

**ANTECEDENTS OF ORGANISATIONAL COMMITMENT AMONGST
ACADEMIC STAFF OF PRIVATE UNIVERSITIES IN MALAYSIA**

By

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ABSTRACT

ANTECEDENTS OF ORGANISATIONAL COMMITMENT AMONGST ACADEMIC STAFF OF PRIVATE UNIVERSITIES IN MALAYSIA

Choong Yuen Onn

The main objective of this study is to examine the antecedents of organisational commitment of academic staff in Malaysian Private Universities. The literature review has revealed that psychological empowerment, job autonomy, intrinsic motivation and job satisfaction are important variables that can improve academic staff commitment within these institutions. A conceptual framework has been developed. The study proposed a list of hypotheses concerning the academic staff in Malaysia private universities.

The target population for this research was academic staff in selected Malaysian private universities. A quantitative study using cross-sectional method was employed for this research, with a total of 203 respondents from two private universities. The sampling selected was based on proportionate stratified sampling technique with random sampling technique. Various assumptions of the test analysis were conducted such as normality test and multi-collinearity tests. One Sample t-Test, Pearson Correlation Coefficient and Multiple Regression Analysis were employed to test the hypotheses.

The study confirmed that psychological empowerment, job autonomy, intrinsic motivation and job satisfactions are significantly correlated with organisational commitment and its components namely: affective and normative commitment. The finding also reflects the intrinsic motivation and psychological empowerment significantly predicted organisational commitment. However, job satisfaction and job autonomy do not significantly contribute towards organisational commitment and its components. Additionally, the result also shows that impact and competence cognitions most significantly predicted organisational commitment and its components as compared to self-determination and meaning cognitions.

In conclusion, it is recommended that Heads of Departments, Deans of Faculties and Human Resources Personnel provide useful training and workshop to improve academic staff organisational commitment entailing to better organisation performance and reputation. In this way, more foreign students will enroll for study in Malaysia.

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APPROVAL SHEET

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DECLARATION

I **CHOONG YUEN ONN** hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously concurrently submitted for any other degree at UTAR or other institutions.

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LIST OF ABBREVIATIONS

AC	Affective Commitment
AIMST	Asian Institute of Medicine Science Technology
CC	Continuance Commitment
ETP	Economic Transformation Programme
H	Hypothesis
HEIs	Higher Education Institutions
I	Included
IM	Intrinsic Motivation
JA	Job Autonomy
JS	Job Satisfaction
LAN	Lembaga Akreditasi Negara
MMU	Multimedia University
MOHE	Ministry of Higher Education
MQA	Malaysian Qualification Agency
MSU	Management and Science University
N	Population Size
NC	Normative Commitment
N/I	Not Included
OC	Organisational Commitment
PE	Psychological Empowerment
PEC	Psychological Empowerment – Competence Cognition
PEI	Psychological Empowerment – Impact Cognition
PEM	Psychological Empowerment – Meaning Cognition

PEM	Psychological Empowerment – Meaning Cognition
PES	Psychological Empowerment – Self-determination Cognition
PHEIs	Public Higher Education Institutions
PrHEIs	Private Higher Education Institutions
QAD	Quality Assurance Division
R^2	Coefficient of Determination
r	Correlation Coefficient Value
RO	Research Objective
RQ	Research Question
S	Sample Size
Sig.	Significance
SPSS	Statistical Packages for Social Science
UNISEL	Universiti Industry Selangor
UNITEN	Universiti Tenaga National
UTAR	Universiti Tunku Abdul Rahman
UTP	Universiti Teknologi Petronas
VIF	Variation Inflation Factors
YAB	Yang Amat Berhormat

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the overview of the thesis which aims to clarify why organisational commitment is important. This section will provide the development of organisational commitment, followed by its problem identification. Besides, it will also have a brief history of the Malaysian Private Higher Education Institutions (PrHEIs) sector. The following sections will be the research questions and objectives, research gaps, justification of the study, significance of the study, research scope and outline.

1.1 Background of the Study

1.1.1 Malaysian Higher Education Institutions

The Malaysian higher education system comprises of both public and private universities, polytechnics, community colleges, branch campuses and university-colleges. Malaysian higher education institutions (HEIs) offer their students various types of certificate, diploma, advanced diploma, degree and postgraduate courses.

In the early 1990s, there were about 200 colleges and no private university established. In 1996, Malaysian Government issued three educational bills to both private and public higher education, which are The

National Council on Higher Education Bill, the Private Higher Educational Institutions Bill, and the National Accreditation Board Bill (Ministry of Higher Education (MOHE), 2010). These three bills issued by the Malaysian Government had a great and direct impact on the development of private higher education from 1996 until 2010 and resulted in the increase from 200 to more than 450 Private Higher Education Institutions (PrHEIs). This group of PrHEIs comprises 21 Universities, 20 universities-colleges, five branch campuses and nearly 400 colleges.

For government-owned Higher Education Institutions (PHEIs), there has been an increment of 90 institutions, which is from 16 to 106 public higher education institutions comprises of 20 universities, 27 polytechnics, 40 community colleges and 19 branch community colleges (MOHE, 2010).

Due to the rapid and huge expansion of HEIs sector, the Malaysian Government formed several bodies to control the development of HEIs sector. In 1996 and 2001, there are two bodies established namely: Lembaga Akreditasi Negara (LAN) and Quality Assurance Division (QAD). These two bodies are used to control the PHEIs and PrHEIs in Malaysia (MOHE, 2010).

The main objective for LAN is to ensure that there is a certain quality to PrHEIs, and that they are able to meet international standards; subsequently to contribute to the Malaysian economic growth and individual's personal development. For QAD, the objective is "to promote public confidence of the provision and standards of award is being protected and increased".

In addition, the Malaysian Government has also established the Ministry of Higher Education (MOHE) in March 2004. Its responsibility is to provide a strategic direction to all private and public higher education institutions. Besides, it is also responsible to oversee the development of the sub-sector in order to control the quality of HEIs in Malaysia.

Further to this, Malaysia also aims to internationalise Malaysian education institutions by improving education quality. Therefore, the Malaysian Government has decided to establish the Malaysian Qualification Agency (MQA) in 2007 to promote good quality assurance of higher education for both the public and private sectors. All the public and private institutions are required to comply with the Malaysian Qualification Framework. Hence, MQA will provide accreditation to qualified academic programmes that are offered in these institutions (Malaysian Qualification Agency (MQA), 2008).

1.1.2 Organisational Commitment

Organisational commitment is one of the most important work attitudes in the study of management and organisational behavior (Allen and Meyer, 2000). In the past three decades, there is substantial research conducted and it proved that organisational commitment is significantly related to the various consequences (Morris and Sherman, 1981). It also has significant relationships between the certain antecedents' variables and organisational commitment (Sommer, Bae and Luthans, 1996).

Research has shown that organisational commitment is negatively correlated with turnover intention (Chughtai and Zafar, 2006; Lee and Liu, 2006; Obeng and Ugboro, 2003; Aryee, Wyatt and Ma, 2001), absenteeism (Obeng and Ugboro, 2003) and counterproductive behavior (Dalal, 2005). Besides that, many research points out that organisational commitment is positively correlated with self-rated job performance (Chughtai and Zafar, 2006), employees' retention (Vandenberg and Lance, 1992), job satisfaction (Schwepker, 2001; Brown and Peterson, 1994) and employee productivity (Obeng and Ugboro, 2003). This indicates that highly committed employees will have high performance as compared to those employees who has less commitment to the organisation (Muhammad, Ziauddin, Farooq and Ramay, 2010).

Furthermore, Salami (2008) argues that psychological characteristics are significantly correlated with organisational commitment. Psychological characteristics refer to the emotional intelligence, work role salience, achievement motivation and job satisfaction. Job satisfaction includes several facets, which are job security, pay, promotion, coworkers, supervision, training opportunities, actual work undertaken and working conditions in order to test the relationships with organisational commitment in university academic staff (Chughtai and Zafar, 2006).

Research also found that only job security, supervision, training opportunities and actual work undertaken is positively correlated with organisational commitment. Satisfaction with pay, promotion, coworkers and

working conditions are not significantly correlated with organisational commitment. In addition, many authors have attempted to examine the correlation between personal factors with organisational commitment (Akintayo, 2010; Kaur and Sandhu, 2010; Iqbal, 2010; Lingard and Lin, 2004; Obeng and Ugboro, 2003)

1.2 Problem Statement

The Prime Minister of Malaysia, Yang Amat Berhormat (YAB) Datuk Seri Najib Tun Razak launched the Economic Transformation Programme (ETP) on 25th of October 2010 aiming to transform Malaysia from middle-income nation to high-income nation by year 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010). The education sector is slated to be one of the main contributors of ETP; other Key Economic Areas include greater Kuala Lumpur/ Klang Valley, oil, gas and energy, financial services, wholesale and retail, palm oil, tourism, electronic and electrical, business services, communications and content infrastructure, agriculture, healthcare and education. To become a high-income nation, the economic growth must achieve at least an annual rate of 6% per year from 2011 to 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010).

According to the Deputy Prime Minister and Minister of Education YAB Tan Sri Dato' Haji Muhyiddin bin Mohd Yassin and Minister of Higher Education Yang Berhormat Dato' Seri Mohamed Khaled Nordin, the education sector is one of the most important drivers to transform Malaysia into a

high-income nation. This is especially true for the private education sector. It will play an important role as catalysts for industry transformation by “raising quality standards and creating an international higher education brand for Malaysia”. It would provide a significant, widespread and sustained Gross National Income impact. Eventually, it will increase the quality of education and widen the access of students into Malaysian universities. Malaysian Government is also expected to increase the number of foreign students’ enrollment from the current 70,000 to 200,000 students by 2020 (Economic Transformation Programme: A roadmap for Malaysia, 2010).

Based on the Malaysian statistic report 2009-2010, the total number of student enrolment increment in Malaysia PHEIs and PrHEIs in 2008, 2009 and 2010 are 70,434, 102,566 and 82,612 students. On the other hand, the numbers of foreign students pursuing their studies in Malaysian PHEIs and PrHEIs in 2007, 2008, 2009 and 2010 are 47,928, 69,164, 80,750 and 86,919 foreign students respectively. However, the increment of percentage has dropped from 44%, 2008 to 8%, 2010. The number of foreign students’ increment in 2008 is 21,236 (44%) students. However, the number of foreign students’ increment in 2009 and 2010 are 11,586 (17%) and 6,169 (8%) students respectively. Moreover, 7.5% of total the number of student’s enrolment in 2010 are foreign students as compared in 2009 and 2008, where they are 11.3% and 30.2% accordingly. This means that the number and percentage of foreign students’ enrolment is reducing for the past three years (MOHE, 2011).

As such, there is a need to improve and strengthen the reputation of Malaysian private universities. Based on Times Global Higher Education Ranking and QS World University Ranking in 2010, no Malaysian universities were listed in the top 200 universities (QS Top University, 2010; The Times Higher Education, 2010). Moreover, only seven universities were ranked among the top 200 Universities in Asia in 2009 (QS Top University, 2010).

In 2010, the number of Malaysian universities listed in Asian University Rankings dropped from seven to five. The institutions still listed are namely: University Malaya, University Kebangsaan Malaysia, University Sains Malaysia, University Technology Malaysia and International Islamic University Malaysia. No private universities were listed either in the top 200 in the World Ranking or Asian University Ranking for both the Times Global Higher Education Ranking and QS Top University Ranking. In order to attract more foreign students to enroll in Malaysia, Malaysian private universities have to improve their reputation and performance through upgrading the quality of teaching, research and publications, research influence, supervisions, innovation and administration.

In order to become a world-class education and elite institution, academic staff performance and output are important. According to World Bank Report 2007, top universities that are consistently at the top of the list in various international ranking are strong in advancement of knowledge through research and publication, teaching by adopting most innovative curricula and methods under most conducive circumstances (World Bank Report, 2007).

Quality publications and teaching are important indicators to become world-class institutions. In the past few years, one of the major weaknesses for Malaysian universities is its low research output (World Bank Report, 2007). Furthermore, World Bank Report advised that the Malaysian government and universities should inspire and encourage academic staff to adopt innovative approaches to teaching. Malaysian universities can move to become world-class institutions and this can draw in the enrollments of foreign students.

Research publication and teaching are key responsibilities of academic staff. Therefore, it is important to explore and understand how academic staff shape and develop attitudes and behaviors in order to enhance an institution's performance. Organisational commitment is one of the most important work attitudes in the study of organisational behavior (Allen and Meyer, 2000).

Therefore, there is a need to study the antecedents of organisational commitment of academic staff working in PrHEIs. By examining the antecedents of organisational commitment, policy makers will be able to understand and shape the attitudes of private universities' academic staff. Subsequently, this will improve an individual's and university's overall performance. In the long run, this will assist the Malaysian government in achieving high-income nation status by 2020.

1.3 Research Questions

Having considered the background and certain issues and concepts concerning the research problem, the general research question (RQ) and specific RQs' are listed below:

General Research Question:

What are the conditions required to shape the behavior or attitude of academic staff in Malaysian private universities?

Specific Research Questions:

1. To what extent do private universities academic staff experience any commitment within institutions?
2. What are the antecedents of organisational commitment?
3. To what extent do private universities academic staff experienced any psychological empowerment, intrinsic motivation, job satisfaction and job autonomy within institutions?
4. Which antecedent has the greatest contribution towards organisational commitment?
5. Which cognition of psychological empowerment has the greatest contribution towards organisational commitment?

1.4 Research Objectives

Main Research Objective (RO)

The main purpose of this study is to examine the conditions required to shape the behavior or attitude of academic staff in Malaysia private universities.

It follows that the specific research objectives are:

1. To examine the level of perception of organisational commitment.
2. To examine the relationship between psychological empowerment, job autonomy, intrinsic motivation and job satisfaction and organisational commitment.
3. To examine the level of perception of psychological empowerment, intrinsic motivation, job satisfaction and job autonomy.
4. To examine the greatest contributor towards organisational commitment.
5. To examine the greatest cognitions of psychological empowerment that contributes towards organisational commitment.

1.5 Research Gaps

Most of past studies have focused on antecedents and consequences of organisational commitment. These were conducted by industrial or business organisational and occupational psychologists. A number of studies focused on the relationships between personal factors, organisational factors and job characteristics with the organisational commitment (Iqbal, 2010; Salami, 2008; Obeng and Ugboro, 2003; Schwepker, 2001; Abdulla and Shaw, 1999).

Some studies focused on the consequences of organisational commitment such as turnover intentions, absenteeism, counterproductive behavior, job performance, employee retention and employee productivity (Chughtai and Zafar, 2006; Lee and Liu, 2006; Dalal, 2005; Obeng and Ugboro, 2003; Aryee et al., 2001). However, there is a lack of empirical and conceptual study that investigates the relationship of psychological empowerment, job autonomy, intrinsic motivation and job satisfaction toward organisational commitment in Malaysian HEIs.

Chughtai and Zafar (2006) argued that there is paucity of research conducted on organisational commitment within the education sector. There seems to be a lack of sufficient studies in supporting literature on the relationship of intrinsic motivation and job autonomy with organisational commitment (Galletta, Portoghese and Battistelli, 2011). The majority of past studies focused on the general motivation instead of intrinsic motivation (Darolia, Kumari and Darolia, 2010; Warsi, Fatima and Sahibzada, 2009; Tella, Ayeni and Popoola, 2007).

A number of studies proved that the psychological empowerment and job satisfaction are significantly related to organisational commitment. But, most of the studies were conducted on education sectors in other countries such as Bogler and Somech (2004) in Israel and Dee, Henkin and Duemer (2002) in the United States of America. Due to this gap in past studies, psychological empowerment, intrinsic motivation, job autonomy and job satisfaction have been included in the current study.

There also seems to be lack of studies that attempt to examine the antecedents with the three dimension commitments. Therefore, this study examines the joint effect of these antecedents (psychological empowerment, job satisfaction, intrinsic motivation and job autonomy) with the three dimensions of organisational commitment.

1.6 Contribution of the Study

By conducting this research, it will be able to provide important and valuable suggestions to the Malaysian government and the PHEIs in Malaysia to improve the quality of Malaysian private universities.

1.6.1 Government Perspective

By reviewing literature concerning the relationship between antecedents and organisational commitment, we can provide support for the Malaysian government to improve the quality and standard of private universities. When the antecedents of organisational commitment have been tested rigorously, it will help to increase the academic staffs' organisational commitment. In turn, it will lead to the improvement of work quality and organisational performance. Eventually, this will strengthen and increase the quality assurance in various aspects such as research, publication and teaching as well as standards and reputation of Malaysian private universities.

Improvement of the quality assurance and reputation will help Malaysian private universities move into the top 200 World or Asian

university ranking. Hopefully, this will increase the institutions reputation. Ultimately, it is anticipated that through this initiative in various aspects (publication, research and teaching), Malaysian private universities will be able to compete with other foreign universities in attracting students and foreign students to study in Malaysia. The product of these changes will lead to higher quality and competitive graduates who in turn will assist Malaysia to transform from middle-income nation to high-income nation with both inclusive and sustainable in 2020.

1.6.2 Private Universities Sector Perspective

The current research study will also provide some insight to the Deans, Head of Departments' and Human Resource Manager by understanding how organisational commitment is associated with antecedents namely: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction.

Through data analysis, it would reveal the antecedents that contribute the most towards organisational commitment. This will enable organisations or institutions to know which areas that they should allocate more attention to in order to increase commitment. This can be done by implementing some suitable practices in which it will lead to improvement of the work quality and organisation performance.

Furthermore, this will reduce turnover rate and retain knowledgeable employees, reduce absenteeism and increase performance. Besides that, an

organisation practitioner or researcher can also try to further the research study in order to identify and explore more antecedents of organisational commitment in Malaysia private universities sector.

Improvement of organisational commitment practices can help private universities to be competitive among local and international universities, as this research will enable private universities to look into and review the feedback from their employees' which are academic staff by conducting a survey study. This will help them to know the employees' response in an anonymous manner. Therefore, this is a good opportunity for employees to express their feelings through answering the questionnaire more accurately. Hence, the organisation will get to know their employees' perceptions of the working conditions. By getting this data and information, PrHEIs can try to improve the needs of their respective academic staff. When academic staff needs are satisfied, this will make them feel more secure in the institution (McShane and Von Glinow, 2010). Subsequently, they will be more willing to stay longer and committed themselves in the organisation.

1.6.3 Knowledge Perspective

By conducting this research, it will help to close the knowledge gap. As mentioned in Research Gap Section, there is a paucity of research study and lack of empirical study supporting the relationships of psychological empowerment, intrinsic motivation, job autonomy and job satisfaction with organisational commitment amongst academic staff in Malaysian private universities. In addition, there seems to be lack of studies that attempt to

examine the antecedents with the three dimension commitments. Therefore, this research study will be able to contribute a little to the knowledge of organisational behavior perspective.

1.7 Scope of the Study

The main objective of the study is to examine the antecedents of organisational commitment. The antecedents comprise of psychological empowerment, job autonomy, intrinsic motivation and job satisfaction. The research encapsulates the testing of the association between antecedents and organisational commitment of academic staff in Malaysian private universities. It also further examines the total contribution towards organisational commitment and identifies the antecedent that has the strongest variance on organisational commitment.

1.8 Outline of the Study

This research study will be comprised of six chapters. Chapter one is an introductory chapter for the research report which covers the background of the study, problem definition, research questions, research objectives, research gap, significant of the study, scope of the study and outline of the study.

The second chapter, Literature Review, is the review of the relevant literature of research topic. The literature review covers the introduction of the chapter and definition of organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction.

Besides, it also includes the explanation of relationships between the variables with relevant hypotheses. This is followed by the proposed conceptual framework of the research study.

Chapter three discusses the research methodology used which covers research approach, data collection method, sampling design, research instrument, measurement with validity, data collection framework and data analysis.

Chapter four is the research result that covers the description of reliability analysis, descriptive analysis and inferential analysis. Descriptive analysis includes the description of frequencies, means, medians, standard deviations and variance of the respondents' age, gender, academic staff qualification, organisational tenure, races, working experience, income level and job position.

The inferential analysis includes One-Sample T-test, Pearson Correlation and Multiple Regression. One sample T-test is to examine whether academic staff perceive any commitment, empowerment, autonomy, intrinsic motivation and satisfaction in an institutions. Pearson Correlation is to test the basic relationships between the antecedents and organisational commitment. Multiple Regression Analysis is to test the total variances that explain the organisational commitment. It is also to identify the antecedents that can explain the largest variance of organisational commitment.

Chapter five is the findings and discussion of the research study that covers the relationships among research questions or hypotheses and research problem. This is followed by an extensive discussion of the research findings. Meanwhile, the chapter six includes theoretical and practical implications, limitation, future research and overall conclusion of whole research report.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter consists of three main sections: definition of the terms, relationship among the variables and the development of conceptual framework of the present study. Under the first section, the definitions of psychological empowerment, organisational commitment, job autonomy, intrinsic motivation and job satisfaction are briefly explained. In the second section, the relationships among the variables are explained and clarified by using a number of relevant past research studies. At the end of the chapter, the research conceptual framework and the hypotheses formulated are presented.

2.1 Definition of the Terms

2.1.1 Organisational Commitment

Organisational commitment is multidimensional in nature (Becker, Randal and Riegel, 1995; Bateman and Strasser, 1984). Employees who are committed within an organisation would have a strong desire to remain as a member of a particular organisation. Committed employees would also be willing to put in a substantial effort on their job on behalf of the organisation. Furthermore, they would also have high values and goals acceptability within the organisation (Becker et al., 1995). Northcraft and Neale (1996) stated that employee commitment in an organisation is an attitude which will reflect an

employee's loyalty to the organisation.

Meyer and Allen (1987) developed a commitment model in which there are three approaches: affective, continuance and normative commitment. Allen and Meyer (1990) provide preliminary evidence that affective, continuance and normative components of attitudinal commitment are conceptually and empirically separated. Further study by Meyer and Allen (1991) broaden the perspective on organisational commitment through the componential model.

In 1993, Meyer, Allen and Smith further tested and extended the concept of the three components of organisational commitment. Meyer and Allen (1997) also suggested that organisational commitment should be conceptualized as a psychological state. It is concerned about how individuals feel about their organisational engagement and the desire to continue to remain with the organisation. This is confirmed by Akintayo (2006), who proved that organisational commitment should have three main components namely; affective, continuance and normative. The three components of organisational commitment have its own underlying psychological states.

One of the dimensions of organisational commitment is affective commitment. It can be defined as "the employee's emotional attachment to, identification with, and involvement in a particular organisation" (McShane and Von Glinow, 2010, p. 112). According to Noor Harun and Noor Hasrul (2006), employees who have strong affective commitment are more likely to

remain in the organisation because they want to. They will continue to work for the organisation and desire to remain within the company when they agree with the organisation's goals. However, when there is no desire to be emotionally attached and involved in the organisation, the employees may desire to leave the company.

Another dimension of commitment is continuance commitment. It is defined as "the employee's calculative attachment to the organization, whereby the employee is motivated to stay only because leaving would be costly" (McShane and Von Glinow, 2010, p. 112). The decision to leave the organisation depends on the cost of leaving and the benefits of continued stay with the organisation. When the cost of leaving is much higher than the benefits of continued to be a member in the organisation, then, the person has higher continuance commitment. Employees with high continuance commitment are more likely to remain in the organisation because of the need to do so.

Finally, the dimension of normative commitment is the employee's feeling of obligation to stay in the organisation based on one's personal norms and moral values (Meyer and Allen, 1991; Allen and Meyer, 1990). Even, when the employees face pressure from others to leave the organisation, the employee will still feel strongly to continue working for the organisation. The decision made by the employee either to stay or leave the organisation is based on their personal belief of the right and moral thing to do. The individual employees with higher normative component of organisational commitment

usually will be more likely to remain within the organisation (Meyer and Allen, 1991).

According to McDermott, Laschinger and Shamian (1996) an individual employee's with strong affective and normative commitment are more likely to remain and stay with the organisation. The reason for this is that they wanted to do. An individual employee's with strong continuance commitment are more likely to stay with the organisation. This is because they cognitively evaluate what they need to.

Among the three components of commitment, affective commitment is noted to be the most beneficial to an organisation. It has positive relationship between affective commitment and organisational outcomes such as improvement in retention, absenteeism, turnover and self-report performance (Meyer and Allen, 1997). The study of Shore and Martin (1989) showed there is highly significant correlation between employees' intent to remain with the organisation and organisational commitment. Subsequently, the employees will strive towards the organisation's goals and objectives (Meyer, Allen, Gellatly, Goffin and Jackson, 2000).

Proposed Hypothesis:

Hypothesis ^{1.1}: Academic Staff of private universities are committed to their institutions.

2.1.2 Psychological Empowerment

The term “psychological empowerment” holds different meanings when interpreted by various researchers (Spreitzer, 1995; Thomas and Velthouse, 1990; Conger and Kanungo, 1988). Conger and Kanungo (1998) defined psychological empowerment as a process of increasing employee feelings of self-efficacy.

However, Thomas and Velthouse (1990) revised the definition of psychological empowerment. They characterize psychological empowerment as an increase in intrinsic motivation. They developed a model that identifies four cognitions or task assessments as the basis for employees’ empowerment. The four cognitions of empowerment are known as impact, competence, meaningfulness and choice. The combination of these four cognitions of psychological empowerment reflects an active orientation to work role. Subsequently, individual employees will feel they are empowered to do so.

Spreitzer (1995) consequently extended and operationalised the model of psychological empowerment developed by Thomas and Velthouse (1990). Spreitzer (1995) made several improvements on the model and renamed the meaningfulness cognition as meaning cognition, and choice cognition as self-determination cognition. Hence, Spreitzer defined psychological empowerment as reflecting personal sense of control in the workplace, as manifested in the four beliefs about the person-work environment relationship in the four cognitions: meaning, competence, self-determination and impact. If one of the dimensions absent, then the experience of empowerment will be

limited. Therefore, all the cognitions need to be present at the same time in order to maximize the feeling of being empowered.

Spreitzer (1995) defined meaning cognition as a sense of purpose or personal connection, judged in relation to an individual work goal. It is the value of a work goal or purpose, judged in relations to an individual's own ideals (Thomas and Velthouse, 1990). The employees' must have a belief in their judgment, values, work role and behaviors with connection to the work. At the same time, the employees' must have the opportunity to be guided by their own ideas and standards to evaluate the achievement of the organisational goal. The meaning cognition must involve a fit between the requirements of a work role and a person's beliefs, values and behaviors (Dickson and Lorenz, 2009; Brief and Nord, 1990). The work goal should not have any conflict with the individual own values and beliefs. Eventually, the employees will have the feeling of being empowered. According to Pratt and Ashforth (2003), employees' can discover the meaning cognition in almost any task, job or organisation.

Competence cognition can be defined as the situation when employees believe in his or her skill and capabilities to perform their work effectively (Spreitzer, 1995). When they do not have the confidence in their skills and capabilities, they will experience a lack of empowerment. This is an result of feeling inadequate. According to Thomas and Velthouse (1990) competence assessment can be referred to as the degree to which a person can perform task activities skillfully when he or she tries to. The employees not only must have

the sense of belief but they should also try to perform the assigned tasks in order to have the feeling of competence. However, workers who have a low self-efficacy will avoid situations that require them to display their relevant skills. This will prevent them from confronting their fears and improve on their competencies (Bandura, 1977). In contrast, an individual who has high self-efficacy will result in initiating behaviors where he or she will be willing to exert more effort and persisted in the face of challenges and obstacles.

Self-determination is an individual sense of freedom for the employees' to do their own work and regulating actions (Spreitzer, 1995). Managers must provide their employees' with the opportunity and freedom to make certain decision about their work instead of just requiring them to follow rules and regulations. If the employees' believe that they are just following orders from their superior, then they might experience a sense of lack of empowerment. This is normally due to the little autonomy and freedom accorded to them. However, employees' should perceive self-determination to ultimately produce greater flexibility, creativity, initiative, resilience and self-regulation (Deci and Ryan, 1985).

Lastly, impact describes a belief that individual employee can influence the system in which they are embedded (Spreitzer, 1995). Impact meant that whether employees believe they are able to make a difference in their organisation. In other words, impact is the degree to which employees can influence organisation strategy, administrative or operating outcomes at work (Ashforth, 1989). When impact exists, employees would feel that they could

perform better and have significant influence in the organisation. Therefore, Dean and Heads of Departments need to affirm academics that they can affect the organisation outcome by completing the assigned tasks. Institution leaders should provide their subordinates substantial opportunities to give opinions and suggestions about their operational changes in their work environment. This will have positive impact on their work outcomes.

The competence and impact cognitions are very similar to each other. However, Thomas and Velthouse (1990) distinguish competence and impact cognitions with a light of conceptual refinements that help to further clarify the variables more clearly. Moreover, Spreitzer, Kizilos and Nason (1997) also state that the impact cognition is different from self-determination. The self determination cognition refers to individuals' sense of control over their own work. Whereas, impact cognition is individuals' sense of control over organisational outcomes and belief in having the ability to make contribution. It will provide a significant positive impact in their organisation.

Proposed Hypothesis:

Hypothesis ^{3.1}: Academic Staff of private universities are psychological empowerment to their institutions.

2.1.3 Job Autonomy

Teacher job autonomy is defined as teachers who have significant control of themselves and their work environment (Pearson and Hall, 1993). This means that the teachers will have substantial freedom from supervision

(Pearson and Moomaw, 2005) and accomplish their task. Besides, it also indicates freedom to coordinate the specific subject which has been assigned by the school or an institution. Further to this, Brock (2003, p. 58) defines autonomy as “the degree to which an individual employee can make significant decision without the consent of others”. The employee’s experience autonomy will directly have the feeling of being self-governing and self-directing to complete their task. It will have more independence rather than referring everything back to the top management of the organisation.

Teacher autonomy will improve the innovations in teacher’s education and on-going teacher’s development (Mello, Dutra and Jorge, 2008). According to Bogler and Somech (2004) autonomy is the teachers’ feeling to make their own free decision. It has significant control over various aspects of their working life, including scheduling, developing curriculum, selecting textbooks and planning instruction. Furthermore, teachers must be given the freedom to perform the best treatment for their students and the freedom to do so (Pearson and Moomaw, 2005).

Proposed Hypothesis:

Hypothesis ^{3.2}: Academic Staff of private universities have some degree of job autonomy to their institutions.

2.1.4 Intrinsic Motivation

Work motivation is the process that individual is willing to initiate and maintains goal-directed performance (Clark, 2003, p. 2). When an individual

employee has motivation, he or she will have great energy and aspire to work harder. Moreover, motivation also encourages employees to use their experience, expertise, knowledge and skills effectively to their work (Clark, 2003). This will improve the quality and quantity of their work performance. Although an individual employee is motivated to work harder, they might not have adequate skills and knowledge to carry out their job. Eventually, these will lead to low performance (Clark, 2003).

Motivation can be divided into two categories: Intrinsic motivation and extrinsic motivation. Intrinsic motivation is based on positively valued experiences that an individual employee gets directly from their work tasks (Thomas and Velthouse, 1990). Extrinsic motivation is based on rewards and punishments which are given by the organisation (Vroom, 1964). Intrinsic motivation has been a popular and a topic of growing interest in recent years. They argued that intrinsic motivation is crucial for open-ended cognitive development (Ryan and Deci, 2000).

Intrinsic motivation can be defined as “the doing of an activity for its inherent satisfaction rather than for some separable consequence” (Ryan and Deci, 2000, p. 55). In addition to this, intrinsic motivation also can be defined as an individual employee desire to perform a task for personal choices and by events in the environment (Utman, 1997). Once the employee finds their job tasks enjoyable and interesting, then he or she will have the desire and willingness to exert a considerable effort to perform their task. However, Grabner and Speckbacher (2009) argue that intrinsic motivation not only will

increase employees' effort, but it will also have great influence on other aspects of employee behavior.

Proposed Hypothesis:

Hypothesis ^{3.3}: Academic Staff of private universities are intrinsically motivated to their institutions.

2.1.5 Job Satisfaction

Job satisfaction is one of the factors that influence employees' job experience. When there is an enhancement of employees' job satisfaction, this will lead to an increase in their overall organisation productivity and performance. Besides, there will be an overall improvement in employees' creativity, innovation, reduce the turnover rate and absenteeism (Dickson and Lorenz, 2009). Job satisfaction can be defined as an indication of individual person emotional and their physical feelings (Hoppock, 1935).

Vroom (1964) explains that when an individual's job experience is evaluated and appraised by the organisation, then the employee will have a pleasant feelings and positive emotional state. Another researcher, Locke (1976) defined job satisfaction as a pleasant or positive emotional state as a result of the job evaluation and appraisal or job experience. Employees' job evaluation and appraisal work outcome will determine either negative or positive feedback. This feedback will affect the employees' emotional state and pleasant feelings. Subsequently, this will influence the level of job satisfaction.

Job satisfaction has become a primary factor that influence the individuals jobs and to the job experience. If there is an enhancement of employees' job satisfaction within the organisation, this will in turn lead to increase in individual academic staff job satisfaction. Subsequently, it will increase overall institution performance. Employees' job satisfaction increase will have significant higher correlation with employees' intent to stay within the organisation (Shore and Martin, 1989).

Meanwhile, the study of Luthans (1998) indicates that job satisfaction can be divided into three important dimensions. Firstly, job satisfaction is an emotional response of an employee to a job situation. Secondly, job satisfaction is determined by how well the work outcomes meet the expectation. If employees have exerted more effort to achieve the organisation outcome, but receive fewer rewards eventually, this will cause them to behave negatively towards their work. Thirdly, job satisfaction will affect the employees' attitude by several characteristic namely: work itself, pay, promotion opportunities, supervision and co-workers. Dickson and Lorenz (2009) claim that job satisfaction will have positive impact on performance, customer services and reduce employees' turnover.

Proposed Hypothesis:

Hypothesis ^{3.4}: Academic Staff of private universities are satisfied with their institutions.

2.2 Relationships between Antecedents and Organisational Commitment

2.2.1 Psychological Empowerment and Organisational Commitment

Research has shown the empirical relationship between psychological empowerment and organisational commitment in different group of respondents (Raub and Robert, 2007; Liu, Fellows and Chiu, 2006; Kirkman and Rosen, 1999). Liu et al. (2006) found that there is an increase in the perception of work empowerment. This actually leads to the increase in organisational commitment of quantity surveyors in four different construction companies in Hong Kong.

An organisation could provide employees substantial opportunities to take more responsibilities (Spreitzer, 1995; Meyer and Allen, 1991). This will encourage employees to perform in their work that are more challenging (Meyer and Allen, 1991). The organisation should grant their employees more responsibilities by assigning tasks that are important to the organisation performance (Spreitzer, 1995; Meyer and Allen, 1991). Besides, an organisation is also encouraged to provide more opportunities to make significant decisions and giving employees more opportunities to voice out their personal opinions. Subsequently, this will lead to higher empowerment and empowered employees tend to be more willing to remain with the organisation and work harder.

Another study by Bogler and Somech (2004) in Israeli middle and high schools looked at the relationships between empowerment and teachers'

organisational and professional commitment as well as organisational citizenship behavior. The study showed that teachers' empowerment level is significantly related to the feelings of commitment within the organisation and their profession. This relationship is also confirmed by Raub and Robert (2007).

In additions to this, Dee et al. (2002) indicate that psychological empowerment is positively related to organisational commitment among teachers from eight elementary schools of an urban district located in South-western United States. When teachers have the right power to make decision in their daily management work, this will lead to an increase in organisational commitment. Hence, teachers will feel more empowerment and are more likely to reciprocate by being more committed to their organisation (Kraimer, Seibert and Liden, 1999).

Proposed Hypothesis:

Hypothesis ^{2.1}: There is significant relationship between psychological empowerment and organisational commitment.

2.2.1.1 The Four Cognitions of Psychological Empowerment and Organisational Commitment

The cognitions of psychological empowerment evoke and increase organisational commitment namely: meaningful, competence, self-determination and impact (Kirkman and Rosen, 1999). A number of research studies examine the relationships between the four cognitions of

psychological empowerment with organisational commitment (Chen and Chen, 2008; Nabila, 2008; Dee et al., 2002). Table 2.1 shows the past studies result on relationships between the four cognitions of psychological empowerment and organisational commitment. However, research evidence with regards to the relationship between the four cognitions namely: meaning, competence, self-determination and impact cognitions and organisational commitment have yielded inconsistent results (Chen and Chen, 2008; Nabila, 2008; Dee et al., 2002).

In their study, Chen and Chen (2008) discovered that self-determination has no significant relationship with organisational commitment whereas the other three cognitions seem to have significant relationship with organisational commitment. Nabila (2008) found that meaning and self-determination cognitions have no significant relationship with organisational commitment, but competence and impact dimensions have significant relationship. Furthermore, Dee et al. (2002) revealed that only competence cognition has no significant relationship with organisational commitment (Table 2.1).

Table 2.1: Past Studies Result on Relationship between the Four Cognitions of Psychological Empowerment and Organisational Commitment

Authors Name	Year of published journal	Meaning	Self-determination	Competence	Impact
Chen and Chen	2008	Significant relationship	No significant relationship	Significant relationship	Significant relationship
Nabila	2008	No significant positive relationship	No significant positive relationship	Significant positive relationship	Significant positive relationship

Table 2.1 continued: Past Studies Result on Relationship between the Four Cognitions of Psychological Empowerment and Organisational Commitment

Dee, Henkin and Duemer	2002	Significant positive relationship	Significant positive relationship	No significant relationship	Significant positive relationship
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Impact cognition displayed the most consistent results from past studies as compared to other cognitions of psychological empowerment. For impact cognition, superiors empower their employees by giving them an opportunity and autonomy to make decision about their work methods, pace and efforts in order to increase their subordinates' commitment (Nabila, 2008).

For self-determination cognition, the majority of the studies found that self-determination cognition has no significant relationship with organisational commitment. However, when employees' believe that they are just following the order from their superior rather than their own actions, they feel a lack of empowerment due to the little autonomy and freedom. Self-determination exists, when employees have some control over what they will do, and how much effort they will put into their work (Spector, 1986). Employees' especially academic staff should have the freedom in organizing their daily work task. Therefore, self-determination dimension is very important in enhancing the organisational commitment of academic staff.

For meaning and competence cognitions, it is also shown that both have significant relationships with organisational commitment. Organisations have to make sure that the objectives of the assigned work task are compatible with their employees' value systems', in order for them to perceive the work to

be meaningful (Brief and Nord, 1990). If the objective of the assigned work task is conflicting with the employees' value systems, they will not feel empowered. Each individual employee within an organisation must have a sense of belief that they have the necessary skills and capability to perform their work better (Spreitzer, 1995). Managers should not assign tasks that are unattainable and extremely difficult to achieve. Besides, superiors should also not assign works that require high quality skills that are beyond their employee's capability. This will lead to reduced motivation and commitment towards the organisation.

It is important to point out that the target respondents are different from one study to another. Chen and Chen (2008) studied employees from three Taiwan state-owned enterprises. Nabila (2008) focused on employees from the construction sectors in Kota Kinabalu, Malaysia, whereas Dee et al. (2002) looked at teachers employed in eight elementary schools of an urban district located in a South-western American city. Under the circumstances, different backgrounds and experiences will have different impacts on the perceptions or opinions on the relationships between the four cognitions of psychological empowerment and organisational commitment. Respondents working as teachers in elementary schools are more educated compared to employees from the construction sectors. That may explain the reason as to why the results reported by various researchers are slightly different from one another.

Moreover, majority of the respondents for Dee et al. (2002) were female (86.6 percent) as compared to male (only 13.4 percent). The results might not be able to fully represent the target respondents. Abdulla and Shaw (1999) tested the gender differences with dimensions of organisational commitment. They found there is a significant difference between males and females. In some countries, employment and cultural barriers for women still exist. Therefore, they have difficulty to get employment. Eventually, this leads to higher commitment as compared to males as majority of the respondents were female (86.6 percent). Therefore, the results (the relationship between psychological empowerment and organisational commitment) may be very different from other results. In order to draw a valid conclusion to represent the target respondents, it must be equal in terms of gender percentage.

Even though not all the four cognitions of psychological empowerment have positive relationships with organisational commitment, in general, psychological empowerment may be an important element or means for increasing employees' organisational commitment and is helpful in reducing burnout and absenteeism (Dee et al., 2002). Therefore, this study would like to examine the relationships between the four cognitions of psychological empowerment and organisational commitment of academic staff in Malaysian private universities.

Proposed Hypothesis:

Hypothesis ⁵: The four cognitions of psychological empowerment can significantly explain the variance in organisational commitment.

2.2.1.2 Psychological Empowerment and the Three Components of Organisational Commitment

Literature review reveals that some researchers have examined the relationship between psychological empowerment with each of the components of organisational commitment namely: affective, continuance and normative (Chan, 2003; Meyer and Allen, 1991).

A study by Jermier and Berkers (1979) found that if the superior allows their employees to participate in decision making, affective commitment to the organisation among employees is stronger. Organisations that practice decentralization rather than centralization by transferring power to their employees to make certain decision will cause higher affective commitment (Bateman and Strasser, 1984).

Chan (2003) also found that psychological empowerment has a strong and direct positive association with affective commitment. Employees who are psychologically empowered by their superiors tend to be more affectively attached to the organisation. Subsequently, they will feel obligated to stay with the organisation. This gives strong evidence to prove that affective commitment is strongly related to psychological empowerment.

A study by Laschinger, Finnegan and Shamian (2001) discovered that there is a weak relationship between continuance commitment and empowerment. Chan (2003) indicates that there is a negative relationship instead of positive relationship between continuance commitment and

psychological empowerment. Chan (2003) interpreted this to mean that if employees experience higher level of psychological empowerment; these employees normally are less likely to be motivated by continuance commitment to remain with the organisation.

Employees with high continuance commitment will stay within the organisation and they cognitively evaluate that they will need to (Chan, 2003). Moreover, continuance commitment is not necessarily an organisationally beneficial attitude. Employees may be willing to stay longer with the organisation, but this may be due to being unable to find a better or more financially rewarding job than the current work. If the employees leave the organisation, then they will tend to lose more (Chan, 2003; Laschinger et al. 2001). Therefore, the negative relationship was caused by reasons other than psychological empowerment.

Chan (2003) also argues that employees with high psychological empowerment have high normative commitment towards the organisation. His hypothesis is supported in which there is a direct and positive relationship between psychological empowerment and normative commitment. This was confirmed in a subsequent study by Krishna (2007). Furthermore, Chan (2003) also found that there is direct relationship between normative commitment and psychological empowerment. This might be due to employees who are psychologically empowered tend to be more emotionally attached to the organisation. Subsequently, they might feel the obligation to remain with the organisation.

In conclusion, the psychological empowerment relates negatively to continuance commitment while psychological empowerment is positively related to normative and affective commitment. Laschinger et al. (2001) have stated that empowerment is more likely to have significant influence on affective and normative commitment but little to continuance commitment. When employees perceived a sense of empowerment, this would be intrinsically motivated to remain as membership of an organization affectively and normatively but less to continuance (Chan, 2003).

2.2.2 Job Autonomy and Organisational Commitment

Research evidence with regards to the relationship between job autonomy and organisational commitment postulated a significant result. Parker, Wall and Cordery (2001) argue that job autonomy is one of the important antecedents of organisational commitment within an organisation. In another study, Cuyper and Witte (2006) examined the prediction of autonomy role and workload on job satisfaction, organisational commitment, life satisfaction and performance.

Incongruent results between temporary and permanent employees were generated by Cuyper and Witte. They suggested that temporary employees' perception is very much different from permanent employees' perception on what will lead to stressor. Subsequently, this might lead to have different responses and reactions to similar work situations.

Normally, temporary employees' are students who desire to earn extra income to support their studies and daily expenses (Cuyper and Witte, 2006). Therefore, increasing temporary employees' job autonomy will not influence job satisfaction and organisational commitment. Thus, the implementation practices that help in enhancing the level of autonomy are ineffective to increase the job satisfaction and organisational commitment for temporary workers (Chan, 2003).

The study of Cuyper and Witte (2006) has speculates that there is no relationship between autonomy and short-term job satisfaction and organisational commitment. For temporary employees having high workloads, the autonomy will not increase their job satisfaction and organisational commitment. However, high level of autonomy leads to increased permanent employees' job satisfaction and organisational commitment (Cuyper and Witte, 2006).

Moreover, the studies of Galletta et al. (2011) and Humphrey, Nahrgang, and Morgeson (2007) support the evidence drawn by Cuyper and Witte (2006). When individual employees have the freedom to do whatever they want to do, this will lead to high organisational commitment. Eventually, they will feel that they are part of the organisation. Thus, they will have a strong desire to remain as a member of a particular organisation, willing to exert more effort on their job and have a high level of values and goals acceptability and belief within the organisation (Becker et al., 1995). In addition to this, Parker et al. (2001) also found that job autonomy has the

strongest relationship with affective commitment as compared to normative and continuance commitment.

Proposed Hypothesis:

Hypothesis ^{2.2}: There is significant relationship between job autonomy and organisational commitment.

2.2.3 Intrinsic Motivation and Organisational Commitment

Prolific research in the area of relationships between work motivation and organisational commitment has been conducted over the past few years (Darolia et al., 2010; Warsi et al., 2009; Tella et al., 2007; Ingram, Lee and Skinner, 1989). Warsi et al. (2009) found that work motivation is strongly positive when associated with organisational commitment among the private sectors employees of Pakistan. The result is in line with the results of Darolia et al. (2010) and Tella et al. (2007).

In order to increase employees' work motivation and job satisfaction, leaders should grant them challenging task with additional responsibility and authority. This will ultimately increase their job performance within the organisation. However, there is a lack of empirical research on relationships between intrinsic motivation and organisational commitment in Malaysia, especially in private universities academic staff (Galletta et al., 2011).

Research has shown that both intrinsic and extrinsic motivations are related to organisational commitment. It also postulates that intrinsic

motivation is more significant compared to extrinsic motivation with organisational commitment. Further to this, Ingram et al. (1989) have posited that there is no relationship between intrinsic motivation and organisational effort.

Another study has shown that intrinsic motivation is significantly related to Organisational commitment, especially affective commitment (Galletta et al., 2011). If employees have been intrinsically motivated through their own works, they will feel a strong sense of identification and commitment within their respective organisations. Hence, this also will reduce turnover intention.

There are two completely different points whether there is a relationship between intrinsic motivation and organisational commitment. This might due to the nature of study research methodology such as target population are different. The target population for Ingram study was salesperson and for Galletta study was nurses. Two different groups of respondents might have different organisation culture context and perception on the relationships. Therefore, two completely different results have been generated by two different studies.

Proposed Hypothesis:

Hypothesis ^{2,3}: There is significant relationship between intrinsic motivation and organisational commitment.

2.2.4 Job Satisfaction and Organisational Commitment

In the past two decades, much research was conducted on the relationship between job satisfaction and organisational commitment. However, many of these studies have obtained inconsistent results. There are four possible results, which are; job satisfaction causes organisational commitment; organisational commitment causes job satisfaction; job satisfaction and organisational commitment are reciprocally related; and no causal relationship between job satisfaction and organisational commitment. Therefore, job satisfaction and organisational commitment have become important concepts for the organisation behavior discipline.

Both job satisfaction and organisational commitment were found to be associated with other positive organisational outcomes (Kirkman and Shapiro, 2001) such as reducing turnover rate (Camp, 1993), increasing productivity (Mcneese-Smith, 1995) and increasing employees' retention (Vandenberg and Lance, 1992). Besides, Feinstein and Vondrasek (2006) found that job satisfaction is an important element from an organisational perspective. Higher job satisfaction will lead to higher employees' organisational commitment. Eventually, it will have positive impact on overall organisational success and development.

The vast majority of empirical studies show that the job satisfaction is an antecedent to organisational commitment (Malik, Nawab, Naeem and Danish, 2010; Yogesh, Shiv and Shilpy, 2010; Warsi et al., 2009; Tella et al., 2007; Chughtai and Zafar, 2006; Gaertner, 1999; Wallace, 1995; Brown and

Peterson, 1994; Gregson, 1992; Testa, 1991). However, little research has shown that organisational commitment is an antecedent to job satisfaction (Vandenberg and Lance, 1992; Bateman and Strasser, 1984). Both job satisfaction and organisational commitment are reciprocally related (Huang and Hsiao, 2007). Currivan (1999) and Curry, Wakefield, Price and Mueller (1986) however, found no causal relationship between them.

The inconsistent results can be explained by two common reasons. Firstly, different target respondents will have different perceptions and background or demographic factors which in turn might lead to different outcomes as dealing with the respondents' perception towards their organisations will vary from different organisation settings. For an example, professional school staff (Currivan, 1999) and middle class executive (Yogesh et al., 2010) might be more educated and have different expectations to their work as compared to employees' work in manufacturing, electricity, gas and waters, construction (Huang and Hsiao, 2007). Secondly, the inconsistent outcomes generated by the various past studies might be due to the different measurements used in job satisfaction and organisational commitment.

However, there is a rising number of research studies that provide strong evidence that the job satisfaction is positively affecting organisational commitment (Schwepker, 2001; Brown and Peterson, 1993). The recent study done by Yogesh et al. (2010) demonstrated that job satisfaction has a significant impact on organisational commitment with a sample of 124 working middle class executives. This outcome was confirmed by Malik et al.

(2010). They postulated that the job satisfaction of academics in Pakistan's private universities was positively correlated with organisational commitment.

They also claimed that employees who have high commitment will enhance the teaching and learning effectiveness, improve professional practices and have reduced turnover. This finding is consistent with studies conducted in the 1990s (Brown and Peterson, 1993). The greater the job satisfaction experienced by employee, the greater the organisational commitment. Gregson (1992) found that job satisfaction which is an antecedent to organisational commitment, and is better at predicting turnover than organisational commitment antecedents to job satisfaction. Chughtai and Zafar (2006) recommend academic administrator should offer jobs which are challenging enough, interesting and motivating. Hence, academic staff will have higher commitment and tend to stay with the institutions.

Proposed Hypothesis:

Hypothesis 2.1: There is significant relationship between job satisfaction and organisational commitment.

2.2.5 All Independent Variables with Organisational Commitment

Table 2.2 indicates that there are no past studies that examined the joint effect of four independent variables include psychological empowerment, intrinsic motivation, job autonomy and job satisfaction with organisational commitment in Malaysia education sector. Galletta et al. (2011), state that there is a lack of sufficient studies on the relationship of intrinsic motivation

and job autonomy with organisational commitment. Chughtai and Zafar (2006) pointed out the paucity of research conducted on organisational commitment within the education sector.

As referring to Table 2.2, there is a prolific research conducted on the relationship of job satisfaction and psychological empowerment with organisational commitment (Najafi, Noruzy, Azar, Nazari-Shirkouhi, & Dalvand (2011); Malik et al., 2010; Yogesh et al., 2010; Warsi et al., 2009; Chen and Chen, 2008; Nabila, 2008; Raub and Robert, 2007; Liu et al., 2006; Bogler and Somech, 2004; Chan, 2003; Dee et al., 2002).

However, majority of the past studies are conducted on other sectors instead of the education sector. There is only a small number of studies targeted at education studies such as Najafi et al. (2011), Malik et al. (2010), Bogler and Somech (2004) and Dee et al. (2002).

Although, there are a number of studies conducted on the education sector, those studies are carried out in other countries. Hence, there is lack of empirical study on organisational commitment in Malaysia education sector. Therefore, it is important to include psychological empowerment and job satisfaction in this study as well.

Proposed Hypothesis:

Hypothesis ⁴: All the variables namely: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction can significantly explain

the variances of organisational commitment.

Table 2.2: Scope of Past Studies

Past Studies	Antecedents Variables			
	Psychological Empowerment	Intrinsic Motivation	Job Autonomy	Job Satisfaction
Galletta, Portoghese and Battistelli (2011)	N/I	I	I	N/I
Najafi, Noruzy, Azar, Nazari-Shirkouhi, and Dalvand (2011)	I	N/I	N/I	I
Malik, Nawab, Naeem and Danish (2010)	N/I	N/I	N/I	I
Yogesh, Shiv and Shilpy (2010)	N/I	N/I	N/I	I
Warsi, Fatima and Sahibzada (2009)	N/I	I	N/I	I
Chen and Chen (2008)	I	N/I	N/I	N/I
Nabila (2008)	I	N/I	N/I	N/I
Humphrey, Nahrgang, and Morgeson (2007)	N/I	N/I	I	N/I
Raub and Robert (2007)	I	N/I	N/I	N/I
Cuyper and Witte (2006)	N/I	N/I	I	N/I
Liu, Fellows and Chiu (2006)	I	N/I	N/I	N/I
Bogler and Somech (2004)	I	N/I	N/I	N/I
Chan (2003)	I	N/I	N/I	N/I
Dee, Henkin and Duemer (2002)	I	N/I	N/I	N/I

Note: N/I: not included in the research mentioned above

I: included in the research mentioned above

2.3 Proposed Conceptual Framework

From the above discussion based on various past studies, this study proposes a conceptual framework on the relationship between independent variables and a dependent variable in the context of academic staff in Malaysian private universities. The proposed conceptual framework includes the four independent variables namely: psychological empowerment, job autonomy, job satisfaction and intrinsic motivation and the dependent variable namely: organisational commitment. Psychological empowerment is comprised of four cognitions namely: meaning, competence, self-determination and impact cognition. Besides, organisational commitment

is comprised of three dimensions namely: affective, normative and continuance commitment.

Based on the discussions presented in the literature review, the psychological empowerment, job autonomy, intrinsic motivation and job satisfaction affect organisational commitment. The four cognitions of psychological empowerment: meaning, competence, self-determination and impact are hypothesized to affect organisational commitment. Further to this, extant literature also encapsulates that psychological empowerment, job autonomy, intrinsic motivation and job satisfaction have influence over the three dimensions of organisational commitment, that is affective commitment, normative commitment and continuance commitment.

The conceptual framework for the study is constructed and presented in Figure 2.1. The relationship framework of psychological empowerment and job satisfaction is adapted part of conceptual framework of Najafi et al. (2011) and Chan (2003). In addition, the relationship framework of job autonomy and intrinsic motivation is adapted part of conceptual framework of Galletta et al. (2011) and Cuyper and Witte (2006).

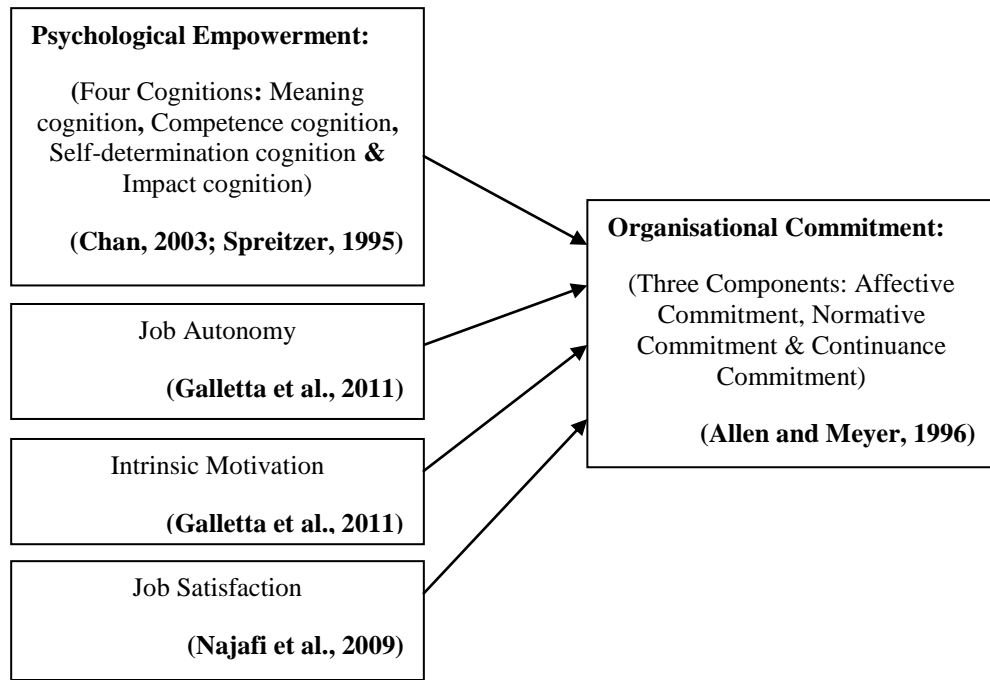


Figure 2.1: Present Research Conceptual Framework

Adapted from Galletta et al. (2011); Najafi et al. (2011); Cuyper and Witte (2006); and Chan (2003).

2.4 List of Hypotheses:

The thesis proposed the following hypotheses concerning the academic staff in Malaysian private universities. The proposed hypotheses are presented in Table 2.3:

Table 2.3: List of Hypotheses with regards to Research Objectives

Research Objectives:	H	Descriptions of Hypotheses:
1. To examine the level of perception of organisational commitment.	H ^{1.1}	Academic Staff of private universities are committed to their institutions.
2. To examine the relationship between psychological empowerment, job autonomy, intrinsic motivation and job satisfaction and organisation commitment.	H ^{2.1}	There is significant relationship between psychological empowerment and organisational commitment.
	H ^{2.2}	There is a significant relationship between job autonomy and organisational commitment.
	H ^{2.3}	There is a significant relationship between intrinsic motivation and organisational commitment.
	H ^{2.4}	There is a significant relationship between job satisfaction and organisational commitment.

Table 2.3 continued: List of Hypotheses with regards to Research Objectives

3.	To examine the level of perception of psychological empowerment, intrinsic motivation, job satisfaction and job autonomy.	H ^{3.1}	Academic Staff of private universities are psychologically empowered to their institutions.
		H ^{3.2}	Academic Staff of private universities have some degree of job autonomy to their institutions.
		H ^{3.3}	Academic Staff of private universities are intrinsically motivated to their institutions.
		H ^{3.4}	Academic Staff of private universities are satisfied with their job to their institutions.
4.	To examine the greatest contributor towards organisational commitment.	H ⁴	All the variables namely: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction can significantly explain the variances of organisational commitment.
5.	To examine the greatest cognitions of psychological empowerment that contributes towards organisation commitment.	H ⁵	The four cognitions of psychological empowerment can significantly explain the variance in organisational commitment

2.5 Summary of Literature Review

In conclusion, definition for the terms which are psychological empowerment, organisational commitment, job autonomy, intrinsic motivation and job satisfaction have been clarified. The relationships between dependent variables and independent variable have also been explained, identified and clarified.

Lastly, the theoretical conceptual framework and a number of hypotheses for the study were developed. In the next chapter, the appropriate research methodology adopted will justified and discussed in sufficient detail.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This research methodology chapter is divided into five sections and comprises research approach, data collection method, sampling design, research instrument, study procedures and data analysis.

3.1 Research Approach

As this research sequence is starting with a research problem, research objectives, conceptual framework, formulating hypotheses and generating results, therefore, a deductive approach was found to be appropriate for this study.

3.2 Data Collection Method

A quantitative method for data collection was adopted for this study. It allows the researcher to test specific hypotheses and examine specific relationships. This helps to project results to a larger population (Sekaran and Bougie, 2010). A primary data collection method was used for the present study. As the nature of the study is to obtain the perceptions of academic staff, therefore, primary data collection method is the most suitable method. It allows the latest and most updated data to be collected. It is difficult to obtain secondary data that are relevant to the study. Most of the secondary data are

obsolete and do not meet the specific needs of the present research study (Sekaran and Bougie, 2010).

A self-administered questionnaire survey was employed for the study. The adoption of the self-administrative questionnaire is to collect valid data from qualified respondents. The self-administered questionnaire method enables valid perceptions and responses of qualified respondents to be collected. Online surveys and mail surveys were not used, because the tendency of being answered by unqualified respondents (Zikmund, Babin, Carr and Griffin, 2010).

For instance, the survey facilitators are trained to explain and clarify the questions to the respective respondents on the spot whenever respondents have any doubt pertaining to the questionnaire. This is to prevent the respondents from simply filling up the questionnaire without any clarification which will lead to inaccurate responses. A considerable advantage of the survey is the potential anonymity of the respondent. It may also lead to more reliable responses as most of the respondents are not willing to provide their confidential or embarrassing information to the survey unless they are under the cloak of anonymity.

Generally, the response rate of a survey is relatively low. In order to have higher response rate, respondents were notified in advance about the forthcoming survey (Sekaran and Bougie, 2010). In addition, a clear introductory cover letter about the purpose of the study was attached together

with the questionnaire. Moreover, formal appointments with qualified respondents improved the response rate. It minimized the risk of receiving incomplete questionnaires that have to be discarded from the data analysis.

3.3 Sampling Design

3.3.1 Target Population

Two private universities namely UCSI University and Multimedia University (MMU) were selected based on SETARA 2009-2010 rating. These two universities have been ranked in as tier four (UCSI) and tier five (MMU). Based on the table 3.1, both universities have been established more than five years and have the highest enrolment of international students. Therefore, only these two universities were selected in this present research study.

The target population was all academic staff in UCSI and MMU. Academic staffs include tutors, assistant lecturers, lecturers, assistant professors, associate professors, professors, senior professors and specialists. Based on the information gathered (Table 3.1) the total number of academic staff in both private universities is approximately 750 people.

3.3.2 Sampling Frame

Two private universities were solicited to partake in the present research study. There are a few criteria to be determined as the qualified respondents. The first criterion is based on the Malaysian Ministry of Higher Education rating system which is known as “SETARA 2009-2010” rating

system. In this rating system, there are six tiers: Tier one – Weak, Tier two – Satisfactory, Tier three – Good, Tier four – Very Good, Tier five – Excellent and Tier six – Outstanding.

The rating instrument comprises of three main dimensions which are input, process and output to determine the quality teaching and learning. The input dimension referred to talent, resources and governance. The process dimension focused on curriculum matters and the output dimension focused on the quality of the graduates (MOHE, 2010; MQA, 2009).

Table 3.1 indicated that three private universities fall under tier five: MMU, Management and Science University (MSU) and Universiti Tenaga Petronas (UTP) and six private universities fall under tier four: UCSI, Universiti Tun Abdul Razak (UNITAR), Asian Institute of Medicine Science Technology (AIMST), Universiti Industri Selangor (UNISEL), Universiti Tunku Abdul Rahman (UTAR) and Universiti Tenaga National (UNITEN).

Two private universities were chosen for data collection namely: MMU (tier five) and UCSI (tier four). These two universities have the highest number of foreign students' enrolment among the ranked tier four and five private universities. Apart from this, both the universities were established more than five years.

Table 3.1: SETARA 2009 - 2010 Rating on Private Universities

No.	Name of University	Rating – Tier ^b	Number of Academic Staffs as at October 2010 ^a	Years of Establishment ^a	Number of International Students ^a
1.	MMU	5	550	1999	4,884
2.	MSU	5	Not Available	2001	Nil
3.	UTP	5	339	2000	682
4.	UCSI	4	212	2003	2,637
5.	UNITAR	4	96	2000	Nil
6.	AIMST	4	148	2001	Nil
7.	UNISEL	4	373	2001	457
8.	UTAR	4	950	2002	Nil
9.	UNITEN	4	287	2001	928

Source: MOHE, 2011^a and MQA, 2009^b

The second criterion is based on the respondents' position. A qualified respondent must either be a lecturer, specialist, senior lecturer, assistant professor, associate professor, professor or senior professor. However, respondents who hold the position of tutors are not qualified as respondents. The reason for this is that usually tutors are new and fresh to the institutions and academic work life. Therefore their job specifications are very much different from other academic position. Most of the time they are not required to supervise students, do consultancy job or obtain research grants.

The third criterion is the working experience. In order to become a qualified respondent, the person must have at least three years' working experience in related field. Normally, they will start to build up their professionalism in their field as academic staff. According to Dickson and Lorenz (2009), 80% of the respondents in their study have less than two years working experience in related field and this leads to their results usable to be generalised.

The fourth criterion is the employment status of the respondents. They must be full-time academic staff of the university. Part-time academic staffs

are very different compared to full-time staff, as full-time staff are usually in a job for a longer period of time and receive much better benefits than part-time workers such as pension's fund, health insurance and vacations (Allan, 2002). Thus, their perception might be different compared to part-time academic staff in regards to the antecedents of organisational commitment.

3.3.3 Sample Size

A sample size of 300 respondents from two universities was targeted. Krejcie and Morgan (1970) and Cohen (1969) have greatly simplified the size of the samples to be selected by taken into account of all other factors. They have indicated that a 250 sample size should be large enough for this study. However, researcher has decided to increase the sample size to 300 samples. This help to minimize the non-sampling error. Appendix B has generalized scientific guideline for sample size decisions.

Roscoe (1975) argues that the sample sizes for survey should be larger than 30 and not more than 500 for most research. Sometimes data collected from a sample rather than the entire population is likely to produce more reliable results (Sekaran and Bougie, 2010). Roscoe (1975) added that the sample size should be several times as large as the number of variables in the study. And, the preferable figure is 10 times or more than number of variables. There are five variables in this study. Therefore, 300 samples is large and adequate enough (60:1 ratio).

3.3.4 Sampling Technique

Due to better generalizability and the ability to reduce random sampling error, probability sampling is adopted (Hair, Money, Samouel and Page, 2007; Zikmund, Babin, Carr and Griffin, 2010). Furthermore, a proportionate stratified sampling method in conjunction with simple random sampling technique are introduced instead of disproportionate stratified sampling as the population frame for each stratum is known.

The total number of respondents to be selected is proportionate to the total number of qualified respondents under each university. Each university represents a stratum. Then, each stratum can be drawn randomly in order to determine adequate number of respondents to be selected.

The adoption of proportionate stratified sampling is due to the respondents being easily accessible and also because the researcher managed to obtain the full list of respondents. The list of respondents is obtained from the respective universities website staff directory. Table 3.2 shows the total number of qualified respondents and the total expected number of samples to be selected. A sum of 750 qualified respondents from two private universities.

Table 3.2: Expected Number of Qualified Respondents to be selected

Universities	Total Number of Qualified Respondents as at October 2010	Expected Number of Qualified Respondents to be Selected
MMU	$550^a/750^c \times 100\% = 73\%$	$73\% \times 300^d = 219$
UCSI	$200^b/750^c \times 100\% = 27\%$	$27\% \times 300^d = 81$
Total	750 ^c	300 ^d

Note: a = Total academic staff of MMU, b = Total academic staff of UCSI, c = Total academic staff of MMU and UCSI, d = Sample Size for present research study

3.3.5 Non-Sampling and Sampling Errors

Although, a probability sampling technique was adopted, there are two types of errors that should still be taken in consideration, which are non-sampling error and sampling error. Non-Sampling error is caused by human error to which a specific statistical analysis is exposed such as subject nonresponse and misreporting of answers that are not associated with the actual sampling process (Assael and John Keon, 1982). For random sampling error, it is caused by survey research because the sample selected is not a perfect representation of the study population.

Assael and John Keon (1982) have stated that random sampling error can be controlled and minimized by careful selection of the sample population or by increasing the sample size. Thus, to minimize the error, three hundred qualified respondents were selected from a list of sampling frame randomly for this study.

It is more challenging to tackle non-sampling error as compared to sampling error (Assael and John Keon, 1982). There are two basic types of errors such as non-response and response errors. When respondents refuse to answer the questionnaire, then this is called as non-response error. Meanwhile, response errors occur when the respondents purposely provide non-truthful answers or are influenced by other environmental factors.

In this study, a personally administered questionnaire method was employed to collect truth primary data. Appointments were made with the

qualified respondents. The arrangement of time and place for the survey were arranged to be as convenient to the respondents as much as possible. Hence, this will help to increase the likelihood of getting valid data.

Two facilitators were hired and professionally trained. A few workshops were conducted for the two facilitators. Facilitators were trained on how to observe respondents facial expression, the way of dealing with respondents and the content of questionnaire. There is another way to tackle the truthfulness of the responses; some of the questions were created using a negative question form (Sekaran and Bougie, 2010; Zikmund et al., 2010). If respondents simply answer the questionnaire by choosing one sided answers, then, this enables the researcher to determine the truthfulness of data provided by respondents. Through these precaution methods, it is 95% certain that it is able to generate truthful data. Ninety five per cent confidence level is common and widely used confidence level for most study (Assael and John Keon, 1982).

3.4 Research Instruments

3.4.1 Questionnaire Design

The questionnaire comprises of two sections Section A and Section B. Section A is further divided into five sub-sections: organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction. This section is designed to obtain the respondents' perceptions with respect to their work roles. The statements or questions in the

questionnaire were related to the respondents' perception towards their institutions.

The data collected from section A was used to examine the relationships among the dependent and independent variables. There are 55 questions in Section A comprising of 12 questions on psychological empowerment, 24 questions on organisational commitment, nine questions on job autonomy, four questions on intrinsic motivation and six questions on job satisfaction.

A seven-point Likert scale is used instead of five-point Likert scale for all 55 questions where respondents is given pre-determined responses; one representing strongly disagree, two for disagree, three for somewhat disagree, four for neither disagree nor agree, five for somewhat agree, six for agree and seven for strongly agree. The reason for using the seven-point Likert scale instead of five-point Likert scale is because the respondents are given more choices to improve the sensitivity of the questionnaire (Carifio and Perla, 2007).

Section B is designed to obtain respondents' demographical data. It consists of 8 questions. Questions in Section B are important, because they provide demographical information of the respondents and allow the frequencies, means, standard deviations and variances to be calculated. In Section B, respondents' are asked to furnish information with regard to their gender, age, races, education level, number of years working for the current

university, number of years working as an academics, current position and the name of their universities.

3.4.2 Scales Measurement

In this study, all the four basic types of scales are used (Table 3.3). In the questionnaire, nominal scale is used to determine the gender and races of the respondents as well as the name of the university and faculty that the respondents working for.

The ordinal scale is used for question on education level, age of the respondents, job position, number of years working for the current organisation or university and number of years working as an academic staff or teaching field. The respondents have to select only one answer for each question.

The major portion of the questionnaire uses interval scale especially for Section A which is comprised of 55 questions measured by seven-point Likert scale with one representing strongly disagree, two for disagree, three for somewhat disagree, four for neither disagree nor agree, five for somewhat agree, six for agree and seven for strongly agree. Carifio and Perla (2007) suggest that using seven-point Likert response format is perfectly acceptable and the appropriate techniques to analyze the data include pearson correlation coefficient and multiple regression.

Table 3.3: The Components of the Questionnaire

Sections and Subsections	Number of Questions	Sources	Scale
Section A			
1.1: Psychological Empowerment	12	Spreitzer (1995)	Interval Scale Seven point Likert Scale (Strongly Disagree – Strongly Agree)
2.1: Organisational Commitment	24	Meyer and Allen (1990)	
2.2: Autonomy	9	Hackman and Oldham (1976)	
2.3: Intrinsic Motivation	4	Lawyer and Hall (1970)	
2.4: Job Satisfaction	6	Lawyer and Hall (1970)	
Total Questions (Section A)	55		
Section B			
Gender	1		Nominal Scale (Male or Female)
Races	1		Nominal Scale (Malay, Chinese, Indian or Others)
Job Position	1		Nominal Scale
University	1		Nominal Scale
Age Group	1		Ordinal Scale (below 30, 30-39, 40-49 or 50 and above)
Working Experiences	1		Ordinal Scale (Less than 3 year, 3-5 years, 5-8 years, More than 8 years)
Organisational Tenure	1		Ordinal Scale (Less than 3 years, 3-5 years, 5-8 years, 8-10 years, More than 10 years)
Total Questions (Section B)	8		
Total Questions (Section A and B)	63		

Note: Appendix A

3.4.3 Constructs Measurement

In this study, the intention is to examine the relationships among the dependent variable: organisational commitment and independent variables: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction. A questionnaire was developed by adopting established measurement scale to measure the variables to ensure content validity.

The 24 questions on organisational commitment were adopted from Allen and Meyer (1990 and 1996)'s measuring instrument that established the three components of organisational commitment: affective, continuance and normative commitment. For the 12 questions on psychological empowerment, they were taken from Spreitzer (1995 and 1996)'s model that measures the four cognitions of psychological empowerment: meaning, impact, competence and self-determination. The nine items measuring job autonomy were adopted from the Job Diagnostic Survey developed by Hackman and Oldham (1975). In addition, the four items on intrinsic motivation and the six items on job satisfaction were adopted from Lawyer and Hall's (1970) measurement scale.

3.5 Pilot Test

After a pilot test was conducted, five questions were rephrased as commented by the 30 respondents. There are four questions are from section 2.1 organisational commitments which are question 19, 20, 21 and 23 and another question is under section 2.4 which is question six.

Based on respondents' opinions, these questions were confused and unclear. The respondents' also have provided their suggestion on how to rephrase the questions. Therefore, these five questions were rephrased according to the respondents' suggestions. Table 3.4 shows before and after rephrased questions:

Table 3.4: Rephrased Questions

N0.	Before	After
1	Jumping from organisation to organisation does not seem at all unethical to me.	It is not unethical to jump from one organisation to another organisation.
2	One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	One of the major reasons I continue to work for this organisation is that I believe that loyalty is important.
3	If I got another offer for a better job elsewhere I would not feel it was right to leave my organisation.	If I got another offer for a better job elsewhere I would feel it is wrong to leave my organisation.
4	Things were better in the days when people stayed with one organisation for most of their careers.	I think it is better for people to stay with one organisation for most of their careers.
5	The opportunity on my job for participation in the setting of goals.	I have the opportunity on my job for participation in the setting of goals.

3.6 Data Analysis

3.6.1 Statistical Techniques

The data collected is analyzed by Statistical Packages for Social Science (SPSS) Version 16, for both the descriptive and inferential statistics.

3.6.2 Descriptive Statistics

In this study, descriptive statistics was used to calculate the frequencies and percentage of demographical data. In order to have a better understanding and interpretation of the demographical data, a variety of charts used such as bar charts, pie charts and tables (Sekaran and Bougie, 2010).

3.6.3 Reliability

Cronbach's Alpha is used to test the reliability of the measurement for each variable. The closer Cronbach's Alpha is to one, the higher the internal consistency reliability (Sekaran and Bougie, 2010).

In this study, Cronbach's Alpha is used to determine and test the internal consistency reliability of the variable measurements of the multi-item variables. It is examined by calculating the Cronbach's alpha coefficients for value for each of the item in the questionnaire.

3.6.4 Validity

Content and Construct validity are supported throughout literature review of the various constructs. For content validity, it tests the adequate and representative set of items that measure the concept. Sekaran and Bougie (2010) states that the more the scale items measuring the concept, the greater the content validity. Hence, all the variables measurement is at least four statements. For example, total of 24 questions measuring the organisational commitment concept. A total of nine questions measuring the job autonomy concept, six questions for job satisfaction, four questions for intrinsic motivation and 12 questions for psychological empowerment. Therefore, it is adequate for content validity.

There are two types of construct validity which are convergent and discriminant validity. These two validity tests are to "test how well the results collected from the use of the measure fit the theories around which test is designed" (Sekaran and Bougie, 2010). The measurement of psychological empowerment, organisational commitment, job autonomy, intrinsic motivation and job satisfaction was constructed validity by past studies such as Spreitzer (1995) for psychological empowerment, Meyer and Allen (1990) for organisational commitment, Hackman and Oldham (1975) for job autonomy

and Lawyer and Hall (1970) for intrinsic motivation and job satisfaction. Since, there are strong evidences that indicate the content and construct validity of all the measurement variables; therefore, this encourages confidence in the design of the instruments.

3.6.5 One Sample T-test

RO 1: To examine the level of perception of organisational commitment.

RO 3: To examine the level of perception of psychological empowerment, intrinsic motivation, job satisfaction and job autonomy.

In order to achieve the first and third research objectives, it is necessary to examine the academic staff perceive level of organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction within an institution. There is a single sample of participation. Therefore, a one sample t-test is adopted. The sample data must be in continuance variable or ratio form (Hair et al., 2007).

By using one-sample t-test, it is able to test the difference between the mean of variable from the standard mean. Seven-point Likert scale is adopted for the present research study, therefore, the standard mean is four. For example: if the mean for organisational commitment is more than four, which means the respondents are committed within an organisation.

3.6.6 Pearson Correlation Coefficient

RO 2 : To examine the relationship between psychological empowerment, job autonomy, intrinsic motivation and job satisfaction and organisation commitment.

The Pearson correlation coefficient is appropriate for interval and ratio scaled variables and is used for examining the correlation between two variables (Zikmund et al. 2010). This analysis test is used to measure the nature and strength of a relationship between two variables. It is also useful to measure the movement direction between two variables such as positive relationship, negative relationship or no relationship (Zikmund et al. 2010). Subsequently, answers the second research objective.

By using the Pearson Correlation analyses, it enables the researcher to assess the degree to which the independent variables (psychological empowerment, job autonomy, intrinsic motivation and job satisfaction) are related to the organisational commitment.

3.6.7 Multiple Regression Analysis

RO 4: To examine the greatest contributor towards organisational commitment.

RO 5: To examine the greatest cognitions of psychological empowerment that contributes towards organisation commitment.

Although, a Pearson correlation coefficient is employed for examining the strength of relationship between two variables, this result does not provide how much variances of the dependent variable is explained by when several independent variables are theorized to simultaneously influence on the model (Sekaran and Bougie, 2010). Furthermore, the independent variables must be either categorical or continuous data. The dependent variable must be in continuous variable or ratio form. Thus, a multiple regression analysis is undertaken to examine the jointly effects and determine the extent to which psychological empowerment, job autonomy, intrinsic motivation and job satisfaction variables predicted the organisational commitment.

3.7 Fieldwork

Three hundred questionnaires were delivered to the respondents by hand. Two hundred sets of questionnaires were administered to MMU, while, another hundred questionnaires were administered to UCSI. Before conducting the survey fieldwork, permission was granted for conducting the research survey from the respective graduate schools of the two universities. Permissions from the Deputy Dean of faculties were granted to allow the researcher and the facilitators to conduct the surveys in the campuses. In this way, higher responses rate could be attained.

There were two well trained survey facilitators who assisted to carry the fieldwork and collect data. Before visiting the qualified respondents, appointments were made with all qualified respondents. This is to make sure the respondents were available for the survey interviews.

Prior to the fieldwork, there was another issue that had to be addressed properly. Since the targeted respondents were from various disciplines such as arts, science and technology, it was possible that there might be a group of respondents who did not understand the questionnaire. Those respondents that were not from the field of business and social sciences might have difficulties understanding the questionnaire and some management terms including organisational commitment, psychological empowerment and so forth. Thus, it was important to have the assistance of research facilitators. To explain the nature and importance of the study and all the management terms to those affected respondents.

The survey period lasted about five months with the help of the supervisor, Dr. Lau Teck Chai and two facilitators. The estimated cost to conduct the survey was about RM 1, 100.00, including traveling, printing, incentives for two facilitators and meal expenses. There were two survey teams: Team A and Team B. Team A carried out the survey in the various campuses of UCSI. Meanwhile, Team B was responsible to conduct fieldwork at MMU.

Although, appointments were made with all respondents, 36 respondents have canceled the appointments due to unforeseen circumstances. Another 16 respondents have refused to spend time for survey purpose, 13 respondents were not in their office and eight respondents were on emergency leave. In the end, 203 responses were collected.

3.8 Summary of Research Methodology

In conclusion, a deductive approach, primary data collection method, and personally administered questionnaires were adopted. The target population is academic staffs of MMU and UCSI, based on the SETARA rating system. The determining factor of qualified respondents is based on four criteria.

A sample size of 300 respondents from the two universities was targeted. Proportionate stratified samplings with simple random sampling techniques were used to select sample. Total of 203 samples were successfully collected. Reliability and validity test is conducted. T-test, Pearson correlation and multiple linear regressions were selected to test the hypotheses and to achieve the research objectives.

CHAPTER 4

DATA ANALYSIS

4.0 Introduction

In this chapter, the overview of the results generated is presented in an organized way. The chapter begins with the reliability results. This is followed by outlining the demographic information depicted in various types of graphical format. The means, frequencies and standard deviations are also calculated and presented. The inferential statistics are presented thereafter. All the test alpha levels are tested at 0.05 significance level. Normality tests are conducted to prove the data are normally distributed.

A one sample t-test was carried out to test the level of organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction among the academic staff. The Pearson Correlation is employed to examine the relationship between variables. Lastly, multiple linear regressions are conducted to investigate on which predictors can explain the highest variation towards organisational commitment and the components of commitment.

4.1 Response Rate

A total of 224 questionnaires were returned, yielding a 67.67% response rate. According to Sekaran and Bougie (2010), a response rate of

30% is acceptable for most research studies. Therefore, the response rate for the present research study is adequate and acceptable. However, only 203 questionnaires were usable, as 13 questionnaires were incomplete and 11 questionnaires had multiple answers. Table 4.1 indicates the details of the responses rate.

Table 4.1: Responses Rate for Each University

Faculties	Total Number	No. of Questionnaires Collected	Response Rate (%)	Usable
MMU	200	149	74.5	141
UCSI	100	78	78	62
Total	300	227		203

4.2 Editing and Coding

4.2.1 Coding the Demographic Data

Before proceeding to data analysis, the raw data had be transformed into information as the raw data are unorganized and may not be in a form that lends itself well to analysis (Zikmund et al., 2010). The process of editing and coding were divided into two sub-parts.

First, the editing and coding process for Section A; there were eight questions, which were gender, age group, races, education level, number of years working in current university, working experience as academic staff, current job title and name of the university. The coding sample for demographic data is listed on the table 4.2.

Table 4.2: Coding for Demographic Data:

No.	Variable Names	Measure	Value and Label
1.	Gender	Nominal	Male ----- 1 Female ----- 2
2.	Age Group	Ordinal	Less than 30 -----1 30 – Less than 40 ----- 40 – Less than 50 -----2 50 or More than 50 -----3 -----4
3.	Races	Nominal	Malay -----1 Chinese -----2 Indian -----3 Others -----4
4.	Education Level	Ordinal	Bachelor Degree -----1 Professional Courses -----2 Master Degree -----3 Doctorate Degree -----4 Others -----5
5.	Number of years working in the current University	Ordinal	Less than 3 Years -----1 3 – Less than 5 Years -----2 5 – Less than 8 Years -----3 8 or More than 8 Years -----4
6.	Working experience as an academic staff	Ordinal	Less than 3 Years -----1 3 – Less than 5 Years -----2 5 – Less than 8 Years -----3 8 – Less than 10 Years -----4 10 or More than 10 Years -----5
7.	Current Job Title	Ordinal	Lecturer -----1 Senior Lecturer -----2 Assistant Professor -----3 Associate Professor -----4 Professor -----5 Senior Professor -----6
8.	Name of University	Nominal	MMU -----1 UCSI -----2

4.2.2 Coding of the Variables

The second sub-part of coding process is the coding of the dependent and independent variables. All the responses for ‘organisational commitment’, ‘psychological empowerment’, ‘job autonomy’, ‘intrinsic motivation’ and ‘job satisfaction’ used a seven-likert scale measurement. Table 4.3 reveals the sample of coding for the responses under Section A questions.

Table 4.3: Coding For Non-Demographic Questions Responses:

No.	Variable Name and Label Name	Measure	Value and Label	
1.	Affective Commitment Question 1 – AC1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
2.	Continuance Commitment Question 1 – CC1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
3.	Normative Commitment Question 1 – NC1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
4.	Psychological Empowerment – Meaning Cognition Question 1 – PEM1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
5.	Psychological Empowerment – Competence Cognition Question 1 – PEC1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
6.	Psychological Empowerment – Self-determination Cognition Question 1 – PES1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
7.	Psychological Empowerment – Impact Cognition Question 1 – PEI1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
8.	Job Autonomy Question 1 – JA1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7

Table 4.3 continued: Coding For Non-Demographic Questions Responses:

9.	Intrinsic Motivation Question 1 – IM1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7
10.	Job Satisfaction Question 1 – JS1	Scale	Strongly Disagreed	-----1
			Disagreed	----- 2
			Somewhat Disagreed	-----3
			Neutral	-----4
			Somewhat Agreed	-----5
			Agreed	-----6
			Strongly Agreed	-----7

4.3 Characteristics of the Respondents

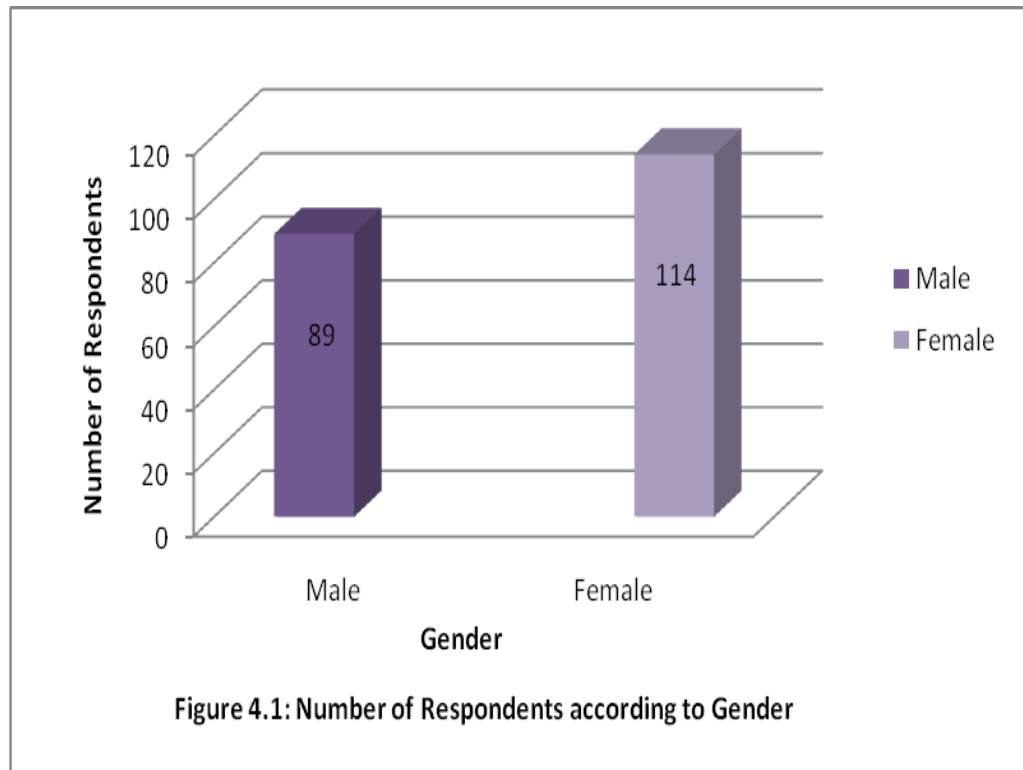
The chapter commences with the analyses of the demographic data collected from the research survey. The total sample is 203. All the data analyzed are presented in the various forms of charts, which are bar charts, tables and pie charts. All charts indicated the frequencies and percentages of the characteristics of the respondents.

4.3.1 Gender

Table 4.4 and Figure 4.1 indicate the percentages and the number of male and female respondents. Out of 203 respondents, 89 (44%) were male respondents and 114 (56%) were female respondents.

Table 4.4: Distribution of respondents according to Gender

Gender	Frequency	Percent (%)
Male	89	44
Female	114	56
Total	203	100.0

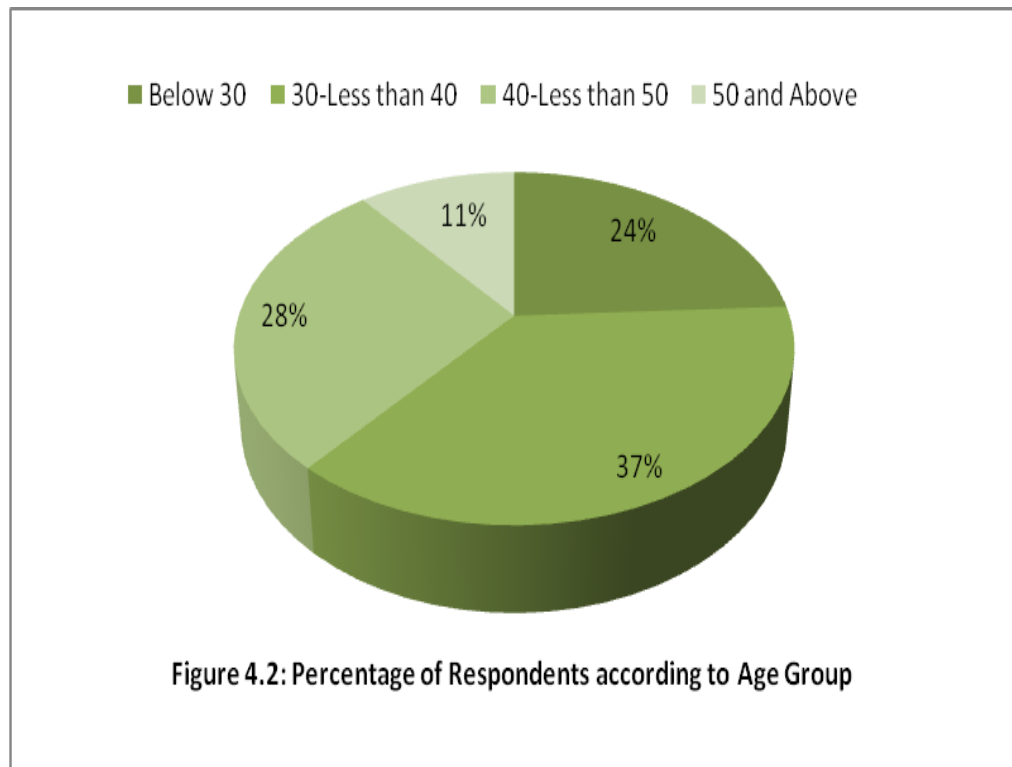


4.3.2 Age Group

Table 4.5 and Figure 4.2 illustrate the distribution of age groups. Seventy five respondents fell in the age group of 30 – less than 40 years (37%). This is followed by age group 40 – less than 50 years and less than 30 years, which were 57 (28%) and 49 (24%) respectively. Lastly, 22 (11%) respondents were at the age of 50 years and above.

Table 4.5: Distribution of respondents according to Age Group

Age Group	Frequency	Percent (%)
Less than 30	49	24
30 – Less than 39	75	37
40 – Less than 50	57	28
50 or More than 50	22	11
Total	203	100.0

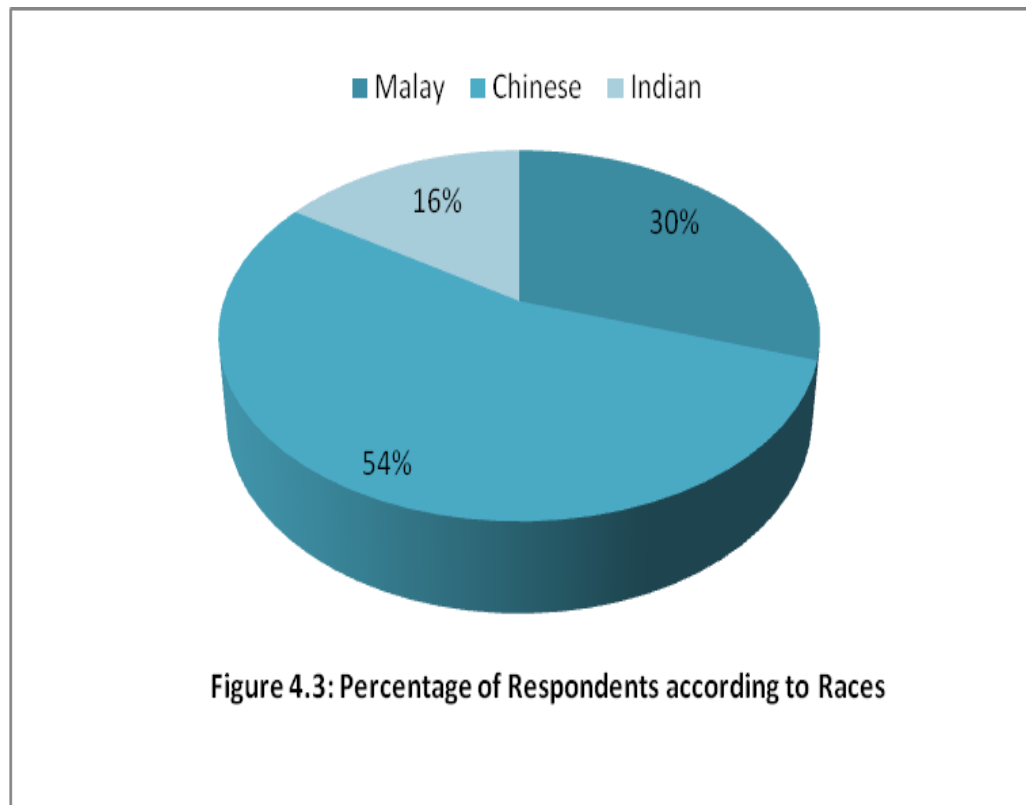


4.3.3 Races

Table 4.6 and Figure 4.3 show the races of the sample. The graph and table depict that the majority of the respondents were Chinese, 110 (54%). While, the second largest group of respondents were the Malays, which has a total of 61 respondents (30%). The remaining respondents were Indian, 32 respondents (16%).

Table 4.6: Distribution of respondents according to Races

Races	Frequency	Percent (%)
Malay	61	30
Chinese	110	54
Indian	32	16
Others	0	0
Total	203	100.0

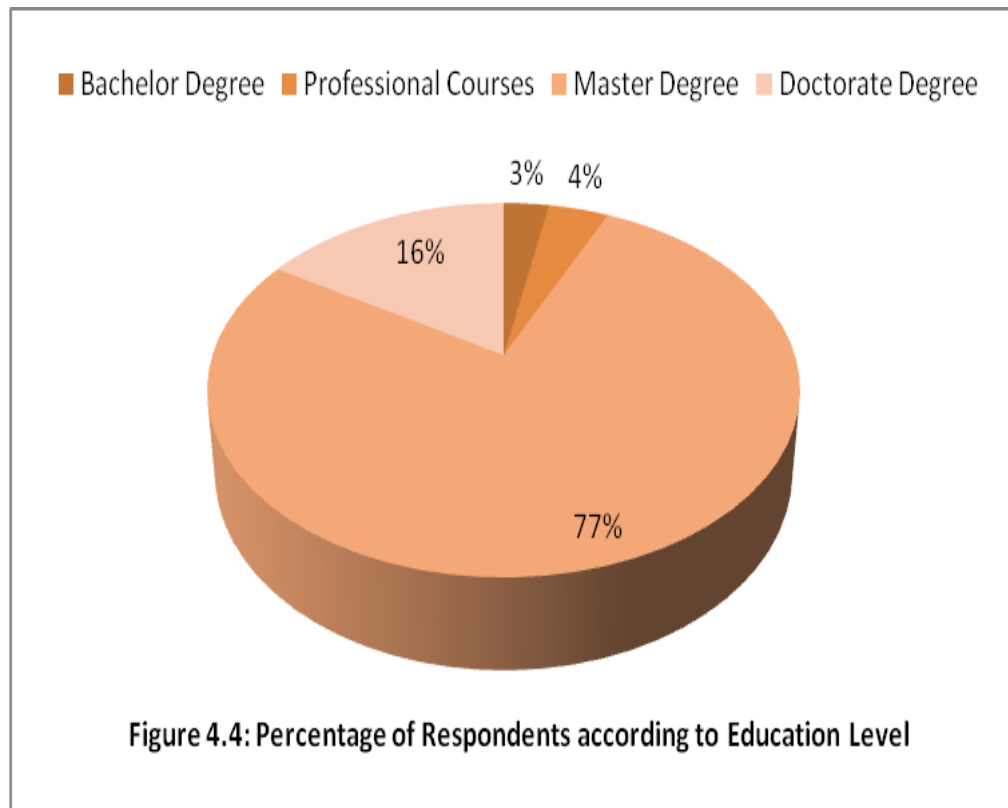


4.3.4 Education Level

It can be seen in the Table 4.7 and Figure 4.4 that the majority of the respondents, 156 respondents (77%) had a master's degree. There were 33 respondents (16%) who were Doctorate degree holders. This is followed by the respondents that had other professional qualifications and the respondents that had obtained their first degrees, eight (4%) and six (3%) respectively.

Table 4.7: Distribution of respondents according to Education Level

Education Level	Frequency	Percent (%)
Bachelor Degree	6	3
Professional Courses	8	4
Master Degree	156	77
Doctorate Degree	33	16
Others	0	0
Total	203	100.0

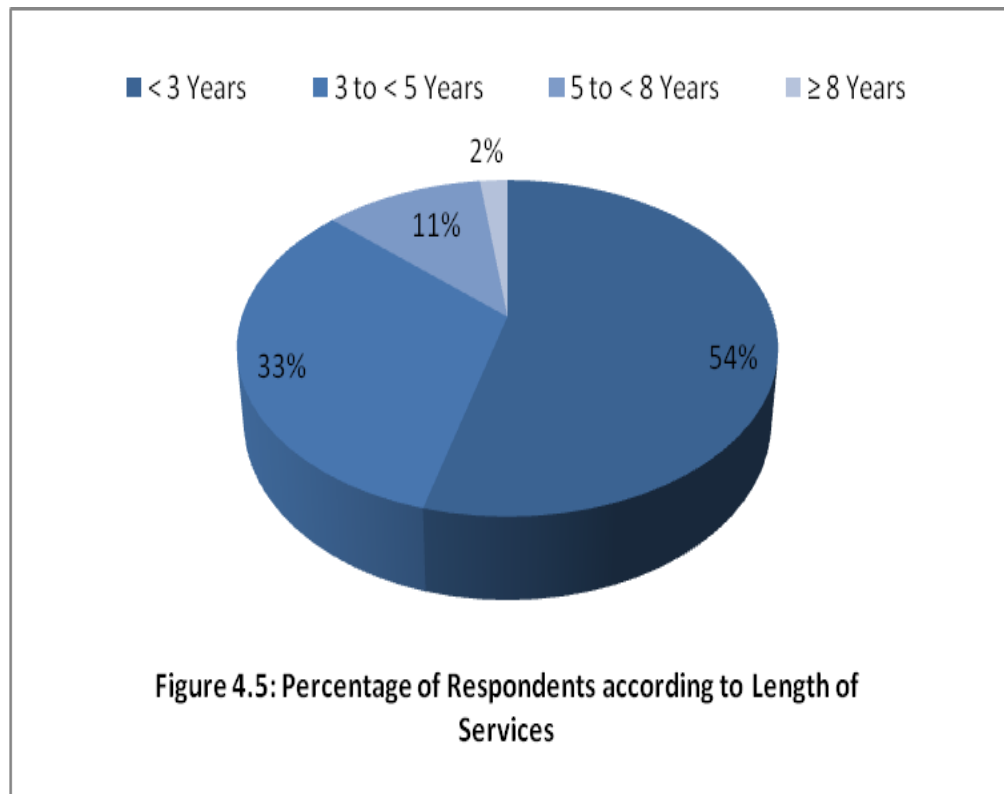


4.3.5 Length of Service

Table 4.8 and Figure 4.5 present the length of service of the sample. One hundred and ten respondents (54%) fell in the range of less than three years of service. There were 66 respondents (33%) who fell in the range of 3 – less than 5 years of service, 23 (11%) fell in the range 5 – less than 8 years of service and four (2%) had 8 years or more than 8 years of service.

Table 4.8: Distribution of respondents according to Length of Services

Length of Services	Frequency	Percent (%)
Less Than 3 Years	110	54.
3 to Less than 5 Years	66	33
5 to Less than 8 Years	23	11
8 or More than 8 Years	4	2
Total	203	100.0

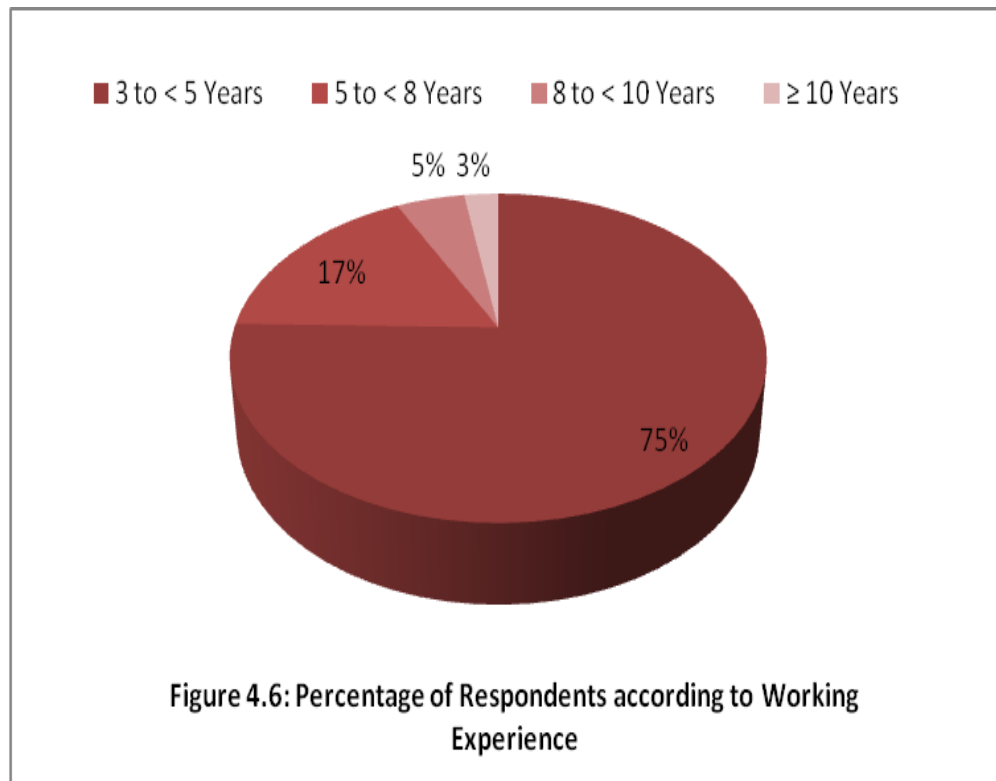


4.3.6 Working Experience

Table 4.9 and Figure 4.6 show the working experience of the respondents. The majority of respondents, 153 (75%) fell in the range 3 to less than 5 years of working experience. This is followed by 5 to less than 8 years and 8 to less than 10 years working experience, which were of 35 (17%) and 10 (5%) respectively. The remaining of the respondents had 10 years or more than 10 years working experience, five (3%).

Table 4.9: Distribution of respondents according to Working Experience

Length of Services	Frequency	Percent (%)
Less Than 3 Years	0	0
3 to Less than 5 Years	153	75
5 to Less than 8 Years	35	17
8 to Less than 10 Years	10	5
10 or More than 10 Years	5	3
Total	203	100.0

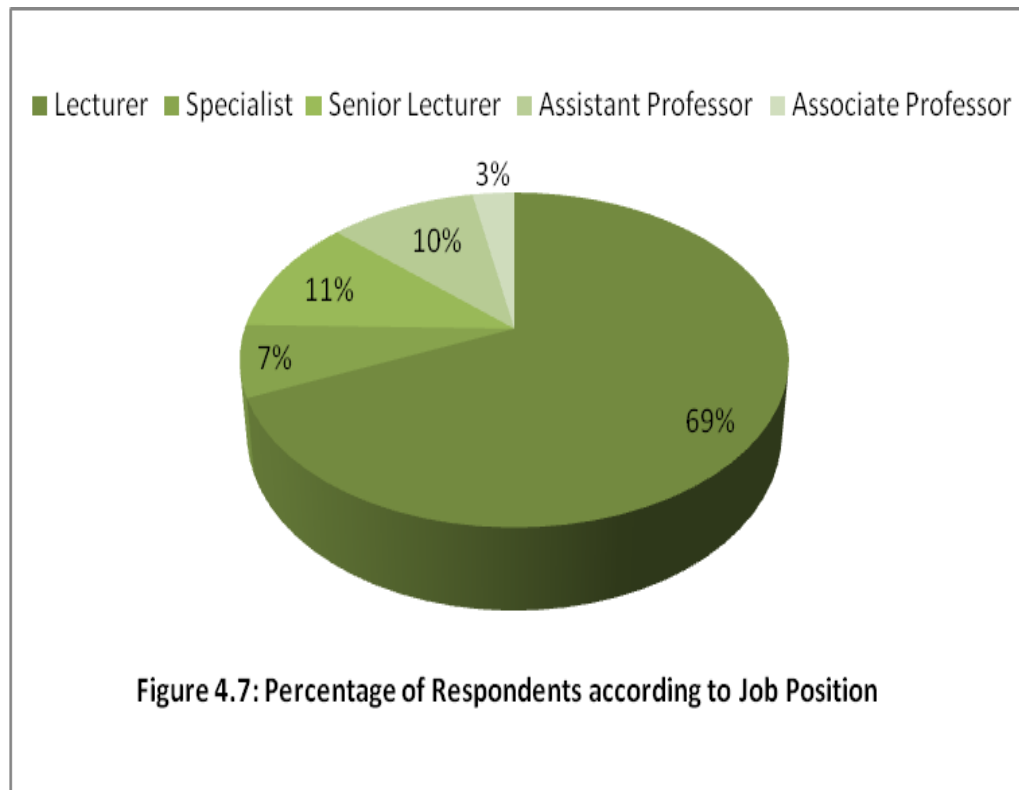


4.3.7 Job Position

Table 4.10 and Figure 4.7 illustrate the job positions of the respondents. The majority of the respondents were lecturers, numbering to 139 (69%). Besides, 14 respondents possessed specialist positions (7%). Twenty three respondents (11%) were senior lecturers and 21 respondents (10%) were Assistant Professors. The remaining respondents were Associate Professor, six (3%).

Table 4.10: Distribution of respondents according to Job Position

Job Positions	Frequency	Percent (%)
Lecturer	139	69
Specialist	14	7
Senior Lecturer	23	11
Assistant Professor	21	10
Associate Professor	6	3
Professor	0	0
Total	203	100.0

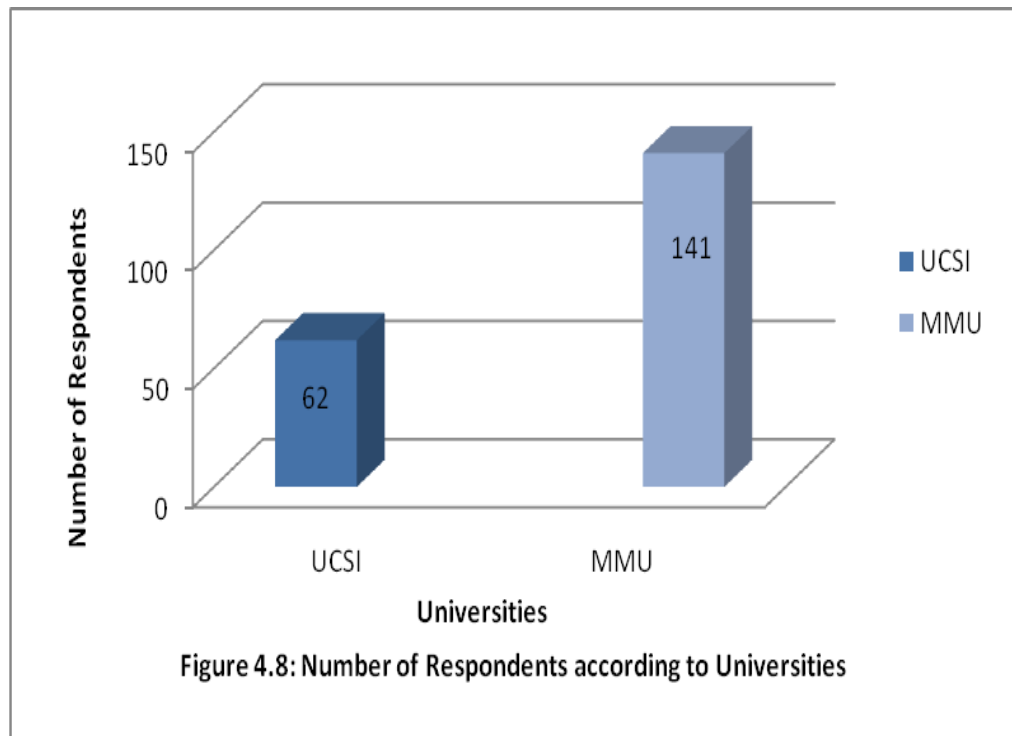


4.3.8 Universities

Table 4.11 and Figure 4.8 depict the number of respondents from the selected universities. One hundred and forty one (69.5%) respondents were from MMU. The remaining respondents were from UCSI, 62 (30.5%).

Table 4.11: Distribution of respondents according to Universities

Faculties	Frequency	Percent (%)
MMU	141	69.5
UCSI	62	30.5
Total	203	100.0



4.4 Reliability Analysis

Table 4.12 shows the Cronbach's Alpha Reliability Test results for all the variable measurements. All the variable measurements have above 0.7 Cronbach's Alpha Reliability value. As suggested by Hair et al. (2007), the minimum value for Cronbach's Alpha is 0.7.

Table 4.12 also shows the reliability values for meaning cognitions of psychological empowerment, job autonomy and intrinsic motivation were excellent. The remaining variables and cognitions have a very good reliability. However, only the reliability of normative commitment fell under the good range.

Table 4.12: Cronbach's Alpha Reliability Test Results

No.	Variables	Number Of Items	Cronbach's Alpha		Descriptions
			Pilot Test	Actual Survey	
1.	Psychological Empowerment	12	0.740	0.859	Very Good
	Meaning	3	0.873	0.928	Excellent
	Competence	3	0.733	0.869	Very Good
	Self- Determination	3	0.850	0.889	Very Good
	Impact	3	0.786	0.882	Very Good
2.	Organisational Commitment	24	0.815	0.862	Very Good
	Affective	8	0.774	0.815	Very Good
	Continuance	8	0.796	0.819	Very Good
	Normative	8	0.645	0.703	Good
3.	Job Autonomy	9	0.875	0.944	Excellent
4.	Intrinsic Motivation	4	0.871	0.918	Excellent
5.	Job Satisfaction	6	0.728	0.838	Very Good
	Total	55			

4.5 Assumptions of One-Sample T-Test - Normality Test

Table 4.13 shows the significant value of normality test for each variable. The normality of the data is based on two items namely: kurtosis and skewness. In order to ensure the data are normally distributed, there are some criteria to be fulfilled. First, the skewness must be within +1 and -1. As all the skewness results fell within +1 and -1, it can be confirmed that the data collected were almost normally distributed.

Secondly, researcher has to look into the kurtosis results, which it must be within the range of +3 and -3. Thus, this indicates that the curve is not too flat and peak (Hair et al., 2007). All the kurtosis results fell within +3 and -3, the distribution curves were not too flat and sharp peaked (Table 4.13). Since, all the skewness and kurtosis results fell within the acceptable range, the data were considered normally distributed.

Table 4.13: Normality Test Results

Variables	Skewness	Kurtosis
Organisational Commitment	0.194	0.015
Affective	0.030	-0.377
Continuance	-0.400	0.088
Normative	-0.025	0.499
Psychological Empowerment	-0.486	0.768
Meaning	-0.368	-0.512
Competence	-0.412	0.628
Self-determination	-0.223	0.368
Impact	-0.509	0.181
Job Autonomy	-0.622	0.852
Intrinsic Motivation	-0.346	-1.071
Job Satisfaction	0.072	0.274

4.6 One-Sample T-test – Research Objective One and Three

A seven-point Likert scale is used for the measurement. Therefore, if the average mean is not equal to four and the significant value less than 0.05, then null hypothesis would be rejected, and alternative hypothesis should be accepted. Therefore, if the academic staff has experienced organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction, then, the average mean should indicate more than four.

4.6.1 Organisational Commitment

Alternative Hypothesis ($H^{1.1}$):

Academic Staff of private universities are committed to their institutions.

The sample means and standard deviations of OC are tabulated in Table 4.14. The sample mean for OC is 4.4251 with a standard deviation of 0.63197. The mean of 4.4251 was tested against the value of four. And, the mean of OC among the academic staff in private universities is greater than four. Table 4.14 also shows the t-value is 9.584 and significant p-value is

0.000, which is less than 0.05. Thus, this result rejects H^0 and H^1 should be accepted.

The probability of obtaining a sample whose mean is 4.4251 or not equal when the null hypothesis is true is 0.000. Based on the 95% confidence, the interval for mean is in between 4.3376 and 4.5125. This concludes that the mean is significantly more than four. The academic staff of private universities has high commitment to their institutions. Therefore, the hypothesis is supported.

Table 4.14: One Sample Test and Statistics for Organisational Commitment

Test Value = 4							
Degree of Confidence	Mean	Standard Deviation	t-value	Significant (Sig.) (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
OC	202	4.4251	.63197	9.584	.000	.42508	.3376 .5125

4.6.2 Three Components of Organisational Commitment

Meyer and Allen (1997) suggested that organisational commitment has three distinct components: affective, continuance and normative. The means and standard deviations of these three components of commitment are tabulated in Table 4.15. The t-value for the three components commitment is 11.941, 4.957 and 5.543 and significant p-value for all components is 0.000, which is less than 0.05.

The mean and standard deviation for affective commitment (AC) is 4.6761 and 0.80670. The mean of the commitment components among the

academic staff in PHEIs is greater than four. This indicates that academic staffs generally have affective commitment towards their institutions. However, as the mean is 4.6761 and less than five, it could only be said that the academic staff have slight affective commitment. In other words, the academic staffs have only a slight emotional attachment to their institutions.

The mean for continuance commitment (CC) is 4.3147 with a standard deviation of 0.90433. Since, the mean is 4.3147 and less than five, this indicates that academic staff have slight continuance commitment towards their institutions. The academic staffs found that the benefits of continuing to remain in an institution are slightly higher than the cost of leaving an institution.

Lastly, the mean and standard deviations of normative commitment (NC) is 4.2845 and 0.73123. As the mean is 4.2845 and less than five, it could be said that the academic staffs have little normative commitment. They do not have strong feelings of obligation to stay in the organization based on one's personal norms and values.

Table 4.15: One Sample Test and Statistics for Three Components of Organisational Commitment

		Test Value = 4						
	Degree of Confidence	Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
OCA	202	4.6761	.80670	11.941	.000	.67611	.5645	.7877
OCC	202	4.3147	.90433	4.957	.000	.31466	.1895	.4398
OCN	202	4.2845	.73123	5.543	.000	.28448	.1833	.3857

4.6.3 Psychological Empowerment

Alternative Hypothesis ($H^{3.1}$):

Academic Staff of private universities are psychologically empowered to their institutions.

For Psychological Empowerment (PE), the mean and standard deviation value are 5.2167 and 0.64748 (Table 4.16). The mean of 5.2167 is tested against four. In additions, the t-value is 26.774 with significant p-value stated 0.000. Hence, the p-value is less than 0.05. And, it is 95% confident that the true mean test value is between 5.1271 and 5.3064. The hypothesis mean does not fall in the range.

Thus, it can be concluded that the mean is significantly greater than four. Therefore, the proposed hypothesis is supported. The academic staff of PHEIs have perceived the sense of psychological being empowered to their institutions.

Table 4.16: One Sample Test and Statistics for Psychological Empowerment

		Test Value = 4						
	Degree of Confidence	Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
OC	202	5.2167	.64748	9.584	.000	1.21675	1.1271	1.3064

4.6.4 Four Cognitions of Psychological Empowerment

Table 4.17 indicates that sample means for meaning cognition (PEM), competence cognition (PEC), self-determination cognition (PES) and impact cognition (PEI) are 5.9048, 5.7389, 5.3892 and 3.8342 with a standard deviation of 0.83298, 0.81328, 0.85220 and 1.19191 respectively. All the cognitions of psychological empowerment means are tested against the value of four. The means of the PEM, PEC and PES among the academic staff in PHEIs are greater than four. However, PEI mean is less than the value of four. Table 4.17 shows that the t-value for the four cognitions of PE are 32.580, 30.464, 23.225 and -1.982 and significant p-value for all components is 0.000 for PEM, PEC and PES and 0.019 for PEI, which is less than 0.05.

Based on the 95% confidence interval for mean for PEM, PEC, PES and PEI is in between 5.7895 and 6.0200, 5.6264 and 5.8515, 5.2712 and 5.5071 and 3.6692 and 3.9991. The academic staff of PHEIs has experience higher PEM within the institutions. This is followed by PEC and PES. However, they found that their performance does not have any significant impact on their institution's performance.

In other words, it could be said that academic staffs perceive high sense of purpose or personal connection to their work goal. They strongly believe that they have the skill and capabilities to perform their work effectively. They also perceive high sense of freedom to do their own work. However, they do not believe that they can influence their organisation's strategy, administrative or operating outcomes at work.

Table 4.17: One Sample Test and Statistics for Four Cognitions of Psychological Empowerment

		Test Value = 4						
	Degree of Confidence	Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
PEM	202	5.9048	.83298	32.580	.000	1.90476	1.7895	2.0200
PEC	202	5.7389	.81328	30.464	.000	1.73892	1.6264	1.8515
PES	202	5.3892	.85220	23.225	.000	1.38916	1.2712	1.5071
PEI	202	3.8342	1.19191	-1.982	.049	-.16585	-.3308	-.0009

4.6.5 Job Autonomy

Alternative Hypothesis ($H^{3.2}$):

Academic Staff of private universities have some degree of job autonomy to their institutions.

Based on the table 4.18, the mean and standard deviation of job autonomy (JA) are 5.0602 and 0.92937. The mean of 5.0602 is tested against four. The t-value and significant p-value for the one sample test are 16.254 and 0.000 ($p < 0.05$).

The 95% confidence interval mean values are between 4.9316 and 5.1888. From here, the value of four does not fall in range. This strongly supports the outcome of the test. The majority of private universities' academic staff experience job autonomy in doing their job. Therefore, the proposed hypothesis is accepted.

Table 4.18: One Sample Test and Statistics for Job Autonomy

		Test Value = 4						
	Degree of Confidence	Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JA	202	5.0602	.92937	16.254	.000	1.06021	.9316	1.1888

4.6.6 Intrinsic Motivation

Alternative Hypothesis ($H^{3.3}$):

Academic Staff of private universities are intrinsically motivated to their institutions.

Table 4.19 displays that the mean and standard deviation for intrinsic motivation (IM) are 6.0936 and 0.72814. Since, the mean is 6.0936, so, it is tested against (more than four) four. It is 95% confident that the true mean test value is between 5.9928 and 6.1944 with t-value of 40.966. The significant p-value is 0.000, which is less than 0.05. The academic staff of private universities is intrinsically motivated within the institutions. Based on the results, it should accept the proposed hypothesis.

Table 4.19: One Sample Test and Statistics for Intrinsic Motivation

Test Value = 4							
	Degree of Confidence	Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
							Lower Upper
IM	202	6.0936	.72814	40.966	.000	2.09360	1.9928 2.1944

4.6.7 Job Satisfaction

Alternative Hypothesis ($H^{3.4}$):

Academic Staff of private universities are satisfied with their job.

Table 4.20 indicates the job satisfaction (JS) mean and standard deviation are 5.0920 and 0.76881. The mean of 5.0920 is tested against four. The t-value and significant value are 20.237 and 0.000.

The 95% confidence interval mean is in between 4.9856 and 5.1984. It also concludes that the mean is greater than four. Therefore, the hypothesis should be accepted. The academic staff of private universities is satisfied about their job within an institution.

Table 4.20: One Sample Test and Statistics for Job Satisfaction

Test Value = 4								
Degree of Confidence		Mean	Standard Deviation	t-value	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
JS	202	5.0920	.76881	20.237	.000	1.09195	.9856	1.1984

4.7 Relationship between the Variables – Research Objective Two

If the significant value of the test is less than 0.05, then the researcher should reject null hypothesis and accept alternative hypothesis or vice versa.

4.7.1 Psychological Empowerment and Organisational Commitment

Alternative Hypothesis ($H^{2.1}$):

There is a significant relationship between psychological empowerment and organisational commitment.

Table 4.21 shows that there is a significant relationship between Psychological Empowerment and Organisational Commitment. The significant value is indicated 0.000, which is less than p-value 0.05. Therefore, the hypothesis is supported. The results also show that the relationship is positive. This indicates that employees perceived higher psychological

empowerment. This will subsequently enhance the academic staff's organisational commitment.

Moreover, the p-value is significant at the confidence level of 99%. Since, the correlation coefficient value fell in the range of 0.01 and 0.29, then the strength of the relationships between psychological empowerment and organisational commitment is positive, but weak. The result generated is consistent with Raub and Robert (2007), Liu et al. (2006), Bogler and Somech (2004) and Dee et al. (2002).

Table 4.21: Correlation Coefficient between Psychological Empowerment and Organisational Commitment

		OC
PE	Pearson Correlation	0.292
	Sig. (2-tailed)	0.000
	Sample Size	203

4.7.2 Four Cognitions of Psychological Empowerment with Organisational Commitment

Table 4.22 indicates competence, self-determination and impact are significant related with OC. The significant values for PEC, PES and PEI are indicated 0.043, 0.003 and 0.000 respectively. Hence, the significant values are less than p-value 0.05. Therefore, it shows PEC, PES and PEI are significantly related to OC.

However, meaning cognition is not significant with OC ($r = 0.085$ and $p = 0.228$). The strength of relationships for PEM ($r = 0.085$), PEC ($r = 0.143$)

and PES ($r = 0.209$) with OC are weak positives. For PEI ($r = 0.329$), the value is fell in the range of 0.30 and 0.49, medium positive correlation.

Unfortunately; the result was different from previous studies such as Chen and Chen (2008), Nabila (2008) and Dee et al. (2002). However, PEI is the only cognition out of four cognitions that shows a consistent result with past studies.

Table 4.22: Correlation Coefficient between the Cognitions of Psychological Empowerment and Organisational Commitment

		OC
PEM	Pearson Correlation	0.085
	Sig. (2-tailed)	0.228
	Sample Size	203
PEC	Pearson Correlation	0.142
	Sig. (2-tailed)	0.043
	Sample Size	203
PES	Pearson Correlation	0.209
	Sig. (2-tailed)	0.003
	Sample Size	203
PEI	Pearson Correlation	0.329
	Sig. (2-tailed)	0.000
	Sample Size	203

4.7.3 Psychological Empowerment and Three Components of Organisational Commitment

Table 4.23 indicates that the PE is significantly related with AC and NC. The significant values for AC, CC and NC are indicated 0.000, 0.221 and 0.001 respectively. The result indicated that AC ($r = 0.381$, $p = 0.000$) and NC ($r = 0.230$, $p = 0.001$) are significantly related positively with PE, whereby the significant values are less than p-value 0.05.

However, CC ($r = 0.086$, $p = 0.221$) has an insignificant relationship with PE. This result is compatible with Laschinger et al. (2001) and Chan

(2003). They have reported that there is a positive correlation between PE and affective commitment. However, there is a weak positive or no relationship with continuance commitment.

Table 4.23: Correlation Coefficient between the Psychological Empowerment and the Three Components of Organisational Commitment

		PE
AC	Pearson Correlation	0.381
	Sig. (2-tailed)	0.000
	Sample Size	203
CC	Pearson Correlation	0.086
	Sig. (2-tailed)	0.221
	Sample Size	203
NC	Pearson Correlation	0.230
	Sig. (2-tailed)	0.001
	Sample Size	203

4.7.4 Job Autonomy and Organisational Commitment

Alternative Hypotheses ($H^{2.2}$):

There is a significant relationship between job autonomy and organisational commitment.

Based on Table 4.24, the job autonomy has a significant positive correlation with organisational commitment. The significant value is 0.000, which is less than 0.05. The results are in line with Cuyper and Witte (2006), which found that the job autonomy and organisational commitment are positively correlated.

Since, the correlation between job autonomy and organisational commitment is 0.248; therefore, the strength of the relationship correlations is a weak positive. Hence, the hypothesis is supported.

Table 4.24: Correlation Coefficient between Job Autonomy and Organisational Commitment

		OC
JA	Pearson Correlation	0.248
	Sig. (2-tailed)	0.000
	Sample Size	203

4.7.5 Job Autonomy and Three Components of Organisational Commitment

Table 4.25 indicates that the JA is significantly related with CC ($p = 0.000$) and AC ($p = 0.002$). The results also indicated that the CC ($r = 0.260$) and AC ($r = 0.212$) are weakly positive related with JA, which the significant values are less than p-value 0.05. However, the NC ($p = 0.218$, $r = 0.087$) is insignificantly related with PE.

Table 4.25: Correlation Coefficient between the Job Autonomy and the Three Components of Organisational Commitment

		JA
AC	Pearson Correlation	0.212
	Sig. (2-tailed)	0.002
	Sample Size	203
CC	Pearson Correlation	0.260
	Sig. (2-tailed)	0.000
	Sample Size	203
NC	Pearson Correlation	0.087
	Sig. (2-tailed)	0.218
	Sample Size	203

4.7.6 Intrinsic Motivation and Organisational Commitment

Alternative Hypotheses ($H^{2.3}$):

There is a significant relationship between intrinsic motivation and organisational commitment.

Table 4.26 shows there is a significant relationship between IM and OC. The significant value is indicated 0.000, which is less than the p-value of

0.05. From the table, it has also indicated that the relationship is positive. When employees experience higher intrinsic motivation, it will subsequently enhance the employees' organisational commitment.

Since the significant value fell in the range of 0.3 and 0.49, then the strength of the relationships correlation between intrinsic motivation ($r = 0.327$) and organisational commitment is medium positive. Therefore, the current proposed hypothesis is accepted. Academic staff experience higher level of intrinsic motivation will directly affect commitment within an institution.

Table 4.26: Correlation Coefficient between Intrinsic Motivation and Organisational Commitment

IM	OC	
	Pearson Correlation	0.327
	Sig. (2-tailed)	0.000
	Sample Size	203

4.7.7 Intrinsic Motivation and Three Components of Organisational Commitment

Table 4.27 displays that the IM is significantly related with AC, CC and NC. The significant values for AC, CC and NC are indicated 0.000, 0.013 and 0.014 respectively. The result indicated that the AC, CC and NC have significant positive relation with IM, which the significant values are less than p-value 0.05.

There is a weak positive correlation of IM with CC ($r = 0.173$) and NC ($r = 0.172$). However, there is a medium positive correlation between IM and

AC ($r = 0.418$). The increase of intrinsic motivation will subsequently enhance academic staff AC, CC and NC within an institution.

Table 4.27: Correlation Coefficient between the Intrinsic Motivation and the Three Components of Organisational Commitment

		IM
AC	Pearson Correlation	0.418
	Sig. (2-tailed)	0.000
	Sample Size	203
CC	Pearson Correlation	0.173
	Sig. (2-tailed)	0.013
	Sample Size	203
NC	Pearson Correlation	0.172
	Sig. (2-tailed)	0.014
	Sample Size	203

4.7.8 Job Satisfaction and Organisational Commitment

Alternative Hypotheses ($H^{2.4}$):

There is a significant relationship between job satisfaction and organisational commitment.

Table 4.28 shows there is a significant relationship between JS and OC. The significant value is indicated 0.000, which is less than p-value 0.05. Therefore, the hypothesis 2.4 is supported. From the table, it has also indicated that the relationship correlation is positive. When academic staffs are highly satisfied with their job, then it will subsequently enhance commitment in an institution.

The result generated is consistent with Yogesh et al. (2010), Malik et al. (2010) and Chughtai and Zafar (2006). Since the correlation coefficient value ($r = 0.249$) fell in the range of 0.01 and 0.29, then the strength of the correlation between JS and OC is weak positive.

Table 4.28: Correlation Coefficient between Job Satisfaction and Organisational Commitment

		OC
JS	Pearson Correlation	0.249
	Sig. (2-tailed)	0.000
	Sample Size	203

4.7.9 Job Satisfaction and Three Components of Organisational Commitment

Tables 4.29 indicates affective ($p = 0.000$) is significant related with JS. However, the current result shows that continuance and normative are insignificantly related with JS. The significant values for CC and NC are indicated 0.061 and 0.085 respectively, which is more than p-value 0.05.

On the other hand, there is a weak positive correlation of IM with CC ($r = 0.132$) and NC ($r = 0.121$). Meanwhile, there is moderate positive correlation between IM and AC ($r = 0.327$). However, the result is slightly different from Meyer et al. (1993). They found that there is a significant positive correlation of JS with AC and NC. But, the JS is negatively correlated with continuance commitment.

Table 4.29: Correlation Coefficient between Job Satisfaction and the Three Components of Organisational Commitment

		JS
AC	Pearson Correlation	0.327
	Sig. (2-tailed)	0.000
	Sample Size	203
CC	Pearson Correlation	0.132
	Sig. (2-tailed)	0.061
	Sample Size	203
NC	Pearson Correlation	0.121
	Sig. (2-tailed)	0.085
	Sample Size	203

4.7.10 Organisational Commitment and Three Components of Commitment

Table 4.30, it demonstrates that affective commitment has the strongest relationship with organisational commitment, in which it has the highest correlation coefficient value of 0.845. This is followed by normative commitment ($r = 0.773$) and continuance commitment ($r = 0.718$).

Table 4.30: Correlation Coefficient between Organisational Commitment and the Three Components of Organisational Commitment

		OC
AC	Pearson Correlation	0.845
	Sig. (2-tailed)	0.000
	Sample Size	203
CC	Pearson Correlation	0.718
	Sig. (2-tailed)	0.000
	Sample Size	203
NC	Pearson Correlation	0.773
	Sig. (2-tailed)	0.000
	Sample Size	203

4.8 Multiple Regression Analysis on Three Components of Organisational Commitment

4.8.1 Multi-collinearity Test

Based on table 4.31, it shows that all the components of organisational commitment are significantly correlated with each other. There are no high correlations between components, which is less than 0.6 (Hair et al., 2007). This indicates that no multi-collinearity problems exist and all the components are empirically separated.

Table 4.31: Correlation Coefficient among the Three Components of Organisational Commitment

		AC	CC	NC
AC	Pearson Correlation	1.000	.218	.489
	Sig. (2-tailed)	0.000	0.001	0.000
	Sample Size	203	203	203
CC	Pearson Correlation	.218	1.000	.526
	Sig. (2-tailed)	0.001	0.000	0.000
	Sample Size	203	203	203
NC	Pearson Correlation	.489	.526	1.000
	Sig. (2-tailed)	0.000	0.000	0.000
	Sample Size	203	203	203

4.8.2 Multiple Regression Analysis

Based on table 4.32, it's indicated that affective commitment ($b = 0.477$) is the most important component of organisational commitment. This is followed by normative commitment ($b = 0.425$) and continuance commitment ($b = 0.386$). It is noted that continuance commitment is not a significant factor of organisational commitment.

Table 4.32: Coefficients for Components of Organisational Commitment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	6.962E-16	.000			
AC	.333	.000	.477		
CC	.333	.000	.386		
NC	.333	.000	.425		

Therefore, continuance commitment is excluded from the analysis. This is supported by a number of past studies which suggest that continuance commitment is not an organisationally beneficial attitude (Laschinger et al., 2001; Chan, 2003; Krishna, 2007). They found that independent variables such as psychological empowerment and job satisfaction do not have any relationship and prediction on continuance commitment. However, psychological empowerment has the strongest relationship and influence on

affective commitment. Meyer and Allen (1997) stated that affective commitment is noted to be most beneficial to an institution. This is followed by normative commitment.

Additionally, affective commitment is beneficial to the organisation, whereas continuance commitment tends to be dysfunctional. Continuance commitment can be called as calculative attachment. A high continuance commitment means that the staff has calculated the value of staying with the current organisation is higher than the value of working somewhere else (McShane & Von Glinow, 2010). In addition to this, Galletta et al. (2011) tested intrinsic motivation and job autonomy with affective commitment.

Based on table 4.30, affective commitment has the most significant relationship with organisational commitment. This is followed by normative commitment and continuance commitment. Further to this, table 4.39 indicates that beta of standardized coefficient for affective commitment (0.477) is the highest and followed by normative commitment (0.425) and continuance commitment (0.386). This shows that continuance commitment is the weakest component and has the least benefits to an organisation. Therefore, the study will not include continuance commitment in the multiple linear regression analysis.

4.9 Multiple Regression Analysis – Research Objective Four

4.9.1 Multi-collinearity Test for Four Independent Variables

The collinearity diagnostics table illustrates that the correlations among the independent variables. Table 4.34 indicates that there is no variables present high multi-collinearity. From the third dimension, the highest correlation values posit for JS (0.76).

However, the multi-collinearity statistics table (Table 4.33) shows tolerance for all the independent variables are greater than 0.1 and VIF are lesser than 10 (Hair, Anderson, Tatham & Black, 1998). Therefore, no serious multi-collinearity exists.

Table 4.33: Collinearity Statistic for Four Independent Variables

Items	Tolerance	VIF
PE ^a	.603	1.658
JA ^a	.527	1.899
IM ^a	.666	1.500
JS ^a	.523	1.913

Note: a = Independent Variable

Table 4.34: Collinearity Diagnostics for Four Independent Variables

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	PE ^b	JA ^b	IM ^b	JS ^b
OC ^a	1	4.959	1.000	.00	.00	.00	.00	.00
	2	.018	16.547	.17	.00	.56	.05	.02
	3	.010	22.595	.08	.14	.19	.03	.76
	4	.007	25.725	.00	.48	.17	.53	.17
	5	.006	28.700	.75	.38	.09	.39	.05

Note: a. = Dependent Variable and b = Independent Variable

4.9.2 Multiple Regression Analysis Results

Alternative Hypothesis (H⁴):

All the variables namely: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction can significantly explain the variances in organisational commitment.

Table 4.35 indicates that R square value of the model is 0.185. This means 18.5% of the variation in OC can be explained by four predictors namely, PE, JA, IM and JS.

Table 4.35: Model Summary for Organisational Commitment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
OC ^a	.430	.185	.169	.60518	1.483

Note: a = Dependent Variable and R Square = Coefficient of Determination

From the Table 4.36, the significant value is 0.000. Thus, this significant value is less than 0.05. And, this also indicates that the F-value 11.251 is considered large. The significant result proves that at least one of the four predictors can be used to model OC.

Table 4.36: ANOVA for Organisational Commitment

Model	Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
OC ^a Regression	16.483	4	4.121	11.251	.000
Residual	72.517	198	.336		
Total	88.999	202			

Note: a = Dependent Variable

Table 4.37 indicates that psychological empowerment and intrinsic motivation can significantly predict organisational commitment. It also indicated that PE has the smallest significant values (0.000) and the highest

t-value (3.617) among the predictors with highest beta value (beta=0.306). This means that PE is the most important variable predicted on OC as compared to other variables. This is followed by IM ($p = 0.002$, $t = 3.168$).

However, JA ($p = 0.086$, $t = -1.725$) and JS ($p = 0.438$, $t = 0.777$) are no any significant explained the OC. In addition to this, the highest values of un-standardized Beta coefficient among the independent variables is PE (0.306) and IM (0.227). Hence, this is indicated and suggested that PE and IM is the most important antecedents in affecting academic staff attitudes towards OC. Thus, the proposed hypothesis is supported.

A regression equation is formulated based on Table 4.38. The regression equation:

$$OC = 1.816 + 0.215 (IM) + 0.259 (PE) + \epsilon \quad [1]$$

Based on the regression equation, when there is increase in one unit of PE, but other variables remain unchanged, the OC will increase by 0.259.

Table 4.37: Coefficients for Organisational Commitment

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	Beta	Standard Error	Beta			
OC ^a						
(Constant)	1.747	.417			4.193	.000
PE ^b	.306	.085	.299		3.617	.000
JA ^b	-.109	.063	-.153		-1.725	.086
IM ^b	.227	.072	.249		3.168	.002
JS ^b	.060	.077	.069		.777	.438

Note: a = Dependent Variable and b = Independent Variables

Table 4.38: Coefficients on Significant Independent Variables for Organisational Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	Beta	Standard Error	Beta		
OC ^a					
(Constant)	1.816	.415		4.379	.000
IM ^b	.215	.065	.236	3.287	.001
PE ^b	.259	.074	.253	3.521	.001

Note: a = Dependent Variable and b = Significant Independent Variables

4.9.2.1 Multiple Regression Analysis Result for Affective Commitment

Table 4.39 indicates that R square value of the model was 0.237. This means 23.7% of the variation in AC can be explained by four predictors namely; PE, JA, IM and JS.

Table 4.39: Model Summary for Affective Commitment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
AC ^a	.487	.237	.222	.71167	1.507

Note: a = Component of Dependent Variable

Since the significant value is 0.000, hence, it is less than 0.05 (Table 4.40). This has posited that the F-value 15.387 is considered large. The significant result has proved that at least one of the four predictors can be used to model AC.

Table 4.40: ANOVA for Affective Commitment

Model	Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
AC ^a					
Regression	31.172	4	7.793	15.387	.000
Residual	100.282	198	.506		
Total	131.454	202			

Note: a = Component of Dependent Variable

Table 4.41 illustrates that IM and PE have significant explained AC. The smallest significant values (0.000) and the highest t-value (4.039) among

the predictors is intrinsic motivation (IM). This meant that IM has the strongest impact on AC as compared to other predictors. This is follow by PE, which has significant value of 0.001 with t value of 3.431. However, JA (p = 0.065, t = -1.858) and JS (p = 0.177, t = 1.354) are no significant predicted AC model.

The values of un-standardized Beta coefficient among the independent variables ranged from the weakest relationship of -0.138 (JA) to the strongest relationship of 0.342 (IM). Therefore, this is confirmed and suggested that IM is the most important antecedent in affecting academic staff attitudes towards AC. PE (0.340) is ranked second important of antecedent.

A regression equation is formulated based on Table 4.42. The regression equation:

$$AC = 1.007 + 0.302 (PE) + 0.344 (IM) + \epsilon \quad [2]$$

Based on the regression equation, when there is increase in one unit of IM, but other predictors or variables remain unchanged, the AC will increase by 0.344.

Table 4.41: Coefficients for Affective Commitment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	.897	.490		1.831	.069
PE ^a	.340	.100	.274	3.431	.001
JA ^a	-.138	.074	-.159	-1.858	.065
IM ^a	.342	.084	.307	4.039	.000
JS ^a	.122	.090	.116	1.354	.177

Note: a = Independent Variables

Table 4.42: Coefficients on Significant Independent Variables for Affective Commitment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	1.007	.489		2.059	.041
PE ^a	.302	.087	.242	3.478	.001
IM ^a	.344	.077	.310	4.454	.000

Note: a = Significant Independent Variables

4.9.2.2 Multiple Regression Analysis Results for Normative Commitment

Table 4.43 indicates that R square value of the model was 0.076. This means 7.6% of the variation in NC can be explained by four predictors namely, PE, JA, IM and JS.

Table 4.43: Model Summary for Normative Commitment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
NC ^a	.276	.076	.057	.69608	1.806

Note: a = Component of Dependent Variable

Since, the significant value is 0.000, hence, it is less than 0.05 (Table 4.44). This has indicated that the F-value 4.060 is considered large. The significant result has proved that at least one of the seven predictors can be used to model NC.

Table 4.44: ANOVA for Normative Commitment

Model		Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
AC ^a	Regression	7.869	4	1.967	4.060	.000
	Residual	95.453	198	.485		
	Total	103.322	202			

Note: a = Component of Dependent Variable

Table 4.45 indicates that psychological empowerment is significantly predicted NC. The significant value is 0.005 with t-value of 2.841. However,

JA ($p = 0.344$, $t = -0.948$), IM ($p = 0.088$, $t = 1.715$) and JS ($p = 0.709$, $t = -0.373$) are no significant contribution towards the NC model. Further to this, the values of un-standardized Beta coefficient among the independent variables are ranged from the weakest relationship of -0.033 (JS) to the strongest relationship of 0.277 (PE). Therefore, this is speculated and suggested that PE is the most important antecedent in affecting academic staff attitudes towards NC.

A regression equation is formulated based on Table 4.46. The regression equation:

$$NC = 2.888 + 0.270 (PE) + \epsilon \quad [3]$$

Based on the regression equation, when there is increase in one unit of PE, but other predictors or variables remain unchanged, the NC will increase by 0.270.

Table 4.45: Coefficients for Normative Commitment

	Unstandardized Coefficients		Standardized Coefficient	T	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.504	.480		5.215	.000
PE ^a	.277	.097	.250	2.841	.005
JA ^a	-.069	.073	-.089	-.948	.344
IM ^a	.142	.083	.144	1.715	.088
JS ^a	-.033	.089	-.036	-.373	.709

Note: a = Independent Variable

Table 4.46: Coefficients on Significant Independent Variables for Normative Commitment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.888	.398		7.249	.000
PE ^a	.270	.076	.244	3.561	.000

Note: a = Significant Independent Variable

4.10 Multiple Regression Analysis – Research Objective Five

4.10.1 Multi-collinearity Test for Four Cognitions of Psychological Empowerment

Table 4.48 indicates that no variables present high multi-collinearity. From the second dimension, the highest correlation values posit for PEI (0.88). However, table 4.47 shows that tolerance for all the cognitions are greater than 0.1 and VIF are lesser than 10 (Hair, Anderson, Tatham & Black, 1998). Therefore, no serious multi-collinearity exists.

Table 4.47: Collinearity Statistic for Four Cognitions of Psychological Empowerment

Items	Tolerance	VIF
PEM ^a	.611	1.636
PEC ^a	.704	1.419
PES ^a	.659	1.516
PEI ^a	.851	1.175

Note: a = Cognitions of Psychological Empowerment

Table 4.48: Collinearity Diagnostics for Four Cognitions of Psychological Empowerment

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	PEM ^b	PEC ^b	PES ^b	PEI ^b
OC ^a	1	4.901	1.000	.00	.00	.00	.00	.00
	2	.067	8.579	.01	.01	.02	.00	.88
	3	.014	18.829	.03	.00	.27	.79	.08
	4	.010	22.263	.94	.21	.17	.00	.01
	5	.008	24.229	.02	.78	.55	.21	.02

Note: a. = Dependent Variable and b = Cognitions of Psychological Empowerment

4.10.2 Multiple Regression Analysis Results

Alternative Hypothesis (H⁵):

The four cognitions of psychological empowerment can significantly explain the variance in organisational commitment.

Based on table 4.49, it's indicated that R square value of the model was 0.168. This means 16.8% of the variation in OC can be explained by four cognitions of PE namely, PEM, PEC, PES and PEI.

Table 4.49: Model Summary for Organisational Commitment with Cognitions of Psychological Empowerment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
OC ^a	.410	.168	.152	.61137	1.404

Note: a = Dependent Variable

From the Table 4.50, since the significant value is 0.000, hence, it is less than 0.05. This indicates that the F-value 10.027 is considered large. The significant result proved that at least one of the four cognitions can be used to model OC.

Table 4.50: ANOVA for Organisational Commitment with Cognitions of Psychological Empowerment

Model	Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
OC ^a Regression	14.992	4	3.748	10.027	.000
Residual	74.008	198	.374		
Total	88.999	202			

Note: a = Dependent Variable

Table 4.51 indicates that PEI and PEC are significantly predicted OC. The significant value for PEI and PEC are 0.000 and 0.004 respectively with

t-value of 3.931 and 2.898. However, PEM ($p = 0.261$, $t = -1.127$) and PES ($p = 0.140$, $t = 1.481$) are no significant contribution towards OC model.

Further to this, the strongest values of un-standardized Beta coefficient among the four cognitions are PEI (0.183). Therefore, this is speculated and suggested that PEI is the most important antecedent in affecting academic staff attitudes towards OC. Thus, the hypothesis is supported.

A regression equation is formulated based on Table 4.52. The regression equation:

$$OC = 2.834 + 0.173 (PEI) + 0.171 (PEC) + \epsilon \quad [4]$$

Based on the regression equation, when there is increase in one unit of PEI, but other cognitions remain unchanged, the OC will increase by 0.173.

Table 4.51: Coefficients for Organisational Commitment with Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.786	.374		7.454	.000
PEM ^a	-.074	.066	-.093	-1.127	.261
PEC ^a	.154	.063	.224	2.898	.004
PES ^a	.092	.062	.118	1.481	.140
PEI ^a	.183	.039	.276	3.931	.000

Note: a = Cognitions of Psychological Empowerment

Table 4.52: Coefficients for Organisational Commitment with Significant Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.834	.323		8.789	.000
PEI ^a	.173	.036	.310	4.732	.000
PEC ^a	.171	.053	.210	3.208	.002

Note: a = Significant Cognitions of Psychological Empowerment

4.10.2.1 Multiple Regression Analysis Results for Affective Commitment

Based on table 4.53, it is indicated that R square value of the model was 0.165. This means 16.5% of the variation in AC can be explained by four cognitions of PE namely, PEM, PEC, PES and PEI.

Table 4.53: Model Summary for Affective Commitment with Cognitions of Psychological Empowerment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
AC ^a	.407	.165	.149	.74434	1.395

Note: a = Component of Dependent Variable

Since the significant value is 0.000, hence, it is less than 0.05 (Table 4.54). This indicates that the F-value 9.816 is considered large. The significant result proved that at least one of the four cognitions can be used to model AC.

Table 4.54: ANOVA for Affective Commitment with Cognitions of Psychological Empowerment

Model	Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
AC ^a Regression	21.754	4	5.438	9.816	.000
Residual	109.700	198	.554		
Total	131.454	202			

Note: a = Component of Dependent Variable

Table 4.55 indicates that PEC ($p = 0.009$, $t = 2.643$) and PEI ($p = 0.002$, $t = 3.118$) are significantly predicted AC. However, PEM ($p = 0.666$, $t = -0.432$) and PES ($p = 0.096$, $t = 1.674$) have no significant explanation to the variation of the AC model. Further to this, the values of un-standardized Beta coefficient among the four cognitions are ranged from weakest relationship of PEM (-0.035) to the strongest relationship of PEI (0.236).

Therefore, this is confirms and suggests that PEI is the most important antecedent in affecting academic staff attitudes towards AC. This is followed by PEC (0.203), which is ranked second-most important antecedent of AC. Thus, the proposed hypothesis 5.2 is supported.

A regression equation is formulated based on Table 4.56. The regression equation:

$$AC = 2.157 + 0.188 (PEC) + 0.267 (PEI) + \varepsilon \quad [5]$$

Based on the regression equation, when there is increase in one unit of PEI, but other cognitions remain unchanged, the AC will increase by 0.267.

Table 4.55: Coefficients for Affective Commitment with Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.140	.455		4.703	.000
PEM ^a	-.035	.080	-.036	-.432	.666
PEC ^a	.203	.077	.204	2.643	.009
PES ^a	.080	.048	.118	1.674	.096
PEI ^a	.236	.076	.249	3.118	.002

Note: a = Cognitions of Psychological Empowerment

Table 4.56: Coefficients for Affective Commitment with Significant Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	2.157	.433		4.983	.000
PEC ^a	.188	.069	.190	2.736	.007
PEI ^a	.267	.066	.282	4.066	.000

Note: a = Significant Cognitions of Psychological Empowerment

4.10.2.2 Multiple Regression Analysis Results for Normative Commitment

Table 4.57 indicates that R square value of the model was 0.206. This means 20.6% of the variation in NC can be explained by four cognitions of PE namely, PEM, PEC, PES and PEI.

Table 4.57: Model Summary for Normative Commitment with Four Cognitions of Psychological Empowerment

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Durbin-Watson
NC ^a	.454	.206	.190	.61798	1.695

Note: a = Component of Dependent Variable

Since the significant value is 0.000, hence, it is less than 0.05 (Table 4.58). This is indicated that the F-value 12.659 is considered large. The significant result proved that at least one of the four cognitions can be used to model NC.

Table 4.58: ANOVA for Normative Commitment with Four Cognitions of Psychological Empowerment

Model	Sum of Squares	Degree of Confidence	Mean Square	F	Sig.
NC ^a Regression	19.338	4	4.834	12.659	.000
Residual	74.471	195	.382		
Total	93.809	199			

Note: a = Component of Dependent Variable

Table 4.59 indicates that PEM ($p = 0.004$, $t = -2.919$), PEC ($p = 0.001$, $t = 3.509$) and PEI ($p = 0.000$, $t = 5.733$) are significantly explained NC. However, only PES ($p = 0.367$, $t = -0.905$) gives no significant contribution towards NC model. Further to this, the strongest values of un-standardized Beta coefficient among the four cognitions are PEI (0.228). Therefore, this is speculated and suggested that PEI is the most important antecedent in affecting academic staff attitudes towards NC. PEC (0.227) and PEM (-0.203) are ranked second and third most important antecedents of NC. Thus, the hypothesis 5.3 is supported.

The regression equation is formulated based on Table 4.60. The regression equation:

$$NC = 3.562 - 0.222 (PEM) + 0.226 (PEC) + 0.214 (PEI) + \varepsilon \quad [6]$$

Based on the regression equation, when there is increase in one unit of PEI, but other cognitions remain unchanged, the NC will increase by 0.214.

Table 4.59: Coefficients for Normative Commitment with Four Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	3.652	.381		9.588	.000
PEM	-.203	.070	-.241	-2.919	.004
PEC	.227	.065	.271	3.509	.001
PES	-.057	.063	-.071	-.905	.367
PEI	.228	.040	.397	5.733	.000

Note: a = Cognitions of Psychological Empowerment

Table 4.60: Coefficients for Normative Commitment with Significant Cognitions of Psychological Empowerment

	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	Beta	Standard Error	Beta		
(Constant)	3.562	.367		9.693	.000
PEM	-.222	.065	-.265	-3.442	.001
PEC	.226	.065	.269	3.493	.001
PEI	.214	.037	.374	5.797	.000

Note: a = Significant Cognitions of Psychological Empowerment

4.11 Summary of Research's Data Analysis

Majority of the analysis test shows significant relationship. All the analysis (Cronbach Alpha Reliability test, Descriptive analysis, Assumptions test, Pearson Correlation Coefficient test and Multiple Regression Analysis) are statically analyzed by using the SPSS. Chapter Five will further the discuss the findings. The summary of major findings will show the linkage of research objective, hypotheses, results and findings.

CHAPTER 5

FINDINGS AND DISCUSSIONS

5.0 Introduction

The chapter begins with a summary of the prominent findings of the study. In this sub-section, the linkage between the findings with research problem, research objectives and hypotheses are highlighted. It is followed by discussion of the findings, which supported by relevant literature.

5.1 Summary of Major Findings and Discussions

5.1.1 Objective One

In Table 5.1, all the one-sample t-tests have shown a significant result. It is found that academic staffs of private universities are committed to their institution. Besides this, academic staff are also affectively, continually and normatively committed. However, academic staffs have higher affective commitment. This is followed by continuance and normative commitment. The results are consistent with Noor Harun and Noor Hasrul (2006), Chan (2003) and McDermott et al. (1996).

Another study, Chan (2003) reported high levels in affective commitment and normative commitment, but low in continuance commitment among staff. This may due to the continuance commitment being the least beneficial attitude to their institutions (Meyer and Allen, 1997). Affective

commitment is beneficial to the organization, whereas continuance commitment tends to be dysfunctional (McShane and Von Glinow, 2010). Employees are always looking for a better life by comparing the value of staying with the current organisation with the value of working somewhere else. Therefore, academic staff have higher affective commitment. Thus, the first research question of the study is addressed. Subsequently, the first research objective is fulfilled.

Table 5.1: First Research Question and Objective with Hypotheses

Research Question One:		
1. To what extent do private universities academic staff experience any commitment within institutions?		
Research Objective One:		
1. To examine the level of perception of organisational commitment.		
No.	Alternative Hypotheses:	Outcomes
H^{1.1}	Academic Staff of private universities are committed to their institutions.	Significant

5.1.2 Objective Two

Based on Table 5.2, the results indicated that organisational commitment and its components namely: affective, continuance and normative commitment are significantly correlated with psychological empowerment, job autonomy, intrinsic motivation and job satisfaction. Therefore, this finding answered the second research question and objective of the dissertation.

Table 5.2: Second Research Question and Objective with Hypotheses

Research Question Two:

2. What are the antecedents of organisational commitment?

Research Objective Two:

2. To examine the relationship between psychological empowerment, job autonomy, intrinsic motivation and job satisfaction and organisation commitment.

No.	Alternative Hypotheses:	Outcomes
H ^{2.1}	There is a significant relationship between psychological empowerment and organisational commitment.	Significant
H ^{2.2}	There is a significant relationship between job autonomy and organisational commitment.	Significant
H ^{2.3}	There is a significant relationship between intrinsic motivation and organisational commitment.	Significant
H ^{2.4}	There is a significant relationship between job satisfaction and organisational commitment.	Significant

5.1.2.1 Psychological Empowerment and Organisational Commitment

The result from this study indicated that psychological empowerment is significantly correlated with organisational commitment ($r = 0.292$, $p = 0.000 < 0.05$). This result is consistent with Raub and Robert (2007), Liu et al. (2006), Bogler and Somech (2004) and Dee et al. (2002). Dee et al. (2002) have stated that empowered teachers showed a higher level of organisational commitment. This result is consistent with Bogler and Somech (2004), which found that teachers experience a higher level of empowerment. Subsequently, it is significantly related to their sense of commitment within an organisation.

Three out of four cognitions of psychological empowerment namely: competence, self-determination and impact relate significantly to organisational commitment. But, meaning cognition is not related with organisational commitment. These results are slightly different with other

studies (Chen and Chen, 2008, Nabila, 2008 and Dee et al., 2002). Chen and Chen (2008) found that self-determination cognition is related insignificantly with organisational commitment. Furthermore, Nabila (2008) indicated that meaning and self-determination cognitions are insignificantly related to organisational commitment.

Besides, Dee et al. (2002) have pointed out that competence cognition would not relate to organisational commitment. However, the positive correlation between impact cognition and organisational commitment has provided a consistent result with other past studies as compared to other cognitions. Although, not all cognitions are significant related with organisational commitment, but in general, psychological empowerment may be an important element for increasing employees' organisational commitment (Nabila, 2008). According to Thomas and Velthouse (1990), the four cognitions of psychological empowerment must be additively combined together. In other words, if there is missing any one of the cognitions, the sense of psychological empowerment will be deflated.

The relationship between psychological empowerment and the three components of organisational commitment are namely: affective, continuance and normative commitment are aligned with past studies result. There is a moderate positive correlation between psychological empowerment and affective commitment ($r = 0.381$, $p = 0.000 < 0.05$). Besides that, psychological empowerment has a weak positive relation to normative commitment ($r = 0.230$, $p = 0.001 < 0.05$). However, there is no significant

relationship between psychological empowerment and continuance commitment ($r = 0.086$, $p = 0.221$). These results are confirmed by Chan (2003) and Laschinger et al. (2001).

Krishna (2007) and Chan (2003) have indicated that a strong significant and direct relationship between psychological empowerment and affective commitment. Employees who are psychological empowered tend to be more emotionally attached to the organisation. Chan (2003) and Laschinger et al. (2001) also found that there is weak or no positive relationship between psychological empowerment and continuance commitment. The result is re-affirmed by current study. Once the academic staff experience a higher level of psychological empowerment; these academic staff are less likely to be motivated by continuance commitment to remain within an organisation.

This might be due to being unable to find a better or more financially rewarding job than their current work. If the employees leave the organisation, then they will tend to lose more. Therefore, they need to stay with the current institution. Hence, there will be a weak positive correlation between psychological empowerment and continuance commitment. Chan (2003) stated that continuance commitment is not a beneficial attitude to an organisation.

Lastly, the result of the relationship between psychological empowerment and normative commitment is aligned with Chan's study, which is a significant positive correlation. Academic staff has a high sense of

obligation to stay with the institution. They found that loyalty to their organisation is necessary for them. Overall, the findings tally with Meyer and Allen (1991). They argued that affective, normative and continuance commitment should have a varying level of an employee's relationship with the organisation. Due to the nature of the construct definition, psychological empowerment will affect differently in three components of commitment. Therefore, the finding of the current dissertation is able to provide a valuable evidence to prove the Meyer and Allen (1991) study.

5.1.2.2 Job Autonomy and Organisational Commitment

There is a significant relationship between job autonomy and organisational commitment. This result is consistent with the results of Cuyper and Witte (2006). In additions, the result posited that there is a weak positive relationship of job autonomy with continuance commitment ($r = 0.260$, $p = 0.000 < 0.05$) and affective commitment ($r = 0.212$, $p = 0.002 < 0.05$). However, the job autonomy has no significant correlation with normative commitment ($r = 0.087$, $p = 0.218 > 0.05$).

By increasing academic staff's job autonomy, affective and continuance commitment will too, increase within an institution; however, no normative commitment remains the same. The opportunity of holding responsibilities and freedom to conduct own work activities can actually influence academic staff to be affectively committed through a sense of identification and attachment to own work environment (Galletta et al., 2011).

Cuyper and Witte (2006) postulated that low levels of job autonomy will further reduce permanent employees' organisational commitment. By experiencing considerable high levels of job autonomy, they will feel that they are a part of the organisation. Eventually, they will have a strong desire to remain as a member of a particular organisation, willing to exert more effort on their job and have a high level of values and goals acceptability and belief within the organisation (Becker et al., 1995). At the same time, this will reduce the desire to leave.

5.1.2.3 Intrinsic Motivation and Organisational Commitment

Based on the result generated, there is a moderate positive significant relationship between intrinsic motivation and organisational commitment. Furthermore, there is a significant relationship between intrinsic motivation and all the three components of organisational commitment. Current studies show that intrinsic motivation has a moderately positive and significant relation with affective commitment ($r = 0.418$, $p = 0.000 < 0.05$). However, the result also indicated that the intrinsic motivation has a weak positive significant correlation with continuance commitment ($r = 0.173$, $p = 0.008 < 0.05$) and normative commitment ($r = 0.172$, $p = 0.010 < 0.05$). This means that the increase of intrinsic motivation is able to increase the sense of affective, continuance and normative commitment within an organisation.

Besides to this, intrinsic motivation has the strongest relationship with affective commitment as compared to normative and continuance commitment. The outcome is consistent with Galletta et al. (2011). Intrinsic Motivation has

a weak correlation with continuance commitment. This is because continuance commitment is not an organisationally beneficial attitude (Chan, 2003). In order to increase continuance commitment, it must be ensured that the benefits of continuing to remain in the organisation are better than the perceived cost of leaving the organisation.

According to Chan (2003) and Meyer et al. (2003), the main reason to attract employees to remain with their respective organisation is material needs. However, intrinsic motivation is more on inner motivation, such as opportunities for promotion and enhancing self-esteem. Therefore, there is a weak positive correlation between intrinsic motivation and continuance commitment. Beside to this, intrinsic motivation is important to promote affective commitment as “it is identification and internalization processes, which are considered to be the bases of affective commitment” (Galletta et al., 2011; Meyer & Allen, 1991).

5.1.2.4 Job satisfaction and Organisational Commitment

From the result, there is a positive significant correlation between job satisfaction and organisational commitment. This result is in line with other past studies (Malik et al., 2010; Yogesh et al., 2010 and Chughtai and Zafar, 2006). Malik et al. (2010) have confirmed that the job satisfaction of academics in Pakistani private universities are very much positive correlated with organisational commitment. They claimed that employees perceived high commitment within an organisation will enhance the individual and institutions performance. Chughtai and Zafar (2006) have also posited the

same relationship.

There is a positive significant correlation between job satisfaction and affective commitment ($r = 0.327$, $p = 0.000 < 0.05$). However, it has no significant relationship with continuance commitment ($r = 0.132$, $p = 0.061 > 0.05$) and normative commitment ($r = 0.121$, $p = 0.085 > 0.05$) within an institution. The result generated is slightly different with Meyer et al. (1993) result. They have found that job satisfaction is correlated positively with affective and normative commitment, but correlated negatively with continuance commitment.

Although, job satisfaction is significantly related with the three components of commitment, but, the present study results displayed that the job satisfaction has the least correlation and low significant value with continuance commitment. The finding was similar to the relationship between intrinsic motivation and continuance commitment. The job satisfaction is more emphasized on the academics' inner satisfaction such as opportunities of participation, self-accomplishment, self-fulfilment and personal growth. Therefore, there is a weak significant correlation between job satisfaction and continuance commitment. In spite of this, the academic staff in Malaysian private universities perceives higher job satisfaction will subsequently enhance the feeling of affective, continuance and normative commitment within an institution.

5.1.3 Objective Three

Table 5.3, all the one-sample t-test is showed a significant value. The mean value for variables has indicated more than 4 values. However, only impact cognition mean value is less than value of 4. The result can be explained that majority of the academic staff in Malaysian private universities are perceived the sense of empowerment, meaning, competence, self-determination, job autonomy, intrinsic motivation and job satisfaction within the institution. But, they do not perceive any impact cognition.

Furthermore, majority of the academic staff perceive the highest sense of intrinsic motivation among the variables within an institution. However, impact cognition is posited as the lowest means among the variables. This means that the academic staff perceive low levels of impact cognition. This might due to the academic staff has a low confident on the effort contributed will not make any difference to institutions outcome. The academic leadership should provide a clear perception on how their task achievements contribute to institution performance (McShane and Von Glinow, 2010). Besides that, the meaning cognition also found to be not significant related to organisational commitment. This result is contrary to results generated found by other studies such as Chen and Chen (2008), Nabila (2008) and Dee al et. (2002) studies.

The discrepancies between present research result and past studies results is due to the nature of study research methodology. As mentioned in literature review, the target respondents are different from one study to another. Hence, the results generated are different among the studies. The target

respondents for Chen and Chen (2008) study is employees from three Taiwan state-owned enterprises, Nabila (2008) study is employees work in the construction sectors in Malaysia and Dee et al. (2002) study is teachers work in eight elementary schools of an urban district located in a South-western American city.

Majority of studies show that respondents do not perceive all the cognition of psychological empowerment (Chen and Chen, 2008; Nabila, 2008; Dee et al., 2002). Spreitzer (1995) states that four cognitions should come together to maximize the sense empowerment. However, Nabila (2008) states that the four cognitions does not necessary come together in order to perceive empowerment in their workplace. Hence, the third research question and objective is solved and answered.

Table 5.3: Third Research Question and Objective with Hypotheses

Research Question One and Two:

3. Do private universities academic staff experienced any psychological empowerment, intrinsic motivation, job satisfaction and job autonomy within institutions?

Research Objective One and Two:

3. To examine the level of perception of psychological empowerment, intrinsic motivation, job satisfaction and job autonomy.

No.	Alternative Hypotheses:	Outcomes
H ^{3.1}	Academic Staff of private universities are psychologically empowered to their institutions.	Significant
H ^{3.2}	Academic Staff of private universities have some degree of job autonomy to their institutions.	Significant
H ^{3.3}	Academic Staff of private universities are intrinsically motivated to their institutions.	Significant
H ^{3.4}	Academic Staff of private universities are satisfied with their job to their institutions.	Significant

5.1.4 Objective Four

Table 5.4, the multiple linear regression result is adequate and significant. Overall, psychological empowerment is the most important factor for organisational commitment, affective and normative commitment (Table 5.5). Thereafter, intrinsic motivation is ranked second most important antecedent of organisational commitment and affective commitment. However, job autonomy and job satisfaction are no significant prediction on organisational commitment and its components. Thus, the 4th research question and objective is attained.

Further to this, psychological empowerment and intrinsic motivation have the most influence on affective commitment and followed by organisational commitment and normative commitment. According to Chan (2003) and Meyer and Allen (1997), affective commitment is noted to be most beneficial to an institution. Several studies found that psychological empowerment is the most important independent variable for affective commitment as compared to normative and continuance commitment (Krishna, 2007; Chan, 2003; Laschinger et al., 2001).

Liden, Wayne and Sparrowe (2000) indicate that psychological empowerment is accompanied with commitment. They further argue that those personnel, who are psychologically empowered, are more loyal to their organizations. If employees perceived psychological empowerment in workplace, they will be more committed to the achievement of goals and tend to stay longer in an organization (Patrick and Laschinger, 2006).

According to Ingram et al. (1989), the intrinsic motivation significantly enhances employees' organisational commitment. Chan (2003) speculated that organisational commitment and its components are considered to be attitudinal consequences of intrinsic motivation. Academic staffs have the choice of doing their activity which motivates intrinsically rather than for some separable consequences. Intrinsic motivation has the potential to have great influence on other aspects of employee behavior such as commitment within an institution (Grabner & Speckbacher, 2009).

By intrinsically motivating academic staff, this subsequently enhances the sense of commitment within an institution Individual academic staff perceives higher psychological empowerment and intrinsic motivation. This results in academic staff having a strong desire to remain as a member of a particular institution. It also can describe that the academic staff have strong desire to be emotionally attached and involved in the institution.

Table 5.4: Fourth Research Question and Objective with Hypotheses

Research Question Four:

4. Which antecedent has the greatest contribution to the organisational commitment?

Research Objective Four:

4. To examine the greatest contributor towards organisational commitment.

No.	Hypotheses	Results
H ^{4.1}	All the variables namely: psychological empowerment, job autonomy, intrinsic motivation and job satisfaction can significantly explain the variances of organisational commitment.	Significant

Table 5.5 Ranking Association between Independent Variables and Dependent Variable

	OC ^b	AC ^c	NC ^c
PE ^a	Significant (Strongest)	Significant (2 nd Strong)	Significant (Strongest)
IM ^a	Significant (2 nd Strong)	Significant (Strongest)	Insignificant
JA ^a	Insignificant	Insignificant	Insignificant
JS ^a	Insignificant	Insignificant	Insignificant

Note: a = Independent Variables, b = Dependent Variables and c = Dimensions of Dependent Variable

5.1.5 Objective Five

Table 5.6 indicates that the multiple regression is significant. It means that the four cognitions of psychological empowerment are able to explain the variation of organisational commitment. Based on table 5.7, impact cognition is ranked the most important antecedent as compared to other three cognitions: meaning, self-determination and competence cognitions. Thus, the 5th research question and research objective are well addressed.

Past studies revealed that impact cognition has empirically and conceptually proven that it is a significantly related positively with organisational commitment (Chen & Chen, 2008; Nabila, 2008; Dee et al., 2002). In addition, impact cognition displays the most consistent results from past studies as compared to other cognitions of psychological empowerment. Impact cognition describes “a belief that individual employee can influence the system in which they are embedded” (Spreitzer, 1995). When impact exists, employees would feel that they could perform better and have significant influence in the organisation.

Competence cognition is ranked the second important antecedent of organisational commitment. Chen and Chen (2008) and Nabila (2008) claimed that competence cognition is significant influence on organisational commitment. Competence cognition described as “the situation when employees’ believe that they have the skill and capabilities to perform their work effectively” (Spreitzer, 1995). When academic staff do not have the confidence in their skill and capabilities, they will experience a lack of empowerment as this is a result of feeling inadequate. Additionally, they should also try to perform the assigned tasks in order to have the feeling of competence.

Table 5.6: Fifth Research Question and Objective with Hypotheses

Research Question Four:

5. Which cognitions of psychological empowerment will has a greatest contribution to the organisation commitment?

Research Objective Four:

5. To examine the greatest cognitions of psychological empowerment that contributes towards organisation commitment.

No.	Hypotheses	Results
H ^{5.1}	The four cognitions of psychological empowerment can significantly explain the variance in organisational commitment.	Significant

Table 5.7 Ranking Association between Four Cognitions of Psychological Empowerment and Dependent Variable

	OC ^b	AC ^c	NC ^c
PEM ^a	Insignificant	Insignificant	Significant (3 rd Strong)
PEC ^a	Insignificant	Significant (2 nd Strong)	Significant (2 nd Strong)
PES ^a	Insignificant	Insignificant	Insignificant
PEI ^a	Significant (Strongest)	Significant (Strongest)	Significant (Strongest)

Note: a = Cognitions of Psychological Empowerment, b = Dependent Variables and c = Dimensions of Dependent Variable

5.2 Summary of Findings and Discussions

The chapter presented the summary of major findings in table form. A clear relationship among research questions, research objectives, hypotheses and results are presented in an organized manner. An extensive discussion of the important and significant findings is included.

CHAPTER 6

IMPLICATIONS AND CONCLUSION

6.0 Introduction

This chapter includes the theoretical, practical implication, limitations and future research of the study.

6.1 Theoretical Implications and Contributions

The research findings and contributions brought some theoretical implications. Firstly, the findings of this study re-affirm the relationships among the variables. It confirms that psychological empowerment and job satisfaction are significantly related to organisational commitment and the three components of organisational commitments.

Secondly, past studies have examined the relationships of job autonomy and intrinsic motivation with organisational commitment and affective commitment (Galletta et al., 2011; Humphrey et al., 2007; Cuyper & Witte, 2006). However, there is little evidence, to my knowledge of past studies have tested the relationship of job autonomy and intrinsic motivation with the three components of commitment namely; affective, continuance and normative commitments of academic staff. These current research findings have filled the gap.

Thirdly, the results indicate that all the antecedents namely; psychological empowerment, job autonomy, intrinsic motivation and job satisfaction have the strongest relationship with affective commitment as compared to continuance and normative commitment. This theoretical implication provides some insights and feedback for administrators, deans of faculties and human resource personnel in drafting various strategies and methods on how to increase the commitment of academic staff toward their institutions.

Based on the multiple regression analysis, some of the antecedents can be applied in the private university sector of Malaysia. It was found that intrinsic motivation and psychological empowerment can be used to predict organisational commitment and its components namely: affective and normative commitment. It is especially true for affective commitment.

Additionally, these findings confirm that affective commitment is the most influential component of organisational commitment. Affective commitment is noted to be most beneficial to an institution (Meyer & Allen, 1997), followed by normative commitment and continuance commitment.

In addition, the psychological empowerment and intrinsic motivation explained the largest variance of affective commitment model ($R^2 = 22.2\%$) as compared to organisational commitment ($R^2 = 17.3\%$) and normative commitment ($R^2 = 6\%$) models. Therefore, it is suggested that Malaysian private universities place more attention on affective commitment by

intrinsically motivating and empowering academic staff.

In addition, no studies examined the relationships between the four cognitions of psychological empowerment with the three components of commitment. Most research studies focus on the four cognitions of psychological empowerment with organisational commitment instead of the three components of organisational commitment. Furthermore, the results show that impact and competence cognitions of psychological empowerment are more significantly related to organisational commitment and its components. Thus, this is another contribution from theoretical perspective.

6.2 Practical Implications

Based on the results, some practical implications can be drawn and suggestions can be made to improve the private university sector. In order to enhance academic staffs' commitment within an institution, it is advisable to focus and allocate more attention on increasing academic staffs' intrinsic motivation and psychological empowerment.

6.2.1 Psychological Empowerment

6.2.1.1 Impact Cognition

From the multiple linear regression analysis, it is found that impact cognition plays an important role in shaping organisational commitment and its components namely: affective and normative commitment. Past studies have shown consistent results covering impact cognition (Chen & Chen 2008;

Nabila, 2008; Dee et al., 2002). When superiors empower employees by giving an opportunity to make decision about their work methods, pace and efforts which able to influence the organization outcome, this will automatically increase their subordinates' commitment (McShane and Von Glinow, 2010; Nabila, 2008).

However, academic staff in Malaysian Private Universities perceived lower impact cognition (mean = 3.8435) as compared to meaning cognition (mean = 5.9244), competence cognition (mean = 5.7476) and self-determination cognition (mean = 5.3887). Therefore, the practical implication is that academic staff should be given more opportunity to participate in the organisation decisions making process and actions have influence on the institution success (McShane and Von Glinow, 2010). The head of department and deans should clearly explain it to their academic staff on how their works significantly influence the performance of the faculty and university. The academic staff are also encouraged to do more publication and research activities, in order to have a considerable impact on the institution.

6.2.1.2 Competence Cognition

Apart from this, it is also advisable to improve the competency of academic staff. Faculties or universities are advised to provide adequate training or workshops that are related to the academic staff job scope. The purpose in having training, workshops, seminars or conference is to improve academic staff's skills and knowledge. Through these trainings and workshops, academic staff might have better understanding on how to do research, to have

effective and innovative teaching, to write a research proposal and paper.

Besides that, the human resource department, deans or heads of department should provide some training in an appropriate behavior, such as the techniques on how to participate in decision making. Furthermore, institutions should recruit and select suitable candidates with the required skills and knowledge (Mcshane & Von Glinow, 2010; World Bank Report, 2007). Candidates with relevant skills and knowledge have better ability and capability to perform at their jobs. This will help the universities to sustain their market position and performance. Subsequently, these changes would make to improve the rankings of Malaysian private universities.

6.2.2 Intrinsic Motivation

Ingram et al. (1989) suggested the human resource department of universities should conduct socialization programs for new staff. Eventually, this will reduce role-conflict and role-ambiguity within academic staff in order to increase commitment within an institution. According to Thomas and Velthouse (1990), the human resource department should offer on-going suitable professional development program to academic staff.

In addition, an institution should have healthy and fair practices of distributive and procedural justice. Academic staff prefer fair performance appraisal system and reward system in both monetary and non-monetary terms. Faculty and universities are also encouraged to customize the performance appraisal standard for each academic position level such as tutors, lecturers,

senior lecturers and professors. They should state the standard performance criteria for every level.

Academic leaderships are also encouraged to formulate challenging, reasonable and achievable objective for academic staff. This would provide a feeling of accomplishment and self-esteem. At the same time, this also would provide academic staff a great sense of personal satisfaction (McShane and Von Glinow, 2010).

Having the same evaluation criteria to evaluate the performance of all academic staff will further strain the relationship of the academic staff and the university thus, reducing academic staff's commitment within an institution. Furthermore, it is good to have a seminar for academic staff to describe how the academic staff rewards are linked to their performances. All of this might intrinsically motivate academic staff within their institutions.

6.3 Limitations of the Present Research

Several limitations need to be acknowledged. The first limitation is the single-method research bias. A self-administered questionnaire method has been adopted for the data collection. It is a self-reported questionnaire. This has raised the concerns about common mono-method bias. The measuring instrument was adopted from other famous researchers with established validity and reliability, and has helped to mitigate the weakness of self-reported bias. However, there is only a single version of each variable measurement. Thus, it does not provide strong evidence that will measure the

variable. Although, there is more than one measure of the particular variable (organisational commitment, psychological empowerment, job autonomy, intrinsic motivation and job satisfaction) has been used, but, by using the same method (self-administrative questionnaire), it does not provide strong evidence to measure the variable correctly and sufficiently.

Secondly, the study is based on cross-sectional data that is only capable of revealing the net effect of predictor variable towards a particular criterion variable at a specific point in time (Cavana, Delahaye & Sekaran, 2001). Therefore, a longitudinal study should be conducted, which will provide more useful data from the respondents. Another weakness of cross-sectional design is that it does not allow and provide a strict causal conclusion. By adopting a cross-sectional design, it is difficult to determine the cause and effect relationship. It does not show which variable causes a change in another variable. For example: many studies have been conducted with regard to the causal relationship between job satisfaction and organisational commitment. However, they have yielded inconsistent results. Some authors postulated that job satisfaction causes a change in organisational commitment (Brown & Peterson, 1994), but other researchers speculated contradictory results (Vandenberg & Lance, 1992). Even, reciprocal causation (Huang & Hsiao, 2007) or no causal effect (Currivan, 1999) between job satisfaction and organisational commitment has been demonstrated by other studies.

The third limitation is the survey itself. Some institutions are apprehensive on surveys concerning staff commitment and performance.

Certain institutions might even curtail or discourage their staff from participating in the survey. The management of the institutions has imposed some restriction towards their academic staff and do not allow them to answer or respond to those surveys pertaining to the respective institutions. Therefore, this makes it difficult for researchers to collect valid survey responses from the respondents. Although, there were sufficient responses collected, however, the responses tend to have bias with regard to the relationships of variables. Therefore, this may affect the validity and reliability of the results.

6.4 Suggestions for Future Research

The research findings demonstrated in this study has made a great and valuable contribution to the antecedents of organisational commitment. It not only examined the predictors namely: four cognitions of psychological empowerment, job autonomy, intrinsic motivation and job satisfaction towards organisational commitment, but it also examined the predictors towards the three components of organisational commitment. However, additional research is needed to further investigate other potential antecedents of organisational commitment. Other antecedents such as personal factors (age, races, gender, education level, working experience, organisational tenure and position), organisational characteristics (size), justices (distributive and procedural justices) and family work role conflict.

Besides that, the present dissertation is focused on Malaysian private universities' academic staff with regards to the relationships between the antecedents and organisational commitment. It is encouraged to extend the

research to non-academic staff.

It is also suggested that a comparative study in between academic staff and non-academic staff in Malaysian private universities should be conducted. By conducting a comparative study, new knowledge and contribution can help the management and human resource department to enhance the reputation and performance of the universities.

In addition, it is encouraged for a longitudinal study to be conducted in future research. It may provide significant results and findings. In other words, it can capture the temporal dynamics of perception change that affect the antecedents of academic staff toward organisational commitment. Moreover, it may help us to identify the cause and effect relationships among the various constructs (Cavana et al., 2001).

6.5 Summary and Conclusion

The main objective of the dissertation is to investigate antecedents of organisational commitment among academic staff in Malaysian private universities. By doing this, the research problem of the study has been successfully addressed, which is ‘how to improve the Malaysian private universities’ reputation and performance through understanding academic staff behavior and attitudes’. Hopefully, this can help the Malaysian private universities to become better institutions’.

Apart from this, the Malaysian Government has the ability to attract more foreign students to enroll into Malaysian private universities. In addition, enhancing the commitment of the academic staff can help to produce quality and competitive graduates. All of these have the potential to assist the Malaysian Government in meeting the Economic Transformation Programme by transforming Malaysia from a middle-income nation to a high-income nation by 2020.

The antecedents of organisational commitment were examined namely: the four cognitions of psychological empowerment (meaning, competence, self-determination and impact cognitions), job autonomy, intrinsic motivation and job satisfaction. Current research evidence found that all the antecedents have significant correlations with organisational commitment and its components (affective, continuance and normative commitment).

However, only two variables are significant factors of organisational commitment and two components of commitment namely: affective and normative commitment that is intrinsic motivation and psychological empowerment. Therefore, it is recommended that heads of department, deans and human resource departments pay more attention on intrinsic motivation and psychological empowerment.

The findings also indicate that impact cognition and competence cognition are significantly associated with organisational commitment and components of commitment. However, meaning and self-determination

cognitions are not significantly associated with organisational commitment and components of commitment.

The findings show that intrinsic motivation and psychological empowerment have the highest association with affective commitment as compared to normative commitment. Therefore, it is encouraged that private universities should direct their attention on increasing academic staff's affective commitment as it is most beneficial to the institutions.

A number of suggestions have been recommended. The institutions are encouraged to provide useful training, workshop and seminars that related to the job scope of academic staff. The purpose of conducting these activities is to improve academic staff skills, knowledge and capability in order to perform their daily task with effective and efficient manner. Besides that, human resource departments should conduct an extensive socialization program for new academic staff.

Furthermore, the Malaysian private universities should ensure fair management practices within the institutions such as the reward system and performance appraisal system. Moreover, human resource departments and deans of faculties should look at the impact of the efforts of the academic staff on the performance universities. Hopefully, this will enhance commitment of the academic staff toward their institutions. Eventually, this will lead in an improvement on the university performance and reputations.

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Appendix A



**UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)
FACULTY OF BUSINESS AND FINANCE
MASTER OF PHILOSOPHY**

1st February 2011

Dear Respondents,

My name is Choong Yuen Onn, a student at Universiti Tunku Abdul Rahman (UTAR), Faculty of Business and Finance (FBF). Currently, I am pursuing a Master of Philosophy (Mphil) programme. I am taking GBEM 5990 Thesis. This questionnaire is designed to examine the antecedents of organisational commitment of academic staff in Malaysian private higher education institutions sector. Therefore, your kind participation is very much needed in this present research study.

This questionnaire comprises of two sections which is Section A and Section B and will require approximately 10 to 15 minutes to be completed. Part B consists of 55 questions and you should answer the question based on the assumption that you are being empowered. You are only required to choose one answer that is most favorable to you. Part A consists of 8 questions that is your personal demographic background and characteristic but your name does not appear anywhere on the questionnaire form. Your response will be kept strictly confidential and will be only accessible to analysts for the research study purpose. I deeply appreciate your kind cooperation and contribution in assisting me on my master research study.

Thank You.

Please do not hesitate to contact me if you have any inquiries and for more information about this study:

Name : Choong Yuen Onn (Alex)
Mobile Phone No. : 014-6495348
Email Address : alexleo1987@hotmail.com

Section A

7 Likert-Scale

Strongly Disagree (SD)	– 1
Disagree (MD)	– 2
Somewhat Disagree (SOD)	– 3
Neither Agree nor Disagree (N)	– 4
Somewhat Agree (SOA)	– 5
Agree (A)	– 6
Strongly Agree (SA)	– 7

Listed below are a number of perceptions that individual employees have with respect to their work role. Using the following scale, **please circle only one answer** which you believe each is true with respect to your work role.

1.1 Organisational Commitment

No.	Questions	SD	D	SOD	N	SOA	A	SA
1.	I would be very happy to spend the rest of my career with this organisation.(If I am empowered)	1	2	3	4	5	6	7
2.	I enjoy discussing about my organisation with people outside it.	1	2	3	4	5	6	7
3.	I really feel as if this organisation's problems are my own.	1	2	3	4	5	6	7
4.*	I think I could easily become as attached to another organisation as I am to this one.	1	2	3	4	5	6	7
5.*	I do not feel like "part of the family" at my organisation.	1	2	3	4	5	6	7
6.*	I do not feel "emotionally attached" to this organisation.	1	2	3	4	5	6	7
7.	This organisation has a great deal of personal meaning for me.	1	2	3	4	5	6	7
8.*	I do not feel a strong sense of belonging to my organisation.	1	2	3	4	5	6	7
9.*	I am not afraid of what might happen if I quit my job without having another one lined up.	1	2	3	4	5	6	7
10.	It would be very hard for me to leave my organisation right now, even if I wanted to.	1	2	3	4	5	6	7
11.	Too much in my life would be disrupted if I decided I wanted to leave my organisation now.	1	2	3	4	5	6	7
12.*	It wouldn't be too costly for me to leave my organisation now.	1	2	3	4	5	6	7

13.	Right now, staying with my organisation is a matter of necessity as much as desire.	1	2	3	4	5	6	7
14.	I feel that I have too few options to consider leaving this organisation.	1	2	3	4	5	6	7
15.	One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives.	1	2	3	4	5	6	7
16.	One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice – another organisation may not match the overall benefits I have here.	1	2	3	4	5	6	7
17.	I think that people these days move from company to company too often.	1	2	3	4	5	6	7
18.*	I do not believe that a person must always be loyal to his or her organisation.	1	2	3	4	5	6	7
19.*	It is not unethical to jump from one organisation to another organisation.	1	2	3	4	5	6	7
20.	One of the major reasons I continue to work for this organisation is that I believe that loyalty is important.	1	2	3	4	5	6	7
21.	If I got another offer for a better job elsewhere I would feel it is wrong to leave my organisation.	1	2	3	4	5	6	7
22.	I was taught to believe in the value of remaining loyal to one organisation.	1	2	3	4	5	6	7
23.	I think it is better for people to stay with one organisation for most of their careers.	1	2	3	4	5	6	7
24.*	I do not think that wanting to be a ‘company man’ or ‘company woman’ is sensible anymore.	1	2	3	4	5	6	7

1.2 Psychological Empowerment

No.	Questions	SD	D	SOD	N	SOA	A	SA
1.	The work that I do is very important to me.	1	2	3	4	5	6	7
2.	My job activities are personally meaningful to me.	1	2	3	4	5	6	7

3.	The work I do is meaningful to me.	1	2	3	4	5	6	7
4.	I am confident about my ability to do my job.	1	2	3	4	5	6	7
5.	My job is well within the scope of my abilities.	1	2	3	4	5	6	7
6.	I have mastered the skills necessary for my job.	1	2	3	4	5	6	7
7.	I have significant autonomy in determining how I do my job.	1	2	3	4	5	6	7
8.	I can decide on my own how to go about doing my work.	1	2	3	4	5	6	7
9.	I have considerable opportunity for independence and freedom in how I do my job.	1	2	3	4	5	6	7
10.	My impact on what happens in my faculty is large.	1	2	3	4	5	6	7
11.	I have a great deal of control over what happens in my faculty.	1	2	3	4	5	6	7
12.	I have significant influence over what happens in my faculty.	1	2	3	4	5	6	7

1.3 Autonomy

No.	Questions	SD	D	SOD	N	SOA	A	SA
1.	The job allows me to make my own decisions about how to schedule my teaching.	1	2	3	4	5	6	7
2.	The job allows me to decide on the order in which things are done on the job.	1	2	3	4	5	6	7
3.	The job allows me to plan how I do my work.	1	2	3	4	5	6	7
4.	The job gives me a chance to use my personal initiative or judgment in carrying out the work.	1	2	3	4	5	6	7
5.	The job allows me to make a lot of decisions on my own.	1	2	3	4	5	6	7
6.	The job provides me with significant autonomy in making decisions.	1	2	3	4	5	6	7
7.	The job allows me to make decisions about what methods I use to complete my work.	1	2	3	4	5	6	7
8.	The job gives me considerable opportunity for independence and freedom in how I do the work.	1	2	3	4	5	6	7
9.	The job allows me to decide on my own how to go about doing my work.	1	2	3	4	5	6	7

1.4 Intrinsic Motivation

No.	Questions	SD	D	SOD	N	SOA	A	SA
1.	Doing my job well increases my feeling of self-esteem.	1	2	3	4	5	6	7
2.	When I do work well, it gives me a feeling of accomplishment.	1	2	3	4	5	6	7
3.	I feel a great sense of personal satisfaction when I do my job well.	1	2	3	4	5	6	7
4.	When I perform my job well, it contributes to my personal growth and development.	1	2	3	4	5	6	7

1.5 Job Satisfaction

No.	Questions	SD	D	SOD	N	SOA	A	SA
1.	The opportunity on my job for participation in working out methods and procedures.	1	2	3	4	5	6	7
2.	The feeling of worthwhile accomplishments on my job.	1	2	3	4	5	6	7
3.	The feeling of self-fulfillment a person gets from being on my job.	1	2	3	4	5	6	7
4.	The opportunity for independent thought and action in my job.	1	2	3	4	5	6	7
5.	The opportunity for personal growth and development on my job,	1	2	3	4	5	6	7
6.	have the opportunity on my job for participation in the setting of goals	1	2	3	4	5	6	7

Section A (Demographic)

Please tick only one answer. Your response will remain anonymous.

1. Gender : ☐ Male
☐ Female
2. Age Group : ☐ Less than 30
☐ 30 – Less than 40
☐ 40 – Less than 50
☐ 50 and above
3. Race : ☐ Malay
☐ Chinese
☐ India
☐ If others please specify _____

4. Education Level :

 Bachelor Degree
Professional Courses
Master Degree
Doctorate Degree
If others please specify _____
5. No. of years working in this company:

 Less than 3 year
3 – Less than 5 years
5 – Less than 8 years
8 or More than 8 years
6. No. of years in teaching field :

 Less than 3 year
3 – Less than 5 years
5 – Less than 8 years
8 – Less than 10 years
10 or More than 10 years
7. Present Job Title : _____
8. Universities : _____

Thank you for your time and precious cooperation.

Appendix B

Table 7.1: Sample Size for a Given Population Size

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Sources: Adapted from Krejcie & Morgan (1970).

Note: S = Sample Size and N = Population Size