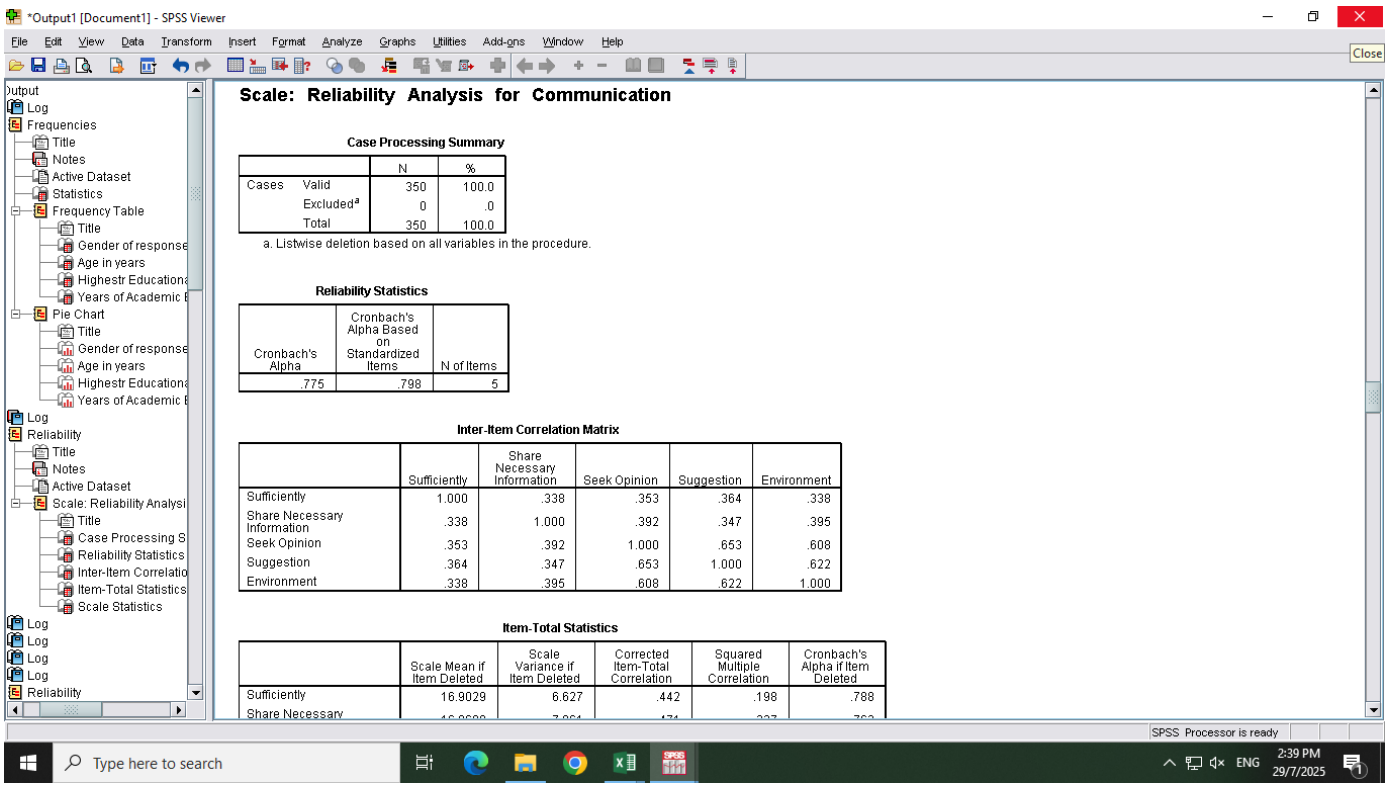
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Years of Academic
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Scale Statistics
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Log
Reliability
Scale: Reliability Analysis for Communication
Case Processing Summary
N %
Cases Valid 350 100.0
Excluded[a] 0 .0
Total 350 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.775 .798 5
Inter-Item Correlation Matrix
Sufficiently Share Necessary Information Seek Opinion Suggestion Environment
Sufficiently 1.000 .338 .353 .364 .338
Share Necessary Information .338 1.000 .392 .347 .395
Seek Opinion .353 .392 1.000 .653 .608
Suggestion .364 .347 .653 1.000 .622
Environment .338 .395 .608 .622 1.000
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
Sufficiently 16.9029 6.627 .442 .198 .788
Share Necessary
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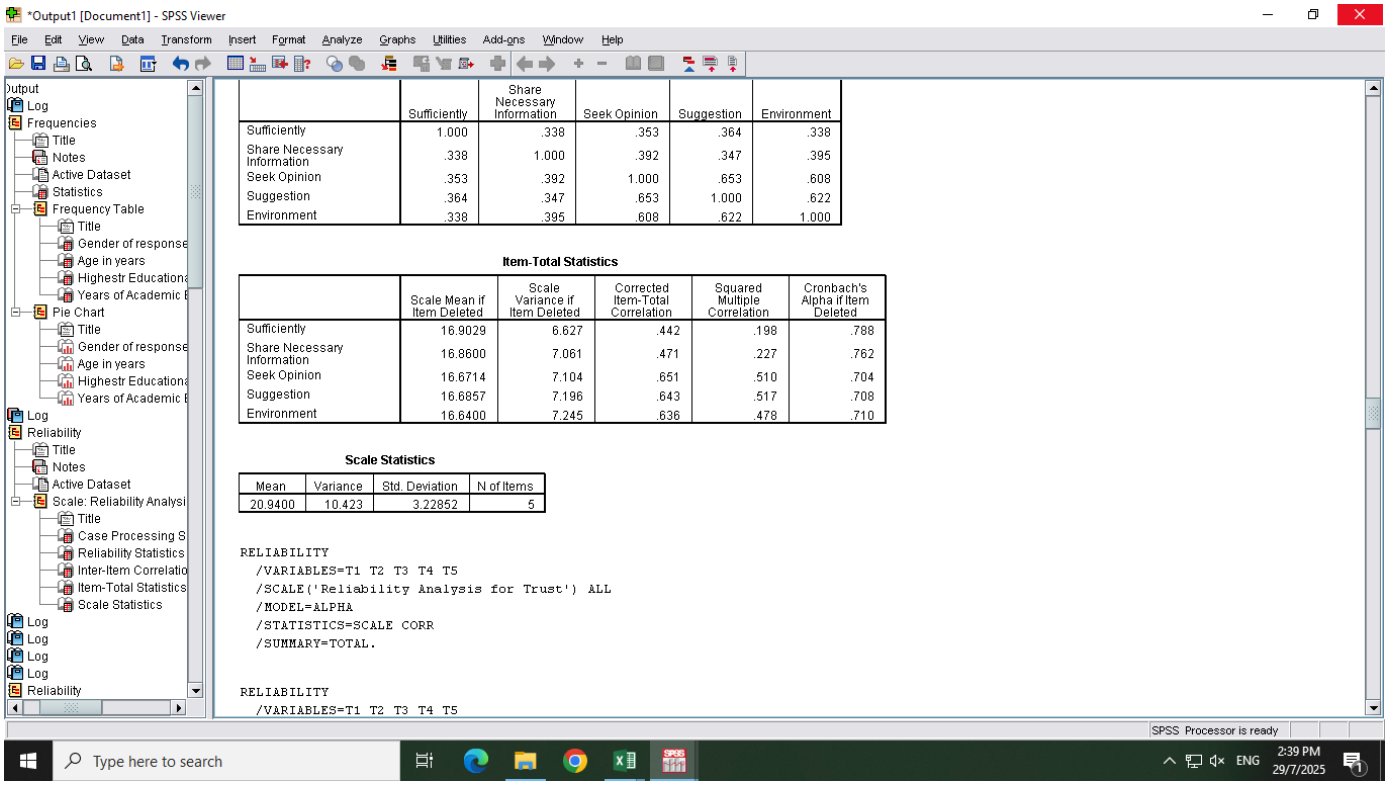


	Sufficiently	Share Necessary Information	Seek Opinion	Suggestion	Environment
Sufficiently	1.000	.338	.353	.364	.338
Share Necessary Information	.338	1.000	.392	.347	.395
Seek Opinion	.353	.392	1.000	.653	.608
Suggestion	.364	.347	.653	1.000	.622
Environment	.338	.395	.608	.622	1.000

Item-Total Statistics

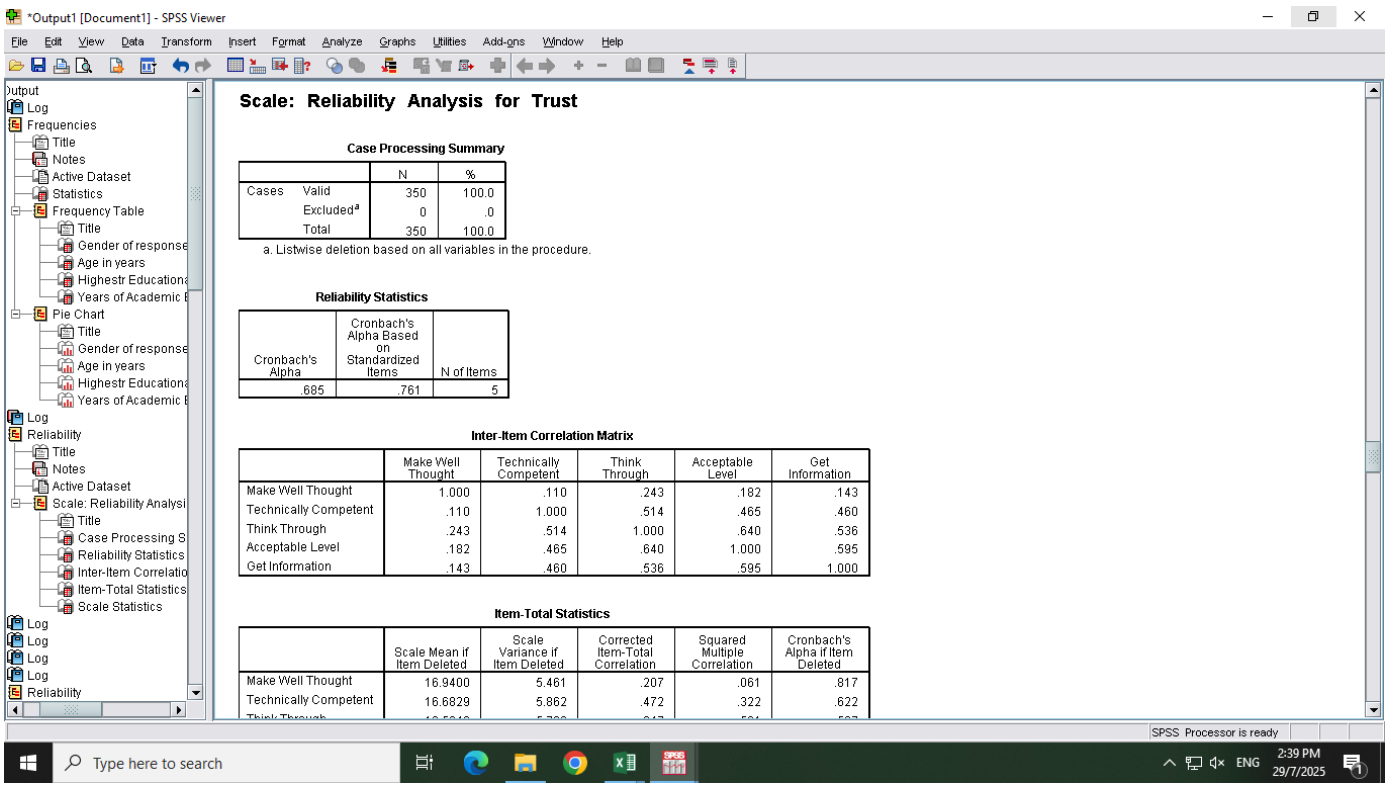
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Sufficiently	16.9029	6.627	.442	.198	.788
Share Necessary Information	16.8600	7.061	.471	.227	.762
Seek Opinion	16.6714	7.104	.651	.510	.704
Suggestion	16.6857	7.196	.643	.517	.708
Environment	16.6400	7.245	.636	.478	.710

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.9400	10.423	3.22852	5

```
RELIABILITY
  /VARIABLES=T1 T2 T3 T4 T5
  /SCALE('Reliability Analysis for Trust') ALL
  /MODEL=ALPHA
  /STATISTICS=SCALE CORR
  /SUMMARY=TOTAL.

RELIABILITY
  /VARIABLES=T1 T2 T3 T4 T5
```

Scale: Reliability Analysis for Trust

Case Processing Summary

		N	%
Cases	Valid	350	100.0
	Excluded[a]	0	.0
	Total	350	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

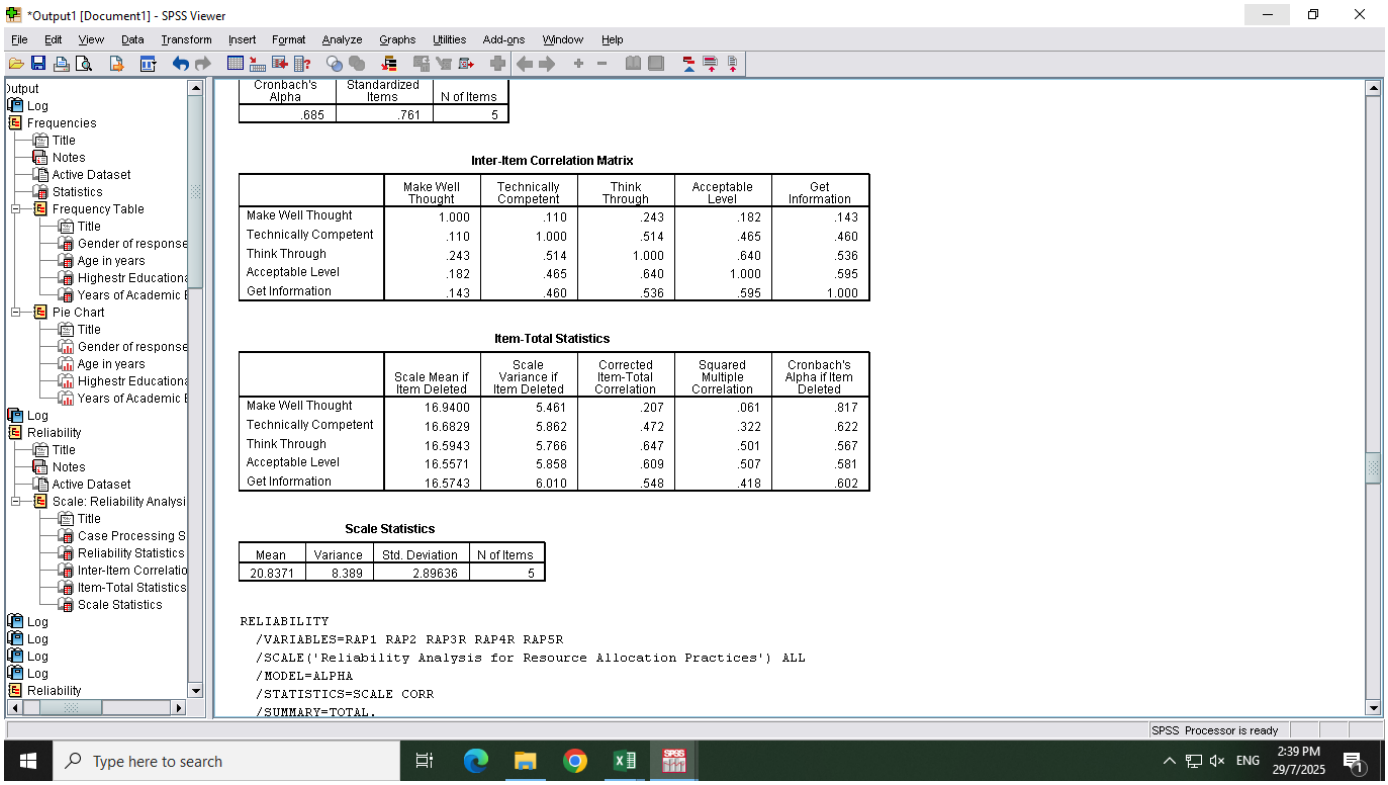
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.685	.761	5

Inter-Item Correlation Matrix

	Make Well Thought	Technically Competent	Think Through	Acceptable Level	Get Information
Make Well Thought	1.000	.110	.243	.182	.143
Technically Competent	.110	1.000	.514	.465	.460
Think Through	.243	.514	1.000	.640	.536
Acceptable Level	.182	.465	.640	1.000	.595
Get Information	.143	.460	.536	.595	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Make Well Thought	16.9400	5.461	.207	.061	.817
Technically Competent	16.6829	5.862	.472	.322	.622



Cronbach's Alpha	Standardized Items	N of Items
.685	.761	5

Inter-Item Correlation Matrix

	Make Well Thought	Technically Competent	Think Through	Acceptable Level	Get Information
Make Well Thought	1.000	.110	.243	.182	.143
Technically Competent	.110	1.000	.514	.465	.460
Think Through	.243	.514	1.000	.640	.536
Acceptable Level	.182	.465	.640	1.000	.595
Get Information	.143	.460	.536	.595	1.000

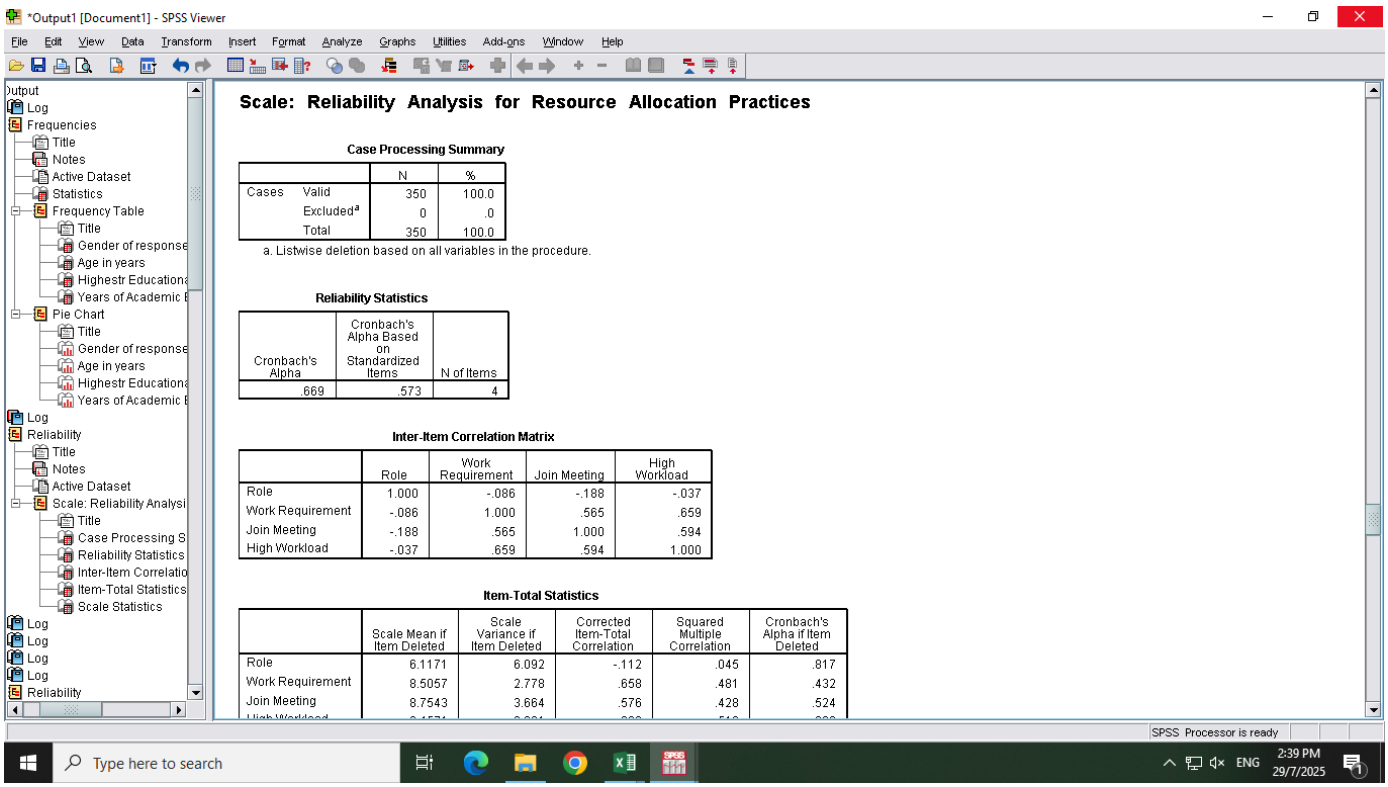
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Make Well Thought	16.9400	5.461	.207	.061	.817
Technically Competent	16.6829	5.862	.472	.322	.622
Think Through	16.5943	5.766	.647	.501	.567
Acceptable Level	16.5571	5.858	.609	.507	.581
Get Information	16.5743	6.010	.548	.418	.602

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.8371	8.389	2.89636	5

```
RELIABILITY
  /VARIABLES=RAP1 RAP2 RAP3R RAP4R RAP5R
  /SCALE('Reliability Analysis for Resource Allocation Practices') ALL
  /MODEL=ALPHA
  /STATISTICS=SCALE CORR
  /SUMMARY=TOTAL.
```

Scale: Reliability Analysis for Resource Allocation Practices

Case Processing Summary

		N	%
Cases	Valid	350	100.0
	Excluded[a]	0	.0
	Total	350	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

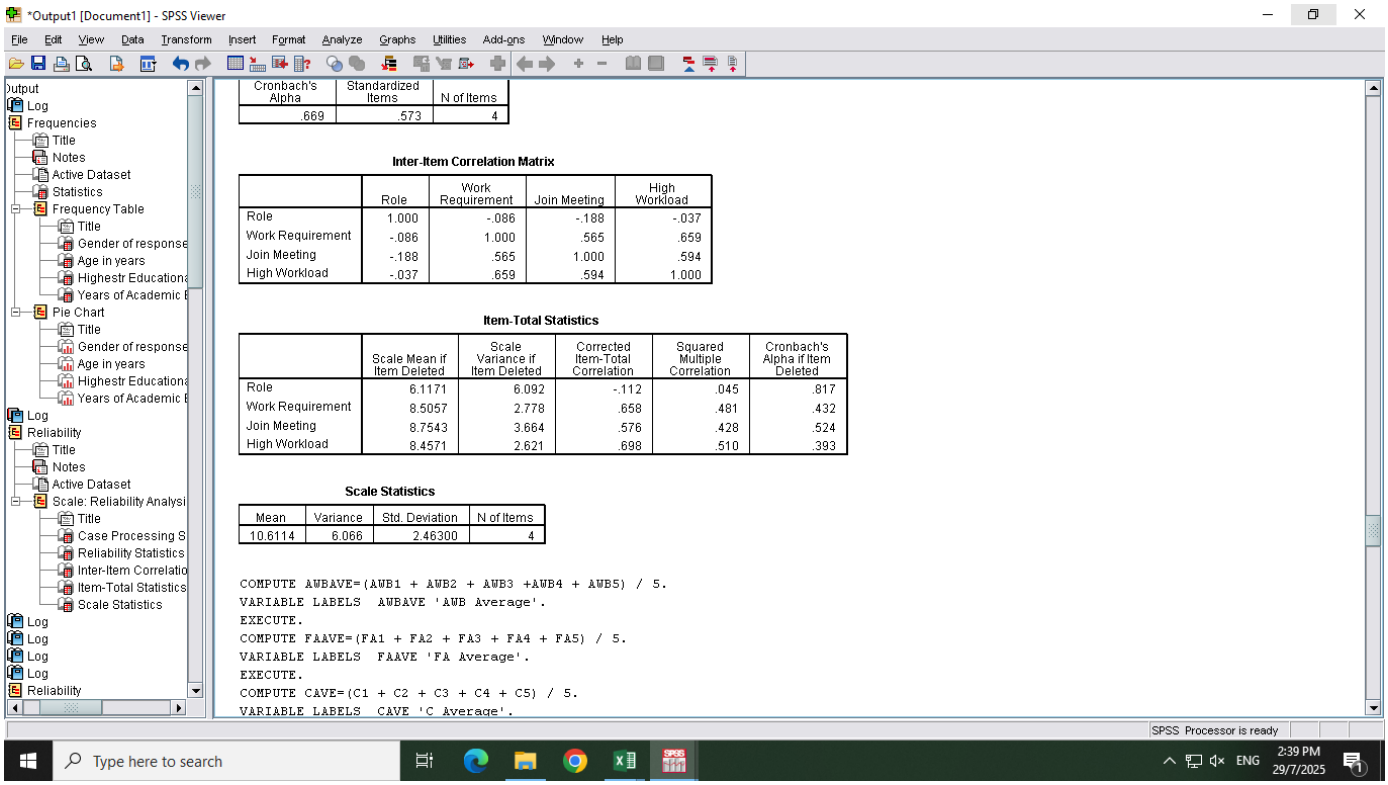
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.669	.573	4

Inter-Item Correlation Matrix

	Role	Work Requirement	Join Meeting	High Workload
Role	1.000	-.086	-.188	-.037
Work Requirement	-.086	1.000	.565	.659
Join Meeting	-.188	.565	1.000	.594
High Workload	-.037	.659	.594	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Role	6.1171	6.092	-.112	.045	.817
Work Requirement	8.5057	2.778	.658	.481	.432
Join Meeting	8.7543	3.664	.576	.428	.524
High Workload					


*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
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Statistics
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Pie Chart
Reliability
Scale: Reliability Analysis
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Inter-Item Correlatio
Item-Total Statistics
Scale Statistics
Cronbach's Alpha
Standardized Items
N of Items
.669
.573
4
Inter-Item Correlation Matrix
Role
Work Requirement
Join Meeting
High Workload
1.000
-.086
-.188
-.037
.565
.659
.594
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
6.1171
6.092
-.112
.045
.817
8.5057
2.778
.658
.481
.432
8.7543
3.664
.576
.428
.524
8.4571
2.621
.698
.510
.393
Scale Statistics
Mean
Variance
Std. Deviation
N of Items
10.6114
6.066
2.46300
4
COMPUTE AWBAVE=(AWB1 + AWB2 + AWB3 +AWB4 + AWB5) / 5.
VARIABLE LABELS AWBAVE 'AWB Average'.
EXECUTE.
COMPUTE FAAVE=(FA1 + FA2 + FA3 + FA4 + FA5) / 5.
VARIABLE LABELS FAAVE 'FA Average'.
EXECUTE.
COMPUTE CAVE=(C1 + C2 + C3 + C4 + C5) / 5.
VARIABLE LABELS CAVE 'C Average'.
SPSS Processor is ready
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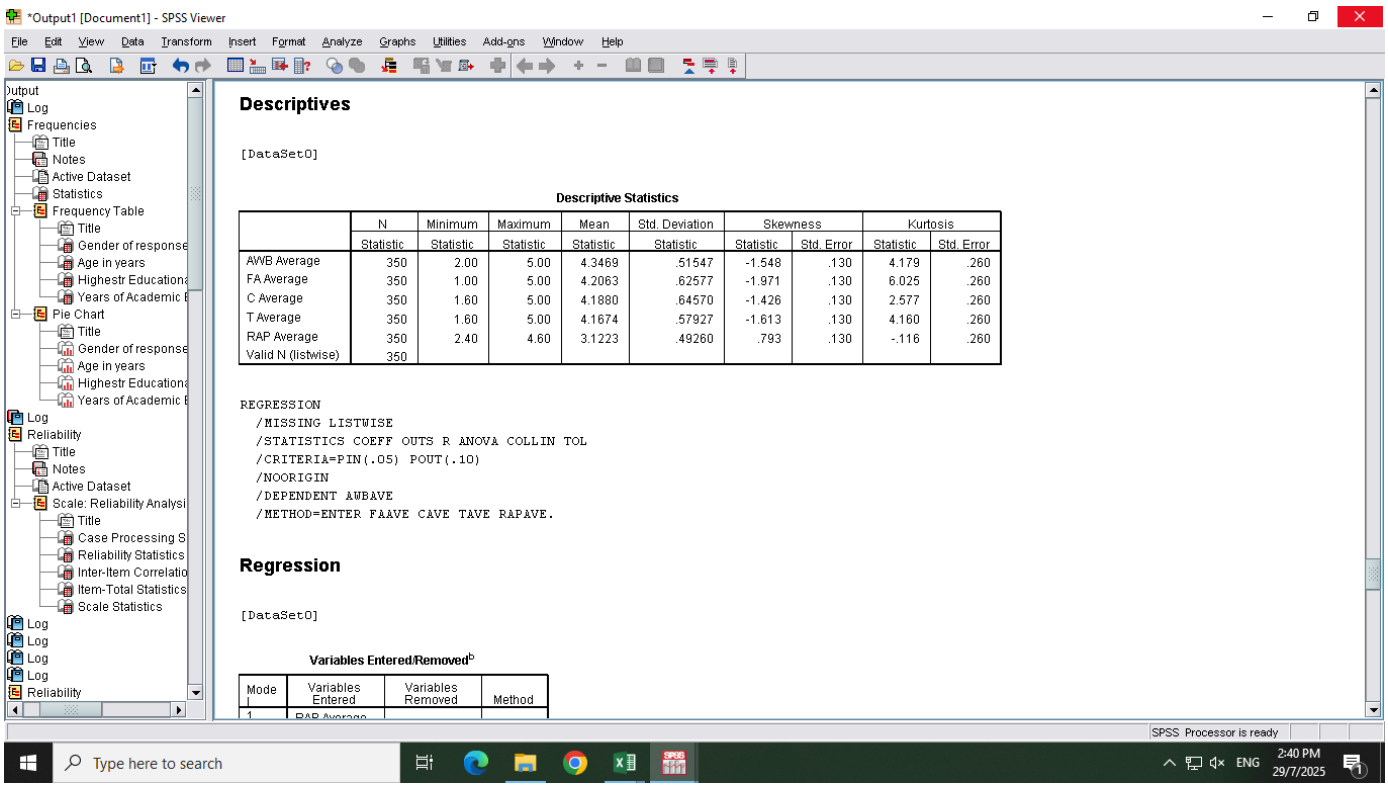
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[DataSet0]
Descriptive Statistics
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Statistic
Std. Error
AWB Average
FA Average
C Average
T Average
RAP Average
Valid N (listwise)
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2.00
5.00
4.3469
.51547
-1.548
.130
4.179
.260
1.00
4.2063
.62577
-1.971
6.025
1.60
4.1880
.64570
-1.426
2.577
4.1674
.57927
-1.613
4.160
2.40
4.60
3.1223
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REGRESSION
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/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT AWBAVE
/METHOD=ENTER FAAVE CAVE TAVE RAPAVE.
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[DataSet0]
Variables Entered/Removed[b]
Mode l
Variables Entered
Variables Removed
Method
SPSS Processor is ready
Type here to search
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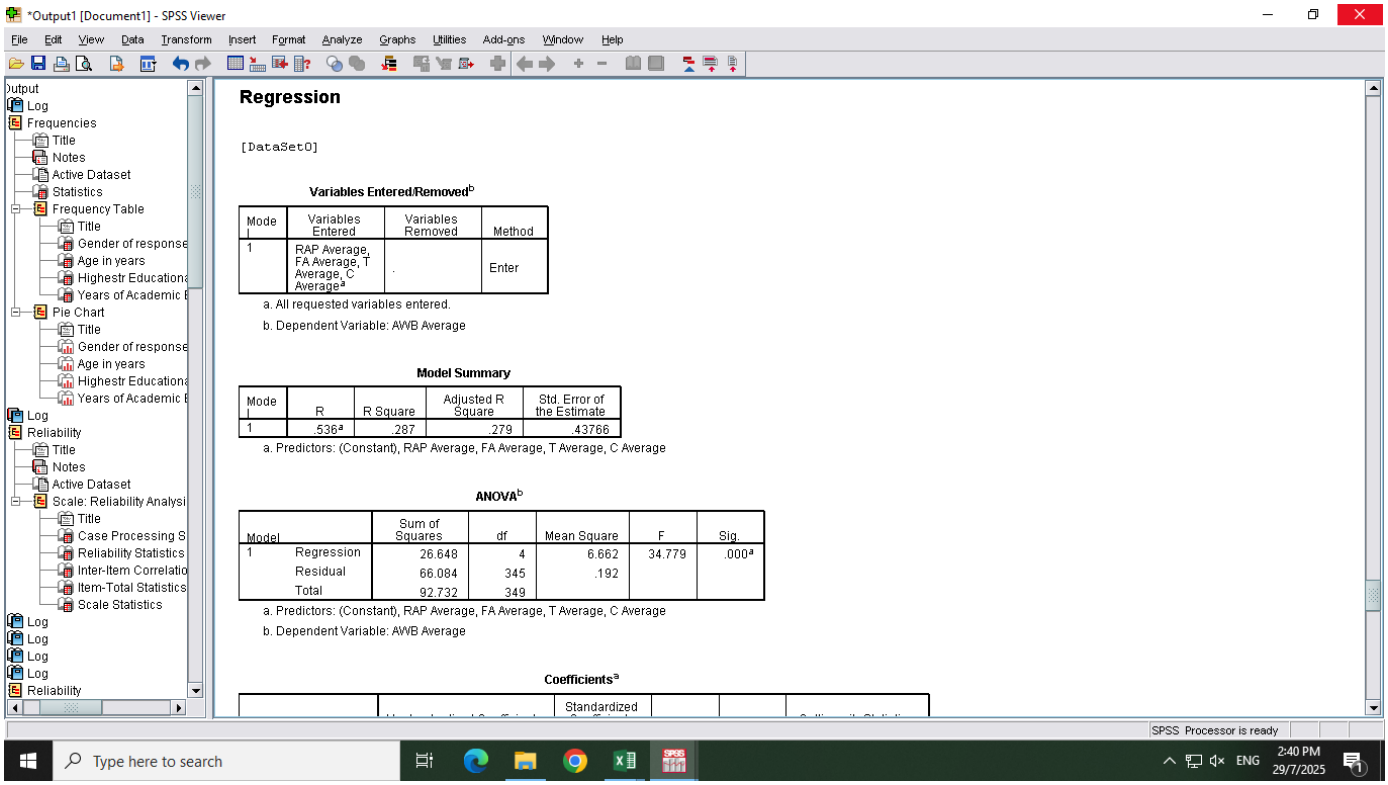
*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
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Pie Chart
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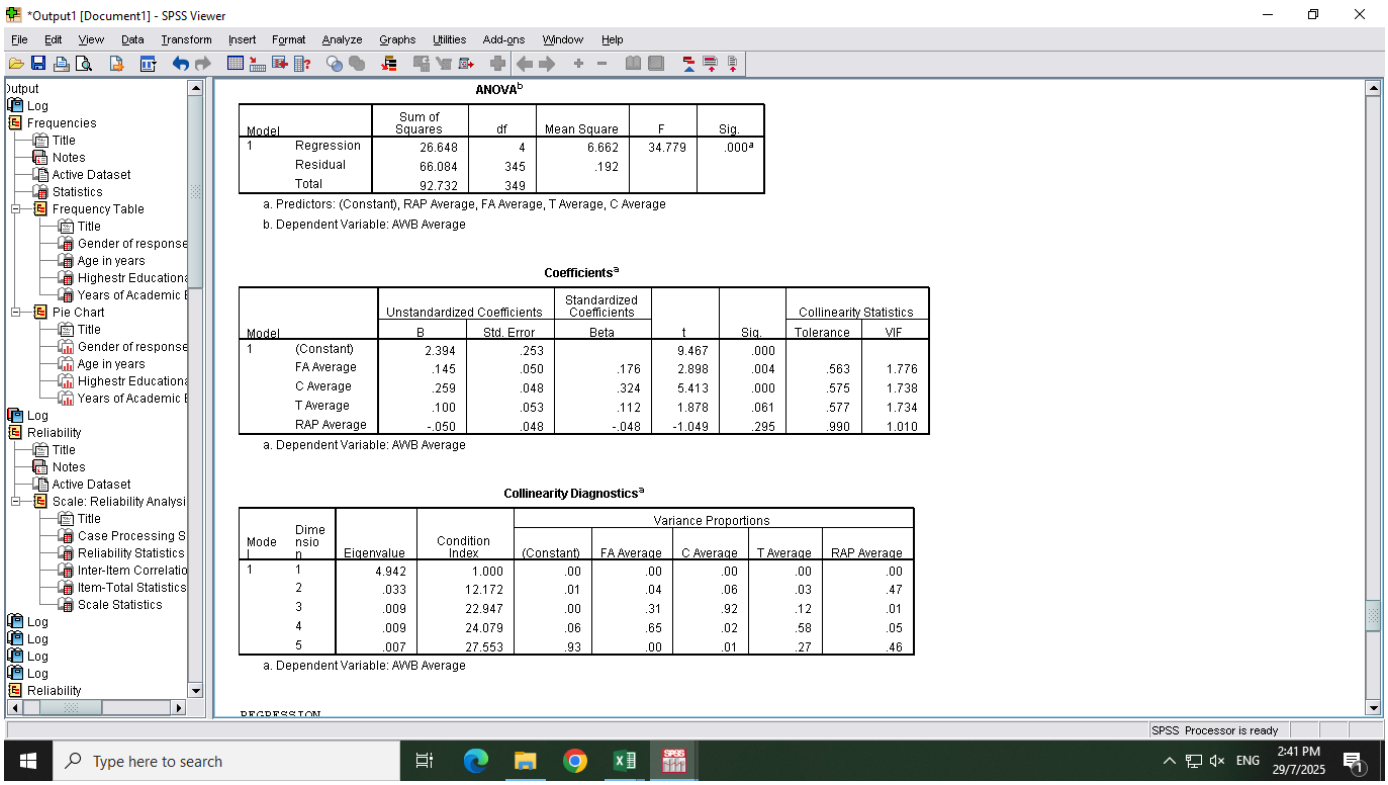
Inter-Item Correlatio
Item-Total Statistics
Scale Statistics
Regression
[DataSet0]
Variables Entered/Removed[b]
Model | Variables Entered | Variables Removed | Method
1 | RAP Average, FA Average, T Average, C Average[a] | . | Enter
a. All requested variables entered.
b. Dependent Variable: AWB Average
Model Summary
Model | R | R Square | Adjusted R Square | Std. Error of the Estimate
1 | .536[a] | .287 | .279 | .43766
a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average
ANOVA[b]
Model | | Sum of Squares | df | Mean Square | F | Sig.
1 | Regression | 26.648 | 4 | 6.662 | 34.779 | .000[a]
Residual | 66.084 | 345 | .192
Total | 92.732 | 349
a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average
b. Dependent Variable: AWB Average
Coefficients[a]
SPSS Processor is ready
Type here to search
ENG
2:40 PM
29/7/2025


*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
ANOVA[b]
Model | | Sum of Squares | df | Mean Square | F | Sig.
1 | Regression | 26.648 | 4 | 6.662 | 34.779 | .000[a]
Residual | 66.084 | 345 | .192
Total | 92.732 | 349
a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average
b. Dependent Variable: AWB Average
Coefficients[a]
Model | | Unstandardized Coefficients B | Unstandardized Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. | Collinearity Statistics Tolerance | Collinearity Statistics VIF
1 | (Constant) | 2.394 | .253 | | 9.467 | .000 | |
FA Average | .145 | .050 | .176 | 2.898 | .004 | .563 | 1.776
C Average | .259 | .048 | .324 | 5.413 | .000 | .575 | 1.738
T Average | .100 | .053 | .112 | 1.878 | .061 | .577 | 1.734
RAP Average | -.050 | .048 | -.048 | -1.049 | .295 | .990 | 1.010
a. Dependent Variable: AWB Average
Collinearity Diagnostics[a]
Model | Dimension | Eigenvalue | Condition Index | Variance Proportions (Constant) | FA Average | C Average | T Average | RAP Average
1 | 1 | 4.942 | 1.000 | .00 | .00 | .00 | .00 | .00
2 | .033 | 12.172 | .01 | .04 | .06 | .03 | .47
3 | .009 | 22.947 | .00 | .31 | .92 | .12 | .01
4 | .009 | 24.079 | .06 | .65 | .02 | .58 | .05
5 | .007 | 27.553 | .93 | .00 | .01 | .27 | .46
a. Dependent Variable: AWB Average
REGRESSION
SPSS Processor is ready
Type here to search
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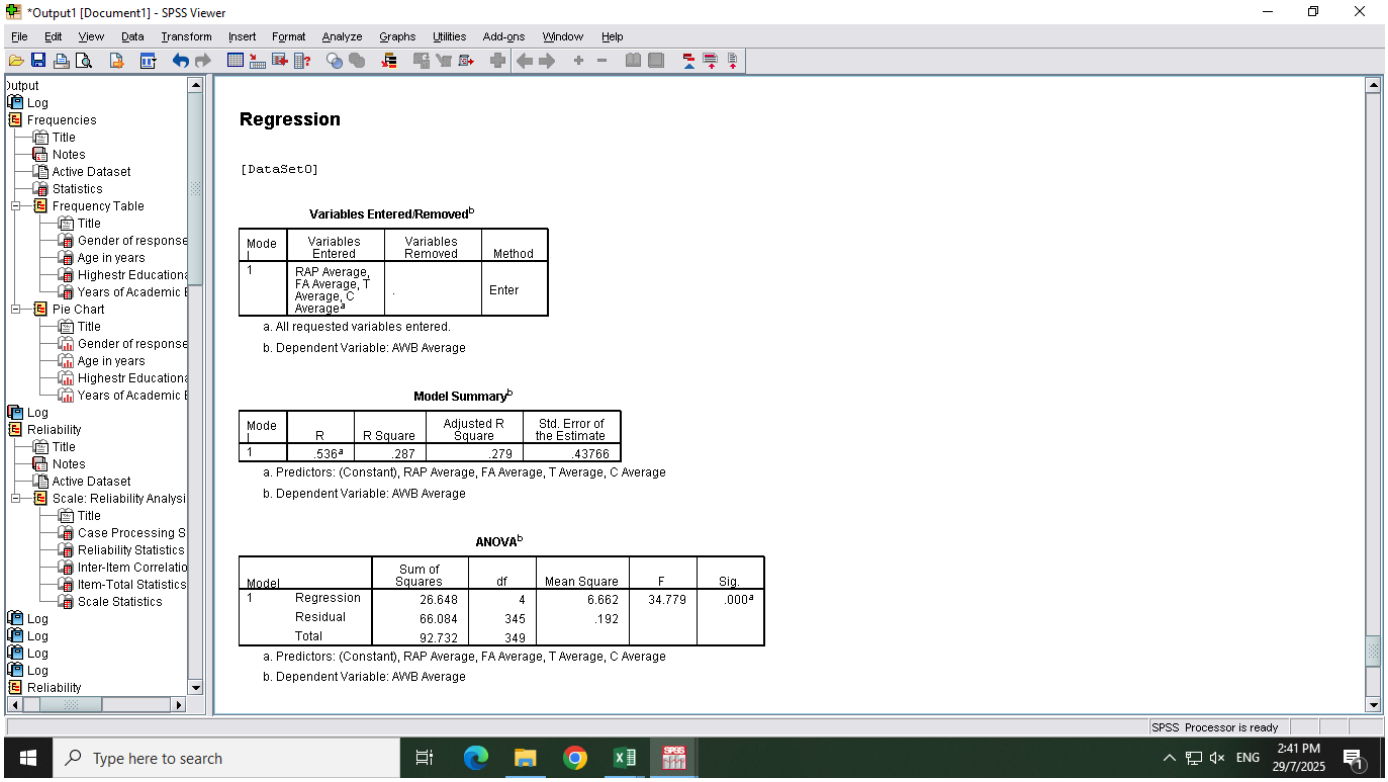
29/7/2025


*Output1 [Document1] - SPSS Viewer
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Item-Total Statistics
Scale Statistics
Regression
[DataSet0]
Variables Entered/Removed[b]
Model
Variables Entered
Variables Removed
Method
1
RAP Average, FA Average, T Average, C Average[a]
Enter
a. All requested variables entered.
b. Dependent Variable: AWB Average
Model Summary[b]
Model
R
R Square
Adjusted R Square
Std. Error of the Estimate
1
.536[a]
.287
.279
.43766
a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average
b. Dependent Variable: AWB Average
ANOVA[b]
Model
Sum of Squares
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Sig.
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34.779
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Residual
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345
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Total
92.732
349
a. Predictors: (Constant), RAP Average, FA Average, T Average, C Average
b. Dependent Variable: AWB Average
SPSS Processor is ready
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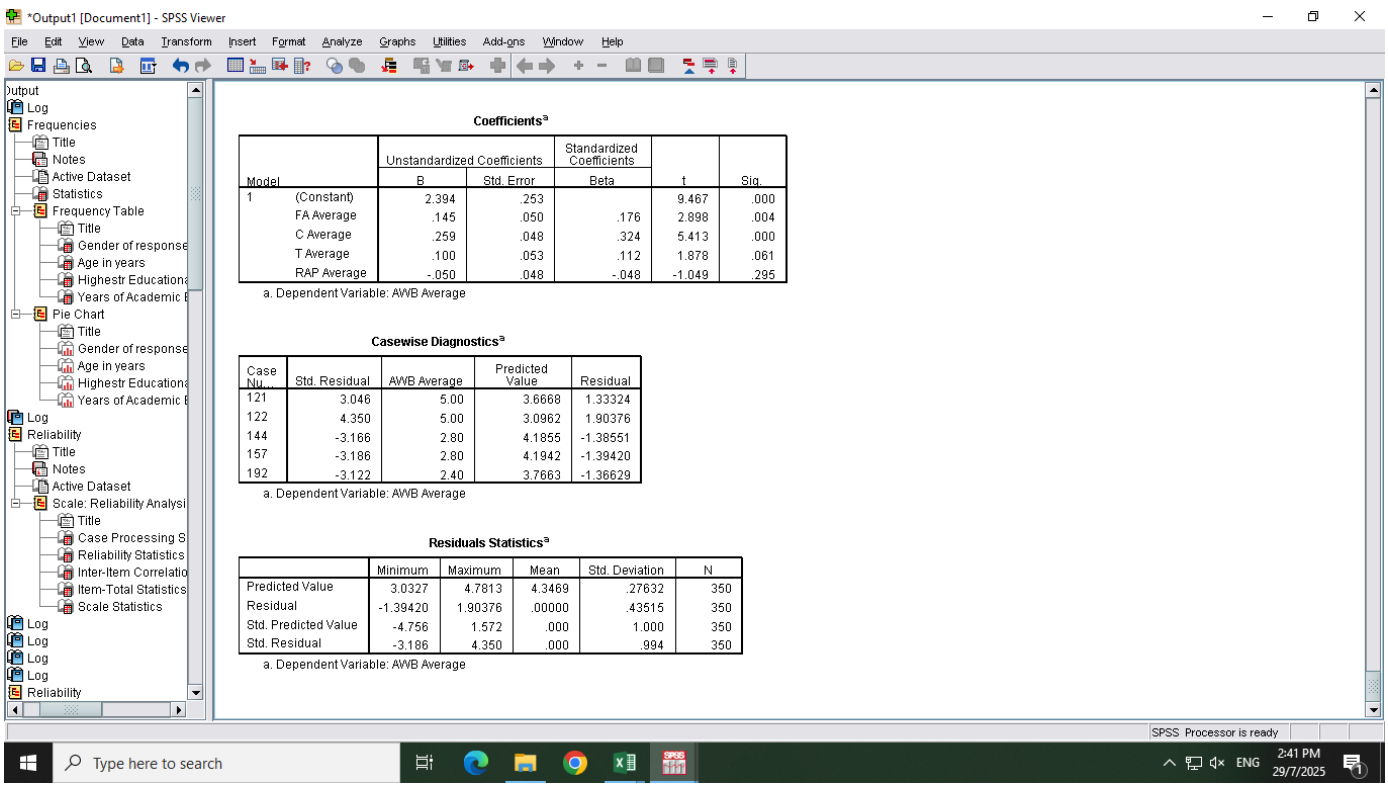
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a. Dependent Variable: AWB Average
Casewise Diagnostics[a]
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121
3.046
5.00
3.6668
1.33324
122
4.350
5.00
3.0962
1.90376
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2.80
4.1855
-1.38551
157
-3.186
2.80
4.1942
-1.39420
192
-3.122
2.40
3.7663
-1.36629
a. Dependent Variable: AWB Average
Residuals Statistics[a]
Minimum
Maximum
Mean
Std. Deviation
N
Predicted Value
3.0327
4.7813
4.3469
.27632
350
Residual
-1.39420
1.90376
.00000
.43515
350
Std. Predicted Value
-4.756
1.572
.000
1.000
350
Std. Residual
-3.186
4.350
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350
a. Dependent Variable: AWB Average
SPSS Processor is ready
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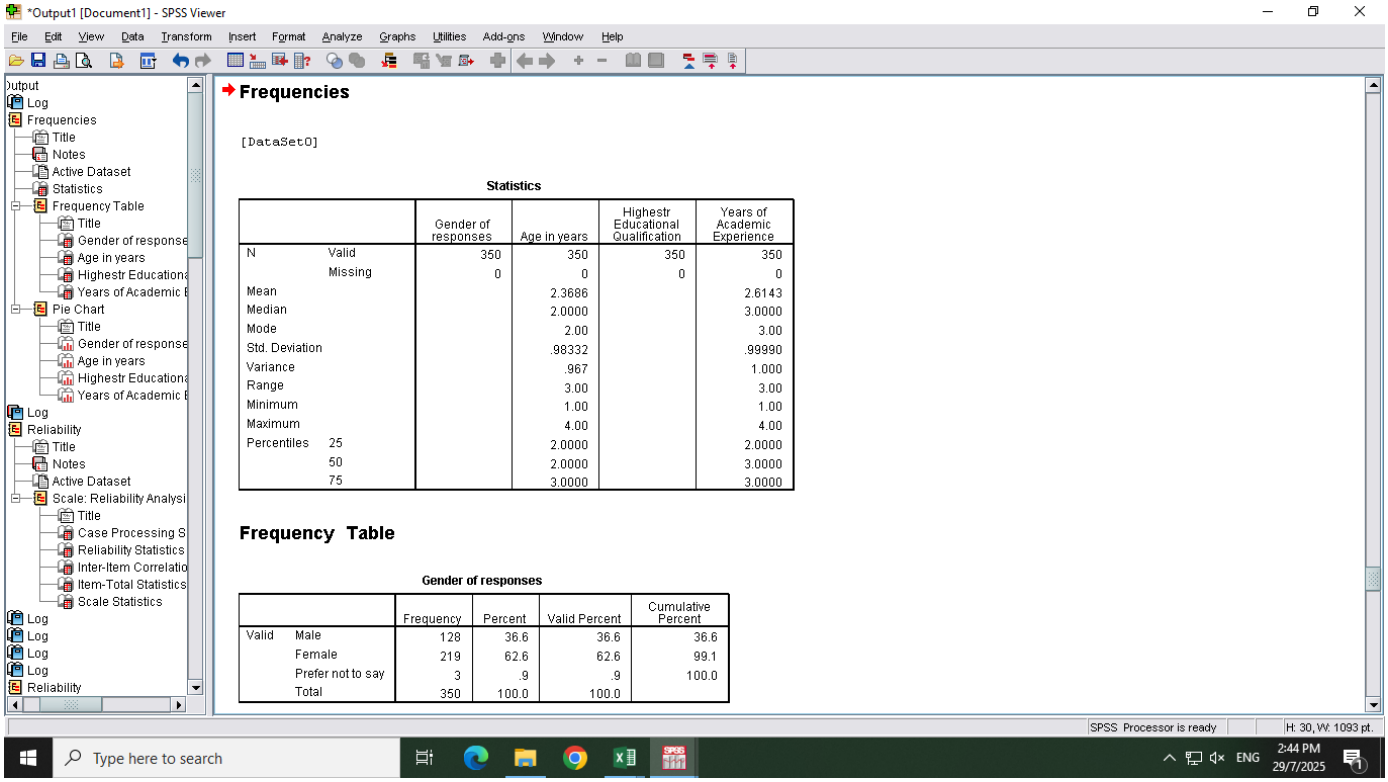
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Scale Statistics
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[DataSet0]
Statistics
Gender of responses
Age in years
Highestr Educational Qualification
Years of Academic Experience
N Valid 350 350 350 350
Missing 0 0 0 0
Mean 2.3686 2.6143
Median 2.0000 3.0000
Mode 2.00 3.00
Std. Deviation .98332 .99990
Variance .967 1.000
Range 3.00 3.00
Minimum 1.00 1.00
Maximum 4.00 4.00
Percentiles 25 2.0000 2.0000
50 2.0000 3.0000
75 3.0000 3.0000
Frequency Table
Gender of responses
Valid Male 128 36.6 36.6 36.6
Female 219 62.6 62.6 99.1
Prefer not to say 3 .9 .9 100.0
Total 350 100.0 100.0
SPSS Processor is ready
H: 30, W: 1093 pt.
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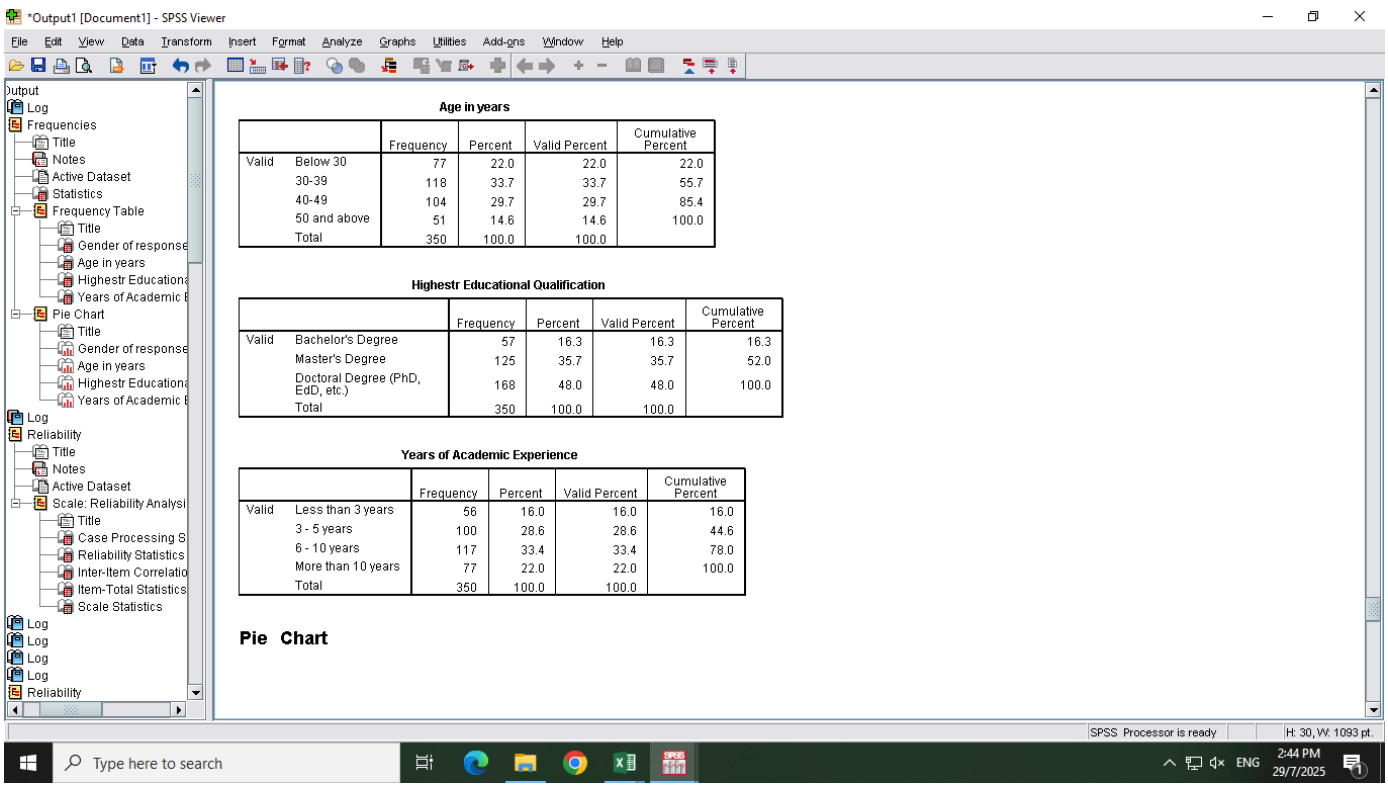
29/7/2025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Reliability
Age in years
Valid Below 30 77 22.0 22.0 22.0
30-39 118 33.7 33.7 55.7
40-49 104 29.7 29.7 85.4
50 and above 51 14.6 14.6 100.0
Total 350 100.0 100.0
Highestr Educational Qualification
Valid Bachelor's Degree 57 16.3 16.3 16.3
Master's Degree 125 35.7 35.7 52.0
Doctoral Degree (PhD, EdD, etc.) 168 48.0 48.0 100.0
Total 350 100.0 100.0
Years of Academic Experience
Valid Less than 3 years 56 16.0 16.0 16.0
3 - 5 years 100 28.6 28.6 44.6
6 - 10 years 117 33.4 33.4 78.0
More than 10 years 77 22.0 22.0 100.0
Total 350 100.0 100.0
Pie Chart
SPSS Processor is ready
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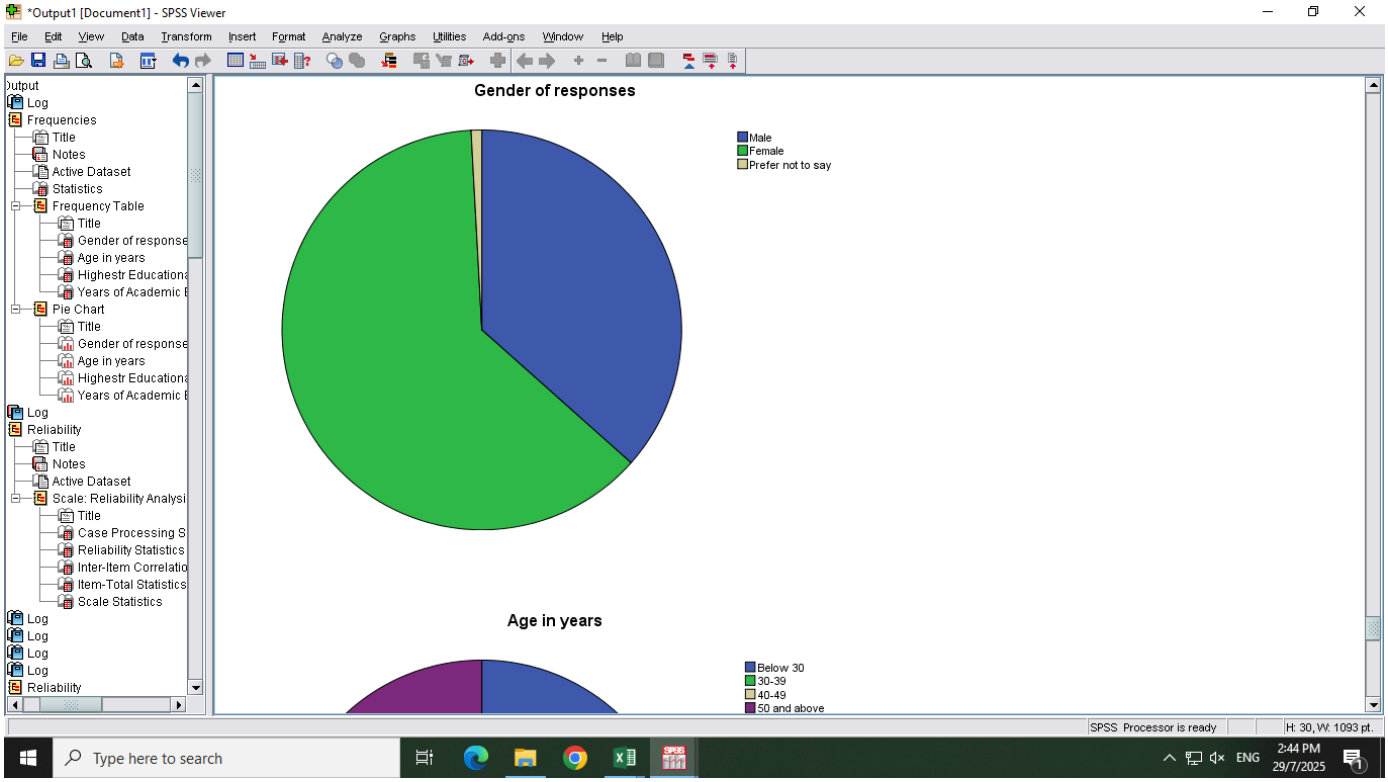
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Frequency Table
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Age in years
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Title
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Reliability Statistics
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Item-Total Statistics
Scale Statistics
Log
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Log
Reliability
Gender of responses
Male
Female
Prefer not to say
Age in years
Below 30
30-39
40-49
50 and above
SPSS Processor is ready
H: 30, W: 1093 pt.
Type here to search
ENG
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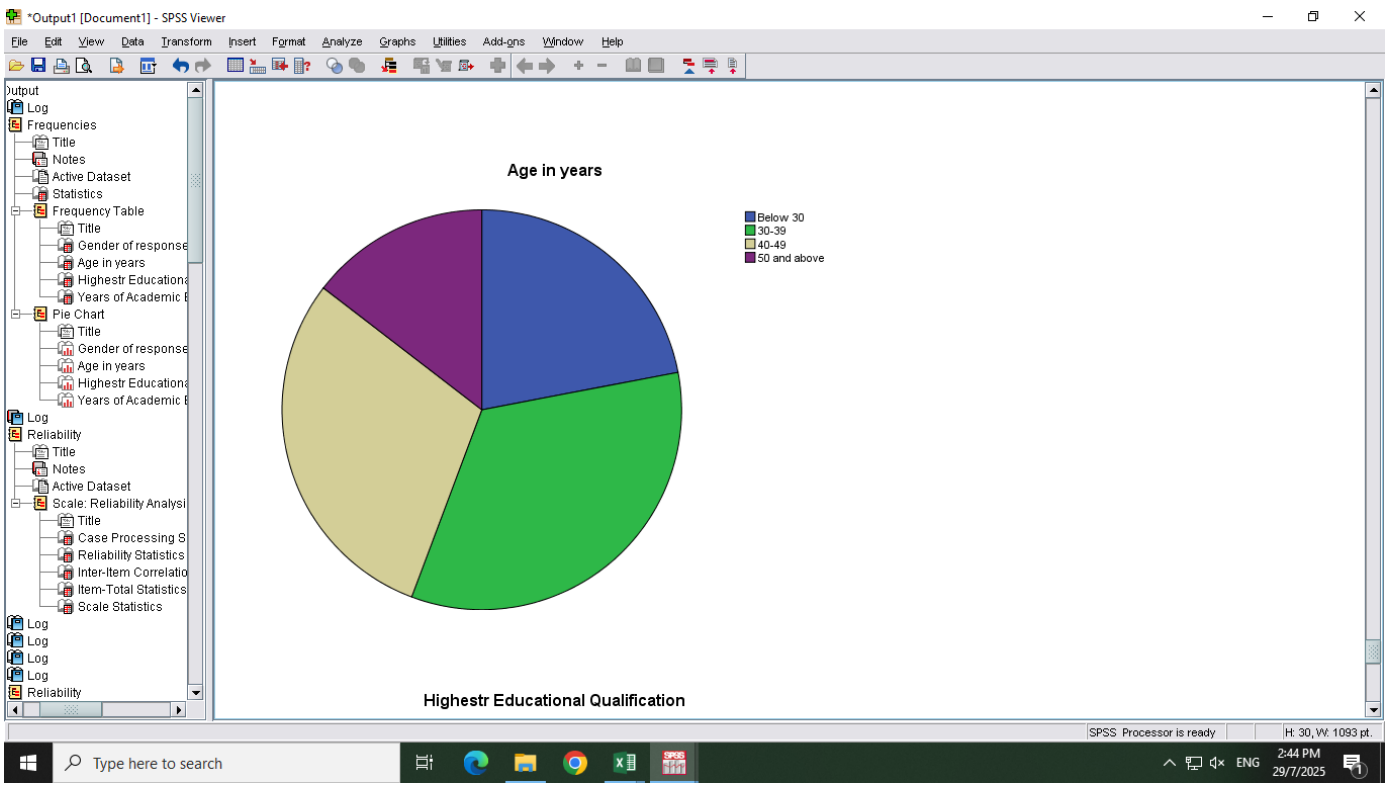
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40-49
50 and above
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H: 30, W: 1093 pt.
Type here to search
ENG
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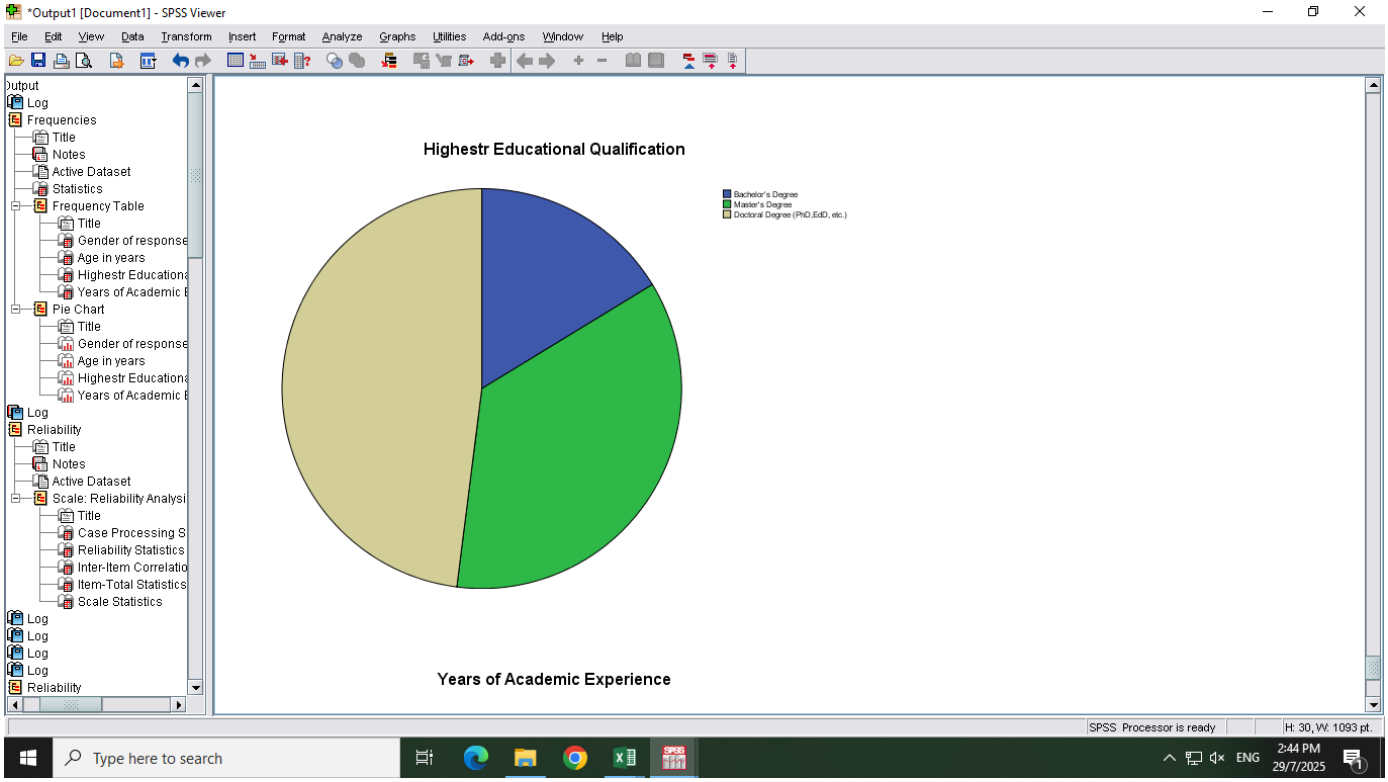
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Item-Total Statistics
Scale Statistics
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Reliability
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Bachelor's Degree
Master's Degree
Doctoral Degree (PhD,EdD, etc.)
Years of Academic Experience
SPSS Processor is ready
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ENG
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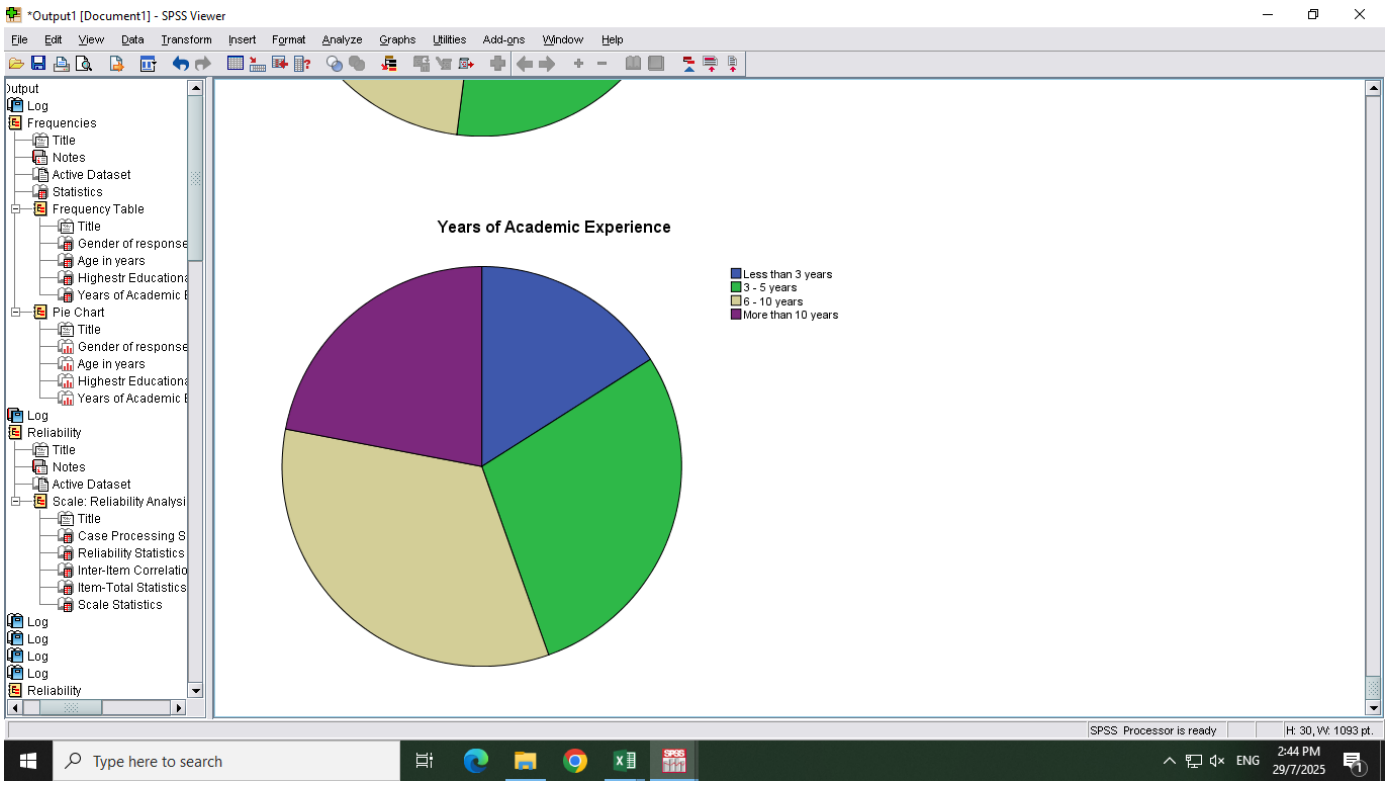
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Reliability
Years of Academic Experience
Less than 3 years
3 - 5 years
6 - 10 years
More than 10 years
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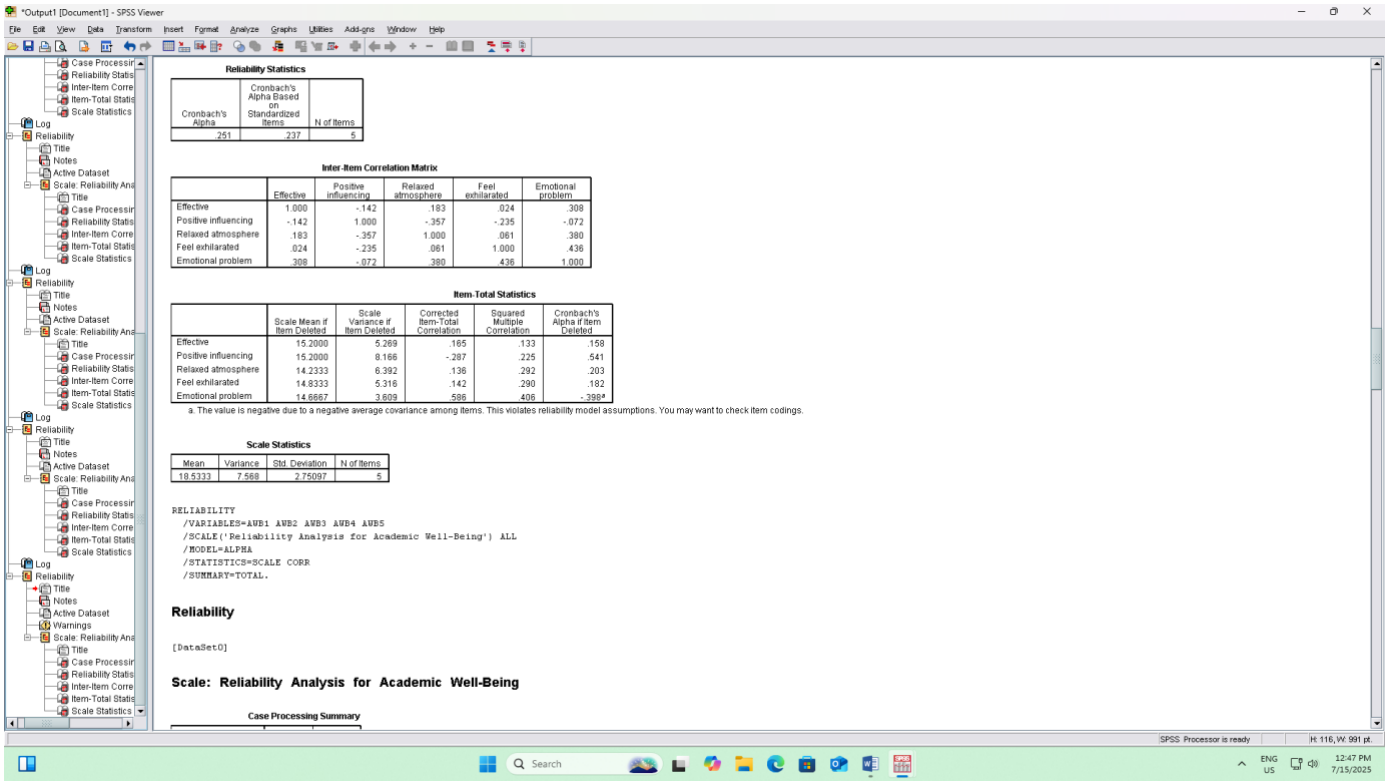
Appendix 3: SPSS Output Results (Pilot Study)



Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.251	.237	5

Inter-Item Correlation Matrix

	Effective	Positive influencing	Relaxed atmosphere	Feel exhilarated	Emotional problem
Effective	1.000	-.142	.183	.024	.308
Positive influencing	-.142	1.000	-.357	-.235	-.072
Relaxed atmosphere	.183	-.357	1.000	.061	.380
Feel exhilarated	.024	-.235	.061	1.000	.436
Emotional problem	.308	-.072	.380	.436	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Effective	15.2000	5.269	.165	.133	.158
Positive influencing	15.2000	8.166	-.287	.225	.541
Relaxed atmosphere	14.2333	6.392	.136	.292	.203
Feel exhilarated	14.8333	5.316	.142	.290	.182
Emotional problem	14.6667	3.609	.586	.406	-.398[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.5333	7.568	2.75097	5

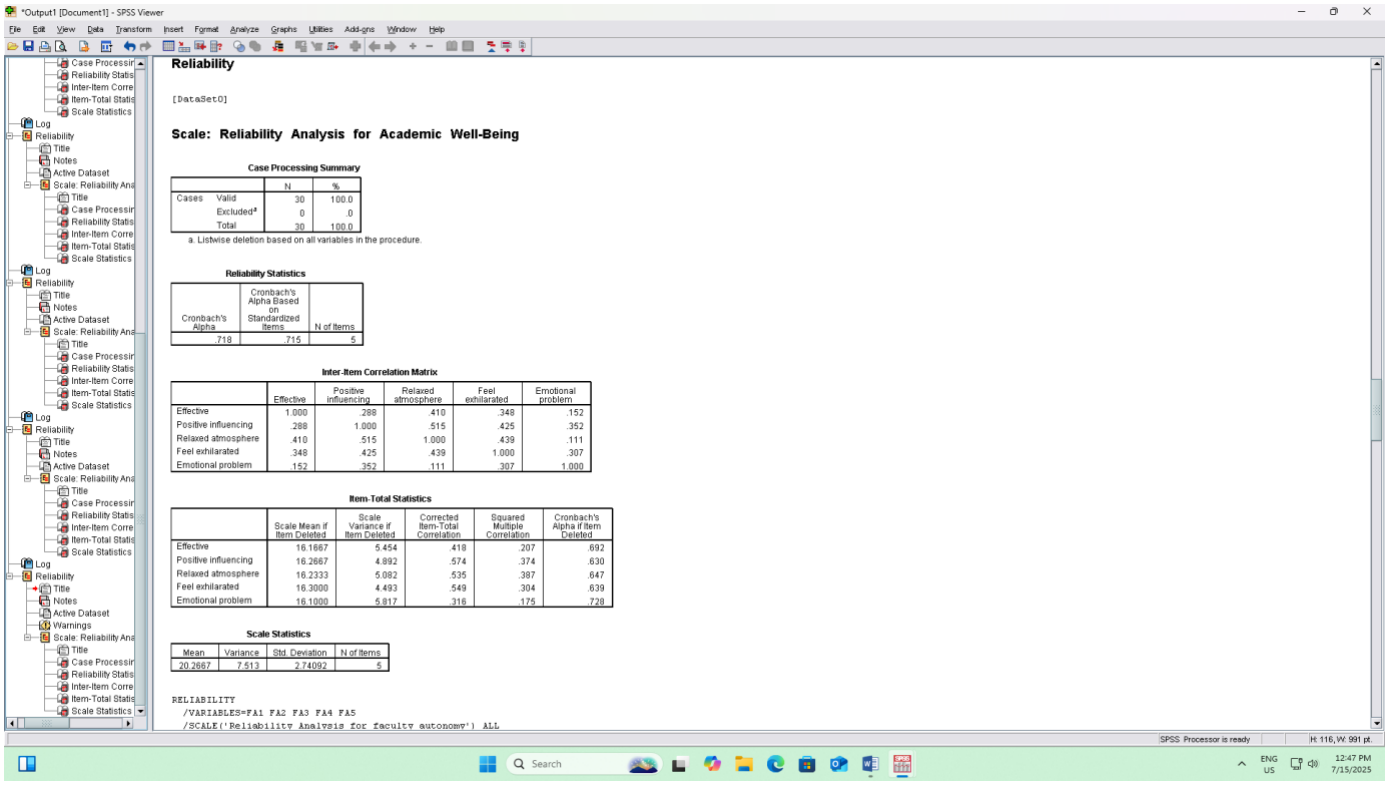
```
RELIABILITY
  /VARIABLES=AWB1 AWB2 AWB3 AWB4 AWB5
  /SCALE('Reliability Analysis for Academic Well-Being') ALL
  /MODEL=ALPHA
  /STATISTICS=SCALE CORR
  /SUMMARY=TOTAL.
```

Reliability

```
[DataSet0]
```

Scale: Reliability Analysis for Academic Well-Being

Case Processing Summary



Reliability

```
[DataSet0]
```

Scale: Reliability Analysis for Academic Well-Being

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.718	.715	5

Inter-Item Correlation Matrix

	Effective	Positive influencing	Relaxed atmosphere	Feel exhilarated	Emotional problem
Effective	1.000	.288	.410	.348	.152
Positive influencing	.288	1.000	.515	.425	.352
Relaxed atmosphere	.410	.515	1.000	.439	.111
Feel exhilarated	.348	.425	.439	1.000	.307
Emotional problem	.152	.352	.111	.307	1.000

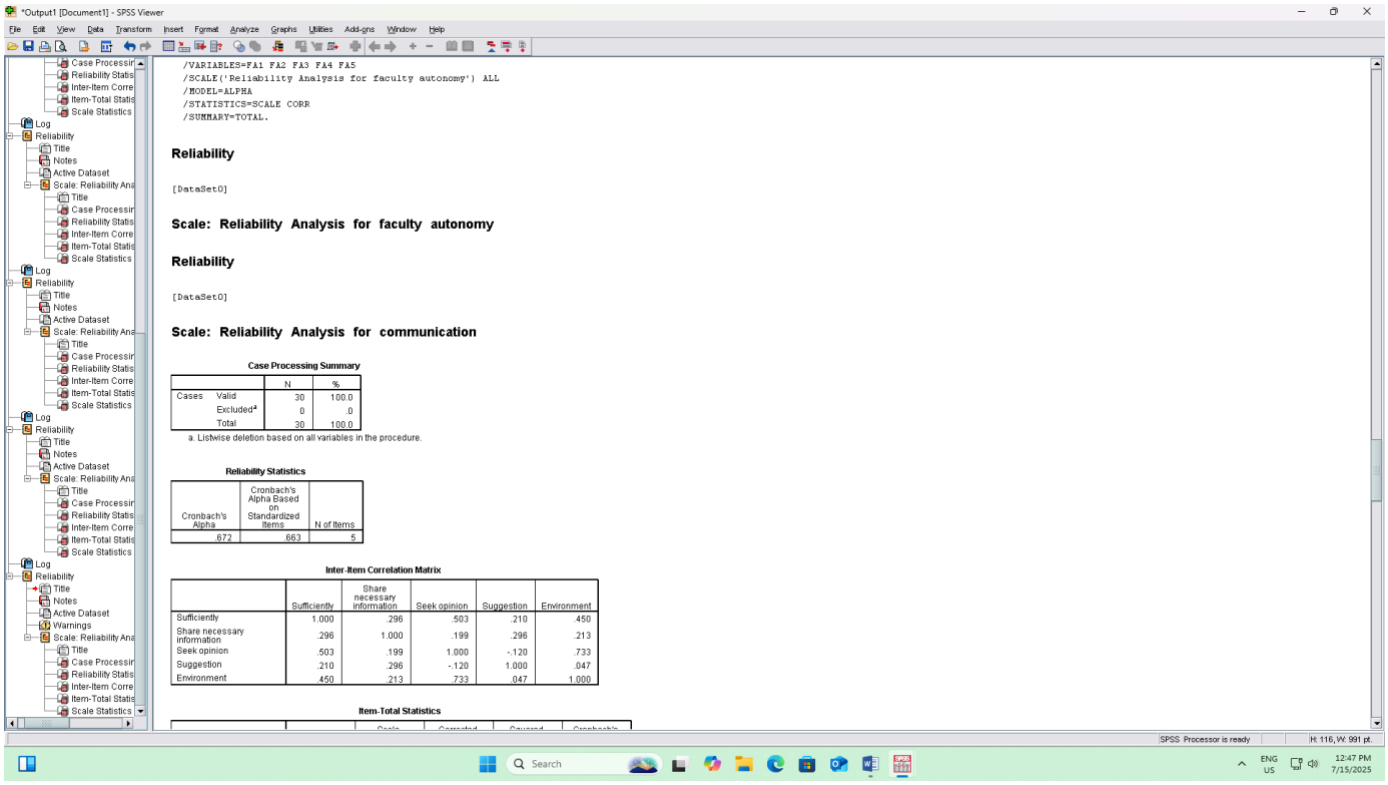
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Effective	16.1667	5.454	.418	.207	.692
Positive influencing	16.2667	4.892	.574	.374	.630
Relaxed atmosphere	16.2333	5.082	.535	.387	.647
Feel exhilarated	16.3000	4.493	.549	.304	.639
Emotional problem	16.1000	5.817	.316	.175	.728

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.2667	7.513	2.74092	5

```
RELIABILITY
  /VARIABLES=FA1 FA2 FA3 FA4 FA5
  /SCALE('Reliability Analysis for faculty autonomy') ALL
```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/SCALE('Reliability Analysis for faculty autonomy') ALL
/MODEL=ALPHA
/STATISTICS=SCALE CORR
/SUMMARY=TOTAL.
Reliability
[DataSet0]
Scale: Reliability Analysis for faculty autonomy
Reliability
[DataSet0]
Scale: Reliability Analysis for communication
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.672 .663 5
Inter-Item Correlation Matrix
Sufficiently
Share necessary information
Seek opinion
Suggestion
Environment
Item-Total Statistics
SPSS Processor is ready
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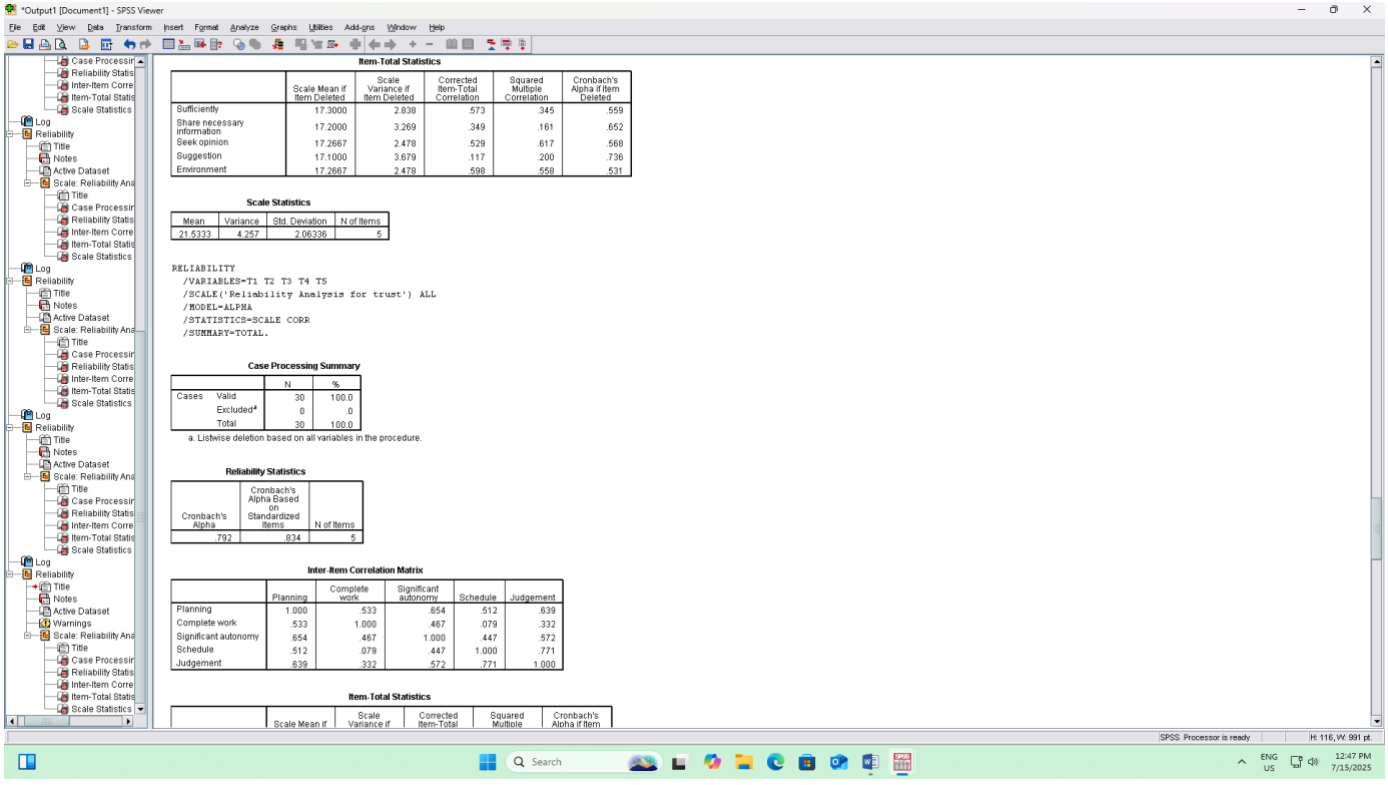
*Output1 [Document1] - SPSS Viewer
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
Sufficiently 17.3000 2.838 .573 .345 .559
Share necessary information 17.2000 3.269 .349 .161 .652
Seek opinion 17.2667 2.478 .529 .617 .568
Suggestion 17.1000 3.679 .117 .200 .736
Environment 17.2667 2.478 .598 .558 .531
Scale Statistics
Mean Variance Std. Deviation N of Items
21.5333 4.257 2.06336 5
RELIABILITY
/VARIABLES=T1 T2 T3 T4 T5
/SCALE('Reliability Analysis for trust') ALL
/MODEL=ALPHA
/STATISTICS=SCALE CORR
/SUMMARY=TOTAL.
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.792 .834 5
Inter-Item Correlation Matrix
Planning
Complete work
Significant autonomy
Schedule
Judgement
Item-Total Statistics
SPSS Processor is ready
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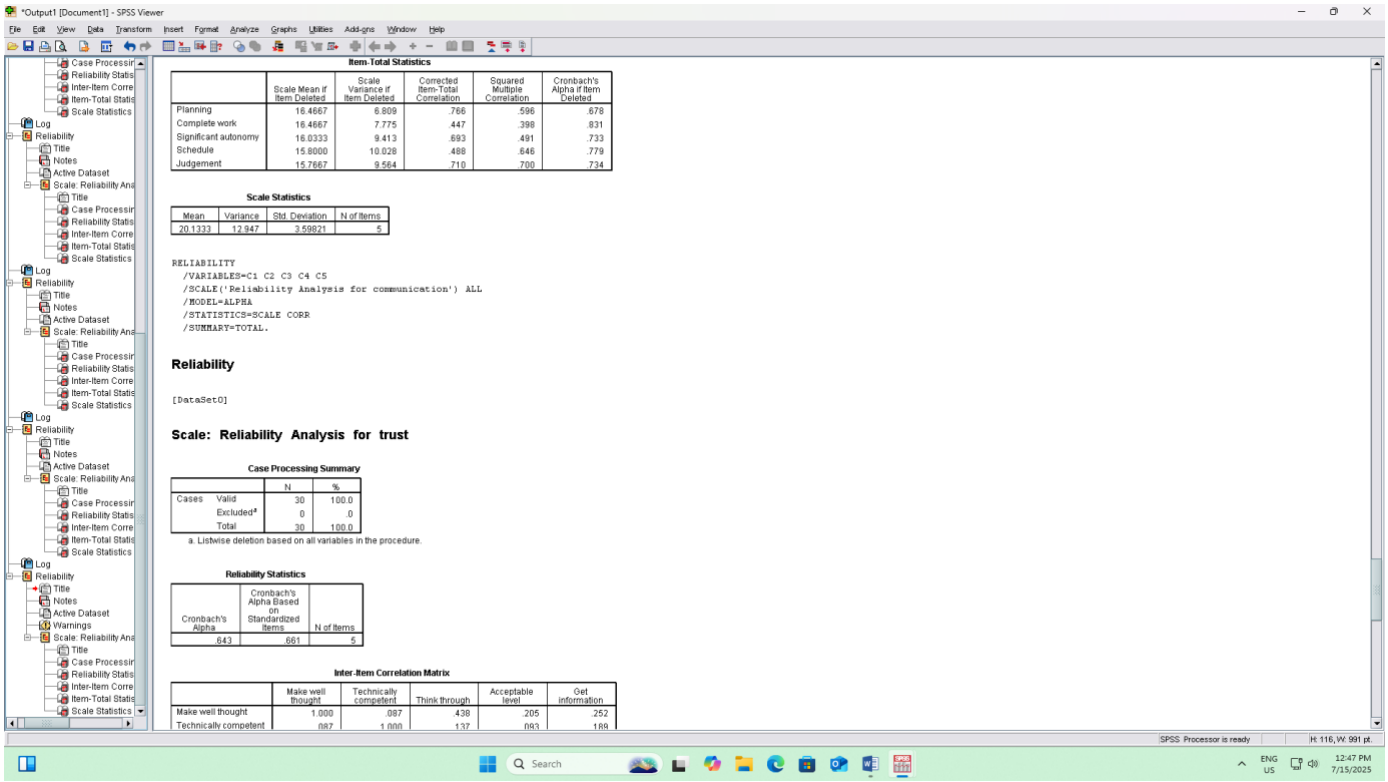
*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
Planning 16.4667 6.809 .766 .596 .678
Complete work 16.4667 7.775 .447 .398 .831
Significant autonomy 16.0333 9.413 .693 .491 .733
Schedule 15.8000 10.028 .488 .646 .779
Judgement 15.7667 9.564 .710 .700 .734
Scale Statistics
Mean Variance Std. Deviation N of Items
20.1333 12.947 3.59821 5
RELIABILITY
/VARIABLES=C1 C2 C3 C4 C5
/SCALE('Reliability Analysis for communication') ALL
/MODEL=ALPHA
/STATISTICS=SCALE CORR
/SUMMARY=TOTAL.
Reliability
[DataSet0]
Scale: Reliability Analysis for trust
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.643 .661 5
Inter-Item Correlation Matrix
Make well thought
Technically competent
Think through
Acceptable level
Get information
Make well thought 1.000 .087 .438 .205 .252
Technically competent .087 1.000 .137 .093 .189
SPSS Processor is ready
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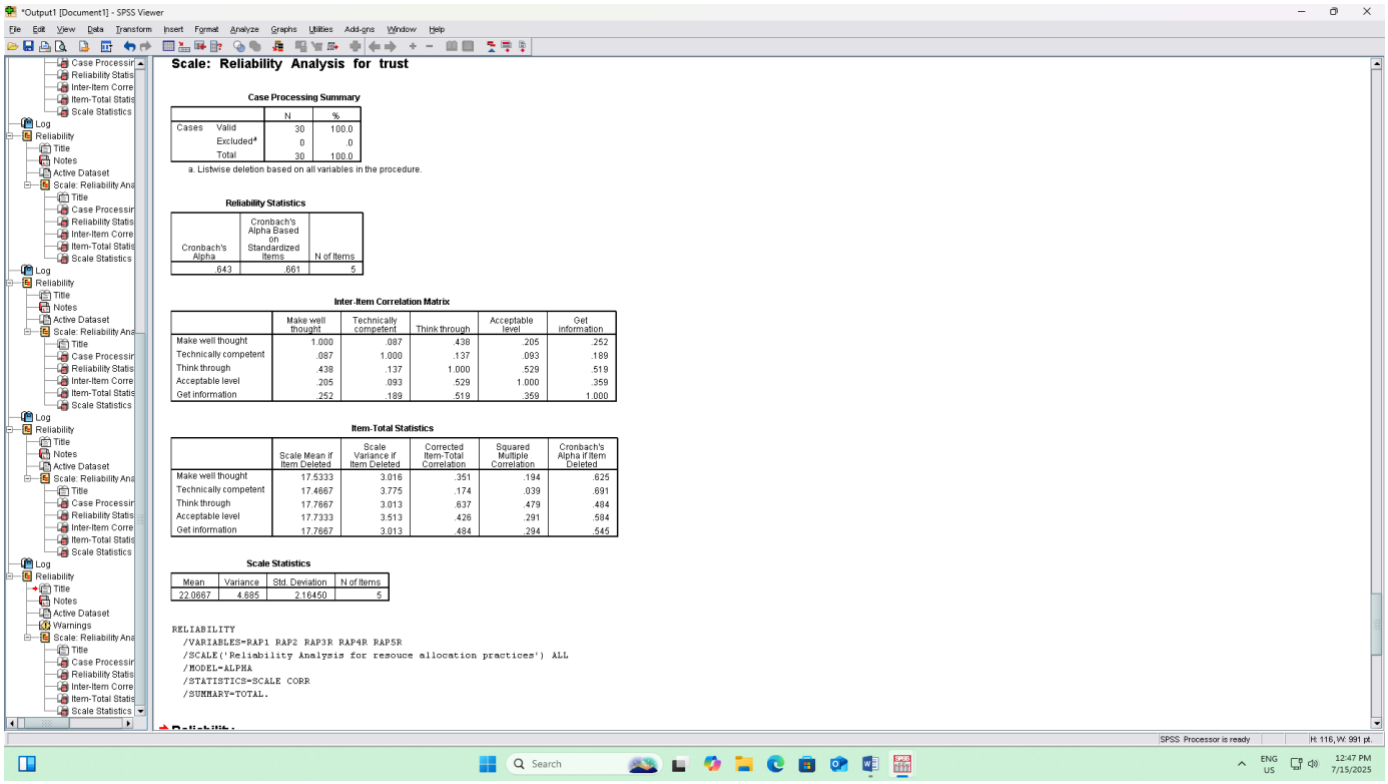
*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
Scale: Reliability Analysis for trust
Case Processing Summary
N %
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha
Cronbach's Alpha Based on Standardized Items
N of Items
.643 .661 5
Inter-Item Correlation Matrix
Make well thought
Technically competent
Think through
Acceptable level
Get information
Make well thought 1.000 .087 .438 .205 .252
Technically competent .087 1.000 .137 .093 .189
Think through .438 .137 1.000 .529 .519
Acceptable level .205 .093 .529 1.000 .359
Get information .252 .189 .519 .359 1.000
Item-Total Statistics
Scale Mean if Item Deleted
Scale Variance if Item Deleted
Corrected Item-Total Correlation
Squared Multiple Correlation
Cronbach's Alpha if Item Deleted
Make well thought 17.5333 3.016 .351 .194 .625
Technically competent 17.4667 3.775 .174 .039 .691
Think through 17.7667 3.013 .637 .479 .484
Acceptable level 17.7333 3.513 .426 .291 .594
Get information 17.7667 3.013 .484 .294 .545
Scale Statistics
Mean Variance Std. Deviation N of Items
22.0667 4.685 2.16450 5
RELIABILITY
/VARIABLES=RAP1 RAP2 RAP3R RAP4R RAP5R
/SCALE('Reliability Analysis for resouce allocation practices') ALL
/MODEL=ALPHA
/STATISTICS=SCALE CORR
/SUMMARY=TOTAL.
SPSS Processor is ready
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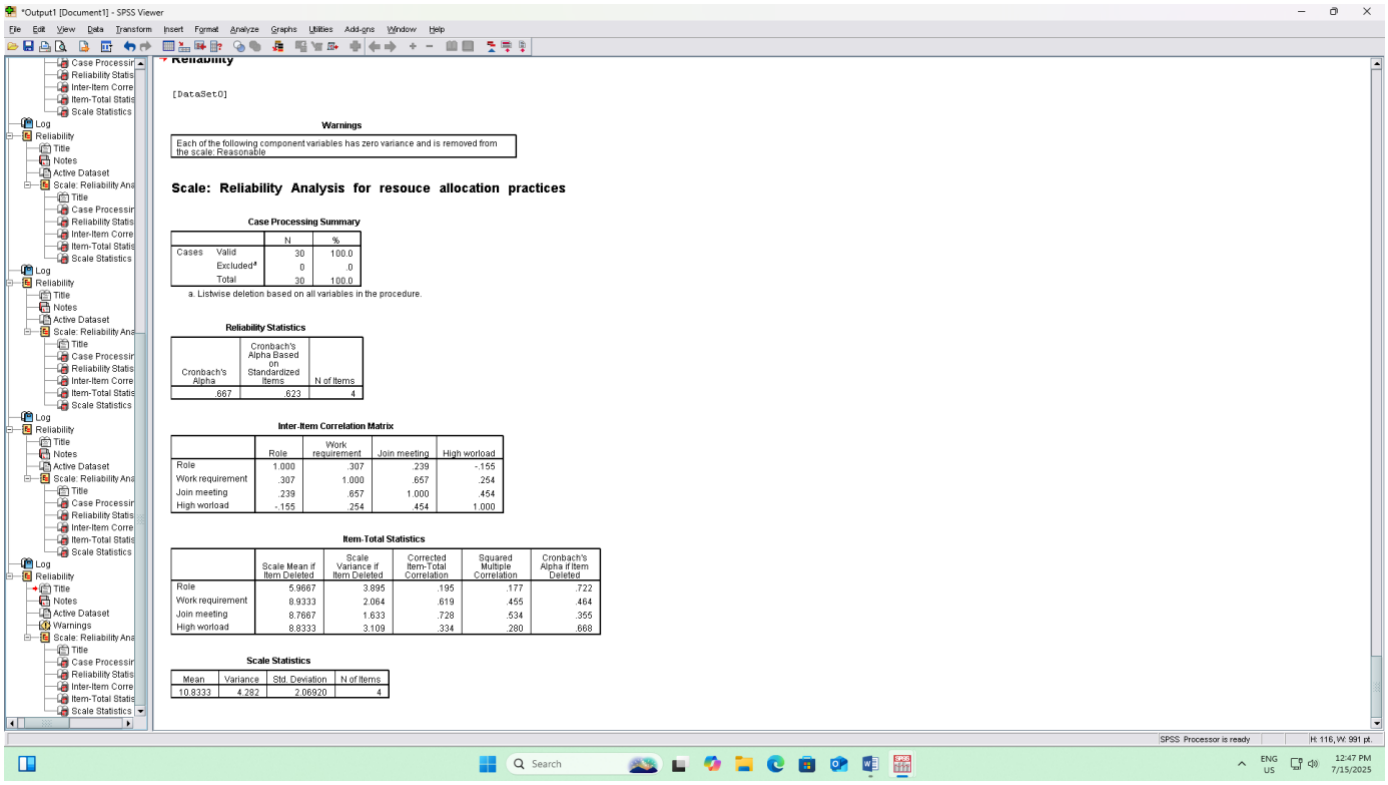
*Output1 [Document1] - SPSS Viewer
File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help
Reliability
[DataSet0]
Warnings
Each of the following component variables has zero variance and is removed from the scale: Reasonable
Scale: Reliability Analysis for resouce allocation practices
Case Processing Summary
Cases Valid 30 100.0
Excluded[a] 0 .0
Total 30 100.0
a. Listwise deletion based on all variables in the procedure.
Reliability Statistics
Cronbach's Alpha .667
Cronbach's Alpha Based on Standardized Items .623
N of Items 4
Inter-Item Correlation Matrix
Role 1.000 .307 .239 -.155
Work requirement .307 1.000 .657 .254
Join meeting .239 .657 1.000 .454
High workload -.155 .254 .454 1.000
Item-Total Statistics
Role 5.9667 3.895 .195 .177 .722
Work requirement 8.9333 2.064 .619 .455 .464
Join meeting 8.7667 1.633 .728 .534 .355
High workload 8.8333 3.109 .334 .280 .668
Scale Statistics
Mean 10.8333 Variance 4.282 Std. Deviation 2.06920 N of Items 4
SPSS Processor is ready
H: 116, W: 991 pt.
Search
ENG US
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