

**PSYCHOLOGICAL EMPOWERMENT AS A MEDIATING EFFECT ON THE
RELATIONSHIP BETWEEN WORK STRESS, PAY SATISFACTION AND
ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF**

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ABSTRAK

Malaysia memerlukan tenaga kerja yang mempunyai komitmen yang tinggi, produktiviti dan progresif, berdaya saing, dan cekap dalam mencapai Wawasan 2020. Tujuan kajian ini adalah untuk menyiasat kesan pengantara penguasaan psikologi ke atas hubungan antara tekanan kerja, kepuasan gaji dan komitmen terhadap organisasi di kalangan kakitangan akademik di universiti awam. Staf akademik telah dipilih kerana mereka berurusan dengan pelbagai tugas. Seramai 400 staf akademik telah dipilih sebagai responden dalam kajian ini tetapi hanya 297 staf akademik memberi maklum balas kepada soal selidik. *Statistical Package software for Social Science (SPSS) Versi 19.0* digunakan untuk menganalisis data. Analisis faktor, regresi dan korelasi telah digunakan untuk kajian ini. Keputusan analisis Pearson kolearsi menunjukkan bahawa tekanan kerja mempunyai hubungan yang negatif terhadap komitmen dan penguasaan psikologi manakala kepuasan gaji, penguasaan psikologi dan komitmen mempunyai hubungan positif di antara satu sama lain. Selain itu, keputusan analisis regresi berganda menunjukkan bahawa penguasaan psikologi merupakan pengantara kepada hubungan dengan tekanan kerja, kepuasan gaji dan komitmen terhadap organisasi. Cadangan untuk kajian akan datang perlu melihat cara untuk mempengaruhi dan membentuk sikap staf akademik dan juga menyiasat beberapa faktor penting lain yang dapat meningkatkan komitmen terhadap organisasi.

ABSTRACT

Malaysia needs work forces that possess high commitment, productivity and progressiveness, competitive, and efficient in its mission to achieve the Vision 2020 targets. The aim of this study is to investigate the mediating effect of psychological empowerment on the relationship between work stress, pay satisfaction and organizational commitment among academic staff in public universities. This study is focus on academic staffs from public universities in Northern Malaysia. Academic staffs were chosen because they are dealing with a lot of tasks. A total number of 400 academics were chosen as respondents for the study but only 297 academics responded to the questionnaire. Statistical Package software for Social Science (SPSS) Version 19.0 was used to analyze the collected data. Factor analysis, multiple regressions and correlation were applied to this study. The Pearson correlation analysis indicated that work stress is a negatively associated with organizational commitment and psychological empowerment whereas pay satisfaction, psychological empowerment and organizational commitment have positive relationship by each other. Furthermore, the multiple regression analysis revealed that psychological empowerment has a partially mediate on the connection with work stress, pay satisfaction and organizational commitment. It is suggested for future research to look at the way to influence and shaping the attitudes of academic staff by investigate some other important factors that able to improve their commitment towards organization.

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LIST OF ABBREVIATIONS

KPI	Key Performance Indicator
MOHE	Ministry of Higher Education
MRUs	Malaysian Research Universities
EPU	Economic Planning Unit
R&D	Research and Design
ETP	Economic Transformation Programme
NKEAs	National Key Economic Area
UK	United Kingdom
CIHI	Canadian Institute for Health Information
USA	United States of America
SPSS	Statistical Package for Social Science
UUM	Universiti Utara Malaysia
USM	Universiti Sains Malaysia
UniMAP	Universiti Malaysia Perlis
UiTM	Univeristi Teknologi Mara
KMO	Kaiser- Meyer Olkin
PFA	Principal Axis Factoring
DV	Dependent Variable
IV	Independent Variable
MV	Mediating Variable

CHAPTER 1

INTRODUCTION

1.0 Background of Study

Nowadays, in order to improve productivity of organization, human resources are important assets in an organization who have provided the skill and talent. They have a negative impact that will lead to a stressful condition when employees are incapable to provide full of commitment as they experience involvement in their job process. Besides that, it is essential for companies to know what features play the main role to enhance commitment of the employee. They have many factors impact on organizational commitment and at the same time effect on job satisfaction. Therefore, this is seriously issue that organization must obtain because organizational efficiency is depending on employee's productive and commitment. It is difficult for organization to shift forward in achieving their objectives without productive and committed individuals. Malaysia needs work forces that possess high commitment, productivity and progressiveness, competitive, and efficient in its mission to achieve the Vision 2020 targets.

There was extensive study in the past decades performed on organizational commitment considerably associated to a variety of outcomes conjunction with the antecedent variables have correlation significant with organizational commitment. The study suggests by Chughtai and Zafar (2006), they have positively relationship between organizational

commitment and job performance, employee retention (Rahman, Naqvi and Ramay, 2008; Vandenberg and lance, 1992), job satisfaction (Brown and Peterson, 1994; Schwekeper, 2001), employees' efficiency (Obeng and Ugrobo, 2003) and motivation. Therefore, employee with high committed will bring to high of performance as contrast who have those less commitment towards organization (Muhammad, Ziauddin, Farooq and Ramay, 2010). In addition, Greenberg and Baron (2000) reported that most of the works done by employee is more related to the work strain. Serious stress will lead to a failure and have an effect on employee's commitment to organization.

Stress among the academia has been highlighted worldwide (Biron, Brun and Ivers, 2008). Malaysian academic staffs are facing enhanced stress due to fast development in tertiary education including international reputation and fulfilling key performance indicators (Ministry of Higher Education, 2004). According to Chughtai and Zafar (2006), supervision control, work safety, real tasks and opportunity of training have positive relationship with organizational commitment in university academicians.

Academics are very stressful job and they have many proven to this issue. In fact, according to Kinman (2001), academics all over the world deal with a substantial amount of job stress. Nevertheless, academics have desired for their tenure, flexibility advantage as overseas trip to further study, conference purpose and the self-determination chase their own research even they are not giving highly paid in comparisons to professional in the industrial sectors (Gillespie, Walsch, Winefield, Dua and Stough, 2001).

Singh and Schapper (2009) indicated that most of the senior academics sustained strain in their hard work to make the university's international reputation. They have a gap between agreement and acceptance which is the specific tension that are facing by senior academics as regards financial support of research projects increased, more dependence only on the local finances, no formation of research authority, administration, teaching and research imbalanced that created by stress in order to generate research quality results and to fulfil the key performance indicator (KPI) that will guide to unethical behaviour. Significantly, before moving to become a grown-up country by 2020, all of the pressures may possibly direct to job stress and will affect organization's productivity (Gmelch and Miskin, 1993; 1995).

In addition, according to Heneman and Judge (2000) and Milkovitch and Newman (2004), the important factor along with rewards gives by organization for employee contribution toward achieving organizational goals in return is a pay. It is commonly used as support for performance and to remain the most excellent employee is monetary pay (Gardner, D.G., Van Dyne, L., and Pierce, J.L, 2004). Moreover, to judge job satisfaction is a salary (Souza-Poza, 2000) and who have greatly rewarded will show a better work satisfaction (Miller, 1980). Academics can turn up to public outlook if they are satisfied in all scopes especially the actual return of pay satisfaction (Trabue, 1993).

The study of job satisfaction among lecturers look like to be expected and it is very important in getting better of employee's happiness since a considering of the involving factors in job satisfaction (Okapara, O, John; Squillance, Michael and Erundu, A. Emmanuel, 2005).

The quality of teaching is most vital in the pulling of student's quality and the quality of their research and also academic growth that will influence lecturers' physical and mental health in their work. It can lead to enhancement and innovation in their teaching by considering satisfied or unsatisfied of academics towards work in order to improve their commitment. Moreover, it also helps the organization to keep the possible academics, minor absence, and turnover rate in order to draw new competent staff to the university and achieving national demands (Fauziah and Kamaruzaman, 2009).

According to Odden (2000), academics are remunerated in system of salary scale based on the how long they had spent teaching and the education level rather than performance. Most of researchers suppose that the scale system salary determine academics compensation on incomplete scale. As an example, it is unfair for academics in any non-merit based system because they are judged by incompetent criterion (Hoer, 1998). Odden (2001) disputes that the excellence academics is not fairly rewarded and this may cause the talented academics to leave their organization. When performance is rewarded and academics demand salary is equal to private sector without having to advancement unreliable salary scale it will make talented to be attracted and retained in organization (Solomon and Podgursky, 2001).

Many research disputed on the truth that in order to be enhanced the environment in organization skilful method in the job should be separated and also job structure should be transformed industry of manufacturing to another type either public or private sector of organization (Marching, 2000; Muller, Procter and Bunchan, 2000). According to Liu, Fellows and Chiu (2006) and Krishna (2007), when perception of work empowerment increases, it will direct to an increasing organizational commitment. In order to increase employee's commitment, organization should provide them great opportunities to take more responsibilities and perform challenging tasks (Meyer and Allen, 1991). Employee who has perceives they have more psychological empowerment attached with the organization and they will highly committed in organization. Furthermore, employees will not give commitment to organization and cannot accomplish the objectives if they have lack of empowerment and it is recommended they have positive associated between psychological empowerment and organizational commitment.

The National Higher Strategic Plan beyond 2020 and the National Higher Education Action Plan 2007-2010 was announced by Malaysian government (Country Report-Malaysia, 2008; Sirat, 2009a). They have seven major strategic plans consist of enlarging access and increasing equity, improve the quality of instruction and learning, increase research and innovation, strengthening higher education institution, intensifying internationalization, protecting lifelong learning and support the delivery systems of Ministry of Higher Education (MOHE) and the Autonomous university. Organization, leadership, academia, teaching and learning and

research and development are the five critical outcomes of this plan and in short, improvement of the quality of Malaysian human capital is the real focus in this plan (Hussin, Yaacob, and Ismail, 2008; World Bank/EPU, 2007).

Universiti Kebangsaan Malaysia, Universiti Malaya, Universiti Sains Malaysia, Universiti Teknologi Malaysia and Universiti Putra Malaysia are presently the research universities in Malaysia. According to Maah and Muhamad (2009), from primary launch 2007, the story of its growth can be traced back. They are six objectives of Malaysian Research Universities (MRUs) such to become innovation's leader, to develop the excellence centres in nation's precedence areas, to generate research output in a world class standard, produce highly impact publication of research, to be focus for the attention of high standards of graduate students and proposed the favourable research environment (Ministry of Higher Education, 2004). Azizan (2007) indicated that Malaysian universities are still behind in world ranking even though about RM 600 million governments had spent to transform all university in Malaysia into fully research institutions.

The betterment of research and teaching in the nation's higher education institutions was seen as issues of the Malaysia's response in these policy changes (MoHE, 2007a, 2007b). Furthermore, with the aim to raise the funding cost effectiveness of higher education in Malaysia, the government has also proposed step up concentrated on strengthening the industry and research collaboration, providing greater autonomy to universities and increase their performance cultures in order to promote teaching and research activities (EPU, 2010a).

There are two main categories of higher education institutions in Malaysia: public and private institutions (Lembaga Akreditasi Negara, 2006). Public higher education institutions comprise of universities, community and branch community colleges and polytechnics. Public universities are sponsored by government and governed as self-managed institutions. Aside from that, they have Act of Parliament in Universiti Malaya and Universiti Teknologi Mara that are separately established, executive order as per the requirements of the Universities and University College Act 1971 were created for other public universities in Malaysia (Lembaga Akreditasi, 2006).

They have twenty one of public universities in Malaysia and five of them have been allocated as ranking of research university through additional funding for Research and Design (R&D) and commercialization of research. It has been categorized as comprehensive or focuses universities for the remaining twenty one public universities. By the year 2013, Universiti Malaya, Universiti kebangsaan Malaysia, Universiti Sains Malaysia, Universiti Putra Malaysia, Universiti Teknologi Malaysia and Universiti Utara Malaysia had announced by Minister of Higher education to be given autonomy in administration, human resources, financial, academic management and student intake. The aimed is to promoting the quality and excellence along with higher learning of local institutions (MOHE, 2013). The table below shows the statistics of lecturer in public universities from 2009-2012:

Table 1.1
Statistics of lecturer in public universities from 2009- 2012

No.	IPTA	Total of lecturer			
		2009	2010	2011	2012
1	UM	1948	2089	2226	2433
2	USM	1878	2299	2750	3266
3	UKM	2268	2289	2455	2602
4	UPM	1521	1680	1854	2027
5	UTM	1837	1865	1971	2060
6	UiTM	5921	6386	7217	8051
	UiTM(SA shj)	3911	4306	4817	5381
7	UIAM	1480	1708	1878	2042
8	UUM	1399	1615	1825	1970
9	UNIMAS	721	846	1171	1359
10	UMS	850	1035	1207	1415
11	UPSI	656	740	903	1075
12	USIM	455	575	657	725
13	UMT	422	505	606	714
14	UTHM	734	822	906	993
15	UTeM	1118	1130	1145	1174
16	UMP	528	648	764	883
17	UNIMAP	434	553	692	822
18	UDM	424	586	752	887
19	UMK	134	181	360	510
20	UPNM	132	212	237	272
21	UNISZA	428	494	550	670
TOTAL		29 259	32 564	36 883	41 331

Sources: Malaysian Higher Education (n.d)

Table 1.1 shows that total lecturers among all public universities are increasing. In 2009, a total of 29,259 lecturers have been increased to a total of 41,331 in 2012. The increase of lecturers is in link with the rapid growth of population and economic growth. By this increasing will undertake as well as to provide quality services and to be a battle in the rest of the world with the intention of achieving the world-class educational standards and converting Malaysia into an education core by 2015.

1.1 Problem Statement

In late 2010, the government had launched the economic transformation programme (ETP). Transforming Malaysia by the year 2020 from a middle income to high income suitable to rapidly changing in economy world is one of the objectives of ETP (Economic Transformation Programme: A roadmap for Malaysia, 2010). They have 12 National Key Economic Area (NKEAs) are hold by ETP. Education is targeted as one of the mainly important roles to transform Malaysia into a high-income nation.

Throughout ETP implementation, an additional 3.3 million jobs will be created. Education will play an important role in producing quality and more competitive graduates in order to support and fulfil the talented workforce demand from a variety of industries. However, they have a problem in higher education institutions in which about 59.5% (Salina, 1995) of lecturer reported intention to resign. Consequently, this will give negative effect to the institutions in replacement cost and disrupted work and effect government's vision in order to build a knowledgeable humanity and sustain economic growth and competitiveness.

The costs of hiring and training new employees are high and this is particular alertness for education institutions. Thus, the university should try to keep constant academics which also help to reduce the risks of worsening in services offer to gain competitive students. In general, when employee can see the strong linkage between their organization and their work, they are more likely to stay with organization and will be highly committed.

According to Wilson and Rosenfeld (1990), positive and negative attitudes of employee towards work may bring to put up with powerful effects on many types of organizational behaviour. Employee will have negative emotions when dissatisfied with their work. The result is that they may start to think about quitting. The decision process will begin with the individual identifying and evaluating alternatives, about whether to quit or to stay on in their organization. The series of decisions will affect the employee's commitment level.

Therefore, teaching quality is important in order to create higher quality and competitive graduates. In order to increase psychological empowerment of academics, Dean and Head of Department is able to shape the academics' attitudes by put into sound practice (DEE Henkin and Duemer, 2002; Bogler and Somech, 2004). It is important for Dean and Head of Department in knowing about the relationship between job satisfaction and organizational commitment because it would become clear as to how important and valuable to retain the most satisfied employees. In sequence, by having this knowledge would motivate managers to satisfy their employees. This would eventually benefit the organization, as it is expected that employees will be highly committed. When employees are committed, their personal goals may go in line with those of the organization that they work for.

Idris (2009) declare that caused by quick growth in sector of education in Malaysia, academics are facing with the increasing stress. Study by Nilufar, A., Abdullah, Z., Fie, D.Y.G and Alam, S.S. (2009) in Klang Valley, work stress has influence work satisfaction of the public academics. Stress among academics has been highlighted worldwide (Biron, Brun and Ivers, 2008). Malaysian academic staffs are facing enhanced stress due to fast development in tertiary education including international reputation and rewarding key performance indicators (MOHE, 2004). Academic staff has been desired for their tenure, too much workloads, flexibility work like need to attempt any conference, meetings and sometime compulsory to them travel to overseas in order to perform their study or conducted and extension the research.

It has a major outcome on organizational commitment in term of job satisfaction among academic staff and also their students' academic performance. In order to give an environment in contributing to the education development, university and academics need to involve and work together. Workplace environment such as positive and secure work environment, administration support, career progression, salary, work as a team and business itself will be affected by academics attitudes. Furthermore, Fauziah and Jusoff (2009) stated that it is most important for academics and also regularly related with job satisfaction that has been need for autonomy. Higher education institution should be considering in persuasive loyalty of academic staff which is important element in academics' job satisfaction and they should see academics roles as very important. Academics that are always having stress and unsatisfied with

their work will influence their performance and quality of work and also their commitments towards organization.

Nevertheless, it was not as much of concentrated in investigation academic staff of higher education in the field of job satisfaction by the most of past research. Conversely, recently it has been increasing counted of studies conducted in UK, North America and Western Europe in observed linked to work satisfaction with academic staff (Kusku, 2003).

In addition, the study done by Noraini (2013) pointed out with high daily expenses nowadays will force academics in getting more income that may be interfering with their work focuses such as making additional class and accepting talk invitations. It is more severe impact on university if academics searching another job opportunity that will give extra safe and high income for their future. In order to improve employee loyalty and satisfaction, academic staff's salary should need to be considered and it also will lead to their commitment on organization (Noraini, 2013).

Pay levels were the main reason cited by human resource departments for recruitment and retention difficulties in both the survey of HR departments and the case studies (at a sample of 14 higher education institutions) in UCEA (2002). Two thirds of all respondents mentioned pay as being a major factor behind recruitment and retention problems in the sector, particularly for staff whose expertise is valued in the private sector such as IT and computing, law and accountancy were the areas where staff was most likely to leave the higher education sector. It was also noted that institutions in London and other major UK cities reported that high housing and travel costs were make worse the problem of low salaries.

Moreover, according to Oshagbemi (1997), academic staff satisfaction has been brought to be important as student satisfaction as well, it has now begun to consider academic satisfaction in the research on quality of higher education (Coom and Mathaisel, 2003). It is supposed that when academics are unsatisfied at work, they will look for other chances to leave the job. Factors involved in work satisfaction are very important in order to improve their happiness of organization. The faculty attitudes to their work must also need to be realized (Okapara, Squillace and Erundu, 2004). In general, academics will be satisfied and committed to organization when they recognize existing salary plan and also opportunity for promotion in organization sufficiently (Reed, Kratchman and Strawser, 1994). Besides, there is a very little amount of research done to identify factors that impact organizational commitment among academics (Chang and Choi, 2007; Chen, H. F. and Chen, Y. C., 2007; Freund, 2005; Obeng and Ugboro, 2003).

The quick technology development in this current era has need of shifted the organizational environment towards competitiveness. Indirect, academics will get affected such as improve skilfulness, working in a long hours and claim is unreasonable like ten articles as of high impact journal in a year. The continuous struggle to perform in the work place will cause anxiety and stress and also their performance towards organization. Obviously, in order to retain staff's welfare and their organizational commitment, institutions of higher education have to control and care for academics as for increasing level of work stress. A greater understanding of the impact of academics staff's commitment within higher educational

sector is needed as well as to achieve this. Consequently, aim of this study is to investigate the mediating effect of psychological empowerment on the relationship between work stress, pay satisfaction and organizational commitment among academic staff in public universities. Academic staffs were chosen because they are dealing with a lot of tasks. They need to reach the international reputation to carry through their key performance indicators. Furthermore, they play multiple roles including teaching, researching, conference, mentoring students and doing administration works.

1.2 Objective Study

This main objective is to investigate the mediating effect of psychological empowerment on the relationship between work stress, pay satisfaction and organizational commitment.

The specific objectives are:

- i) To investigate the relationship between work stress and organizational commitment
- ii) To investigate the relationship between work stress and psychological empowerment
- iii) To identify the relationship between pay satisfaction and organizational commitment
- iv) To identify the relationship between pay satisfaction and psychological empowerment

- v) To investigate the relationship between psychological empowerment and organizational commitment
- vi) To investigate whether work stress, pay satisfaction and psychological empowerment will influence organizational commitment
- vii) To examine psychological empowerment is a partially mediate between work stress, pay satisfaction and organizational commitment

1.3 Research Question

- i) Is there any relationship between work stress and organizational commitment?
- ii) Is there any relationship between work stress and psychological empowerment?
- iii) Is there any relationship between pay satisfaction and organizational commitment?
- iv) Is there any relationship between pay satisfaction and psychological empowerment?
- v) Is there any relationship between psychological empowerment and organizational commitment?
- vi) Is work stress, pay satisfaction and psychological empowerment will influence organizational commitment?
- vii) Is psychological empowerment is a partially mediate between work stress, pay satisfaction and organizational commitment?

1.4 Scope of the Study

The study is conducted at public universities in northern Malaysia; Penang, Kedah and Perlis which are Universiti Sains Malaysia, Universiti Utara Malaysia, Universiti Utara Malaysia, Universiti Teknologi Mara (Arau) and Universiti Malaysia Perlis. Academic staffs were chosen to survey the effects on their commitment because they are deal with a lot of task and they need to achieve key performance indicators.

1.5 Significance of the Study

It is very useful for this research to organization because it can identify the key place of work issues as well as to build up to strategies and improve quality of work in the organization and at the same time will improve organizational commitment among academic staff. It will eventually contribute to the development of innovation, productivity and mostly organizational performance by shaping the attitude of the academics effectively. In addition, in order to support economic growth of country it is needed to increase the high production quality and competitive graduates and consequently sustain Malaysia to change into high income nation comprehensive and sustainable.

This study is suggested for the decision makers of universities to focus on controlling the level of academics' satisfaction and discovered the essence of academic satisfaction of the universities' commitment since they are the core of education system. Thus, to deal with the changing demands

of academics they should develop a clear strategy and to keep their loyalty and commitment.

It is able to fill up the gap of research by doing a research on area of education with examining the factor effect on organizational commitment among academic staff due to this contribution to the public universities in Malaysia and behavioural management studies. It also shows how those variables relate each other. Hence, it can recognize the variables have to be focused on and why the variables have a relationship with organizational commitment. Finally, a better understanding will receive by readers on factors effect on organizational commitment among academic staff.

1.6 Limitations

Even though this study is adopted with questionnaire survey, it is still not known whether the respondent be able to considerably comprehend the meaning of original context of questionnaires to illustrate with true reflection result. This research was conducted in Malaysia northern area only because lack of time and cost. Besides that, the limitation is that population is limited that only selected public universities which are in northern area in Malaysia.

1.4 Organization of Remaining Chapter

This research is divided into five chapters. Chapter 1 briefly discusses the overall theme of the research and also the research problem in general. This chapter also introduces the problem of the study, objectives, scope, significance and definition of variables.

Chapter 2 provides a brief description of the literature review and scientific papers that are relevant to organizational commitment. This chapter begins with a brief introduction to organizational commitment and other variables. The relationship between independent variables and dependent variable are also introduced in the same chapter. Furthermore, research framework also discusses in Chapter 2 and hypotheses will also be included.

Chapter 3 focuses on research methodology and research design for the project. The data collection procedures in north region area public universities will be presented in this chapter. This chapter also provides explanations about population and sampling design. The measurement of the instrument and data analysis techniques will also be included in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter elaborates the relation of previous research study with the objectives in this research. The important parameters, guidelines, quotes or findings from earlier researches are mentioned.

2.1 Review of Previous Research Studies

2.1.1 Organizational Commitment

It is defined by different researchers in a multiple definitions of organizational commitment. The definition of organizational commitment is divided into three categories (Mowday, Porter and Steers, 1982). First category is a physically powerful of belief in and acceptance that having by employee of organizational values and objectives. The next category is the willingness to give more efforts taken by employee on the behalf of organization and complete their work which allocated by the structure. The final category substantial and strong needs by employee to retain in the organization. To remain as a part of organization, employee would have a physically powerful of passion if they are more committed. Becker, Randal and Riegel (1995) also suggested that employee should also have highly acceptable of values and goals in organization.

The model of commitment was developed by Meyer and Allen (1987) which commitment was grouping into three approaches which are affective, continuance and normative commitment. All of the three dimensions' concept were measure reliably and did not be related each other. Meyer and Allen (1997) suggested it is about individual believed on their organization commitment and they want to remain with organization and this should be conceptualized as psychological position.

Affective commitment is the first of the dimension of organizational commitment. Allen and Meyer (1990) and Meyer and Allen (1997) defined affective commitment as employee's emotional desire involved to recognition with and contribution in the organization. Employee will be more likely and happier to stay in the organization because they want to if they have a strong affective commitment (Noor and Noor, 2006). When they are consent with the goals of organization, they will most likely to continue their work for organization. In contrast, when they are no longing to be involved and emotionally attached in organization, an employee may wish to leave the organization. Thus, organizational commitment especially affective commitment, represent something beyond passive loyalty to the organization.

Another dimension is continuance commitment. Allen and Meyer (1990) and Meyer and Allen (1997) defined continuance like an employee's perception for gratitude of the remuneration to remain in the organization against the supposed leaving cost. Examples of cost of living in the organization are reduced income or wages, retirement fund or services and benefit. Employee will more likely to remain in the organization if they

have highly continuance and the reason to remain within organization is due to material needs.

Finally, the last dimension is normative commitment and it is defined by Allen and Meyer (1990) and Meyer and Allen (1991) as effect on feeling of employee's responsibility to remain in the organization derived from individual customs and value. They will still stay to continue working even when others pressure them to leave the organization. Employee makes a decision based on individual belief on the right thing to do whether to remain or leave the organization. Meyer and Allen (1991) stated that usually employee will be more likely to stay in the organization if they have high normative commitment.

There have many factors that influence employee's commitment towards organization. Meyer and Allen (1997) indicated that these factors may be consisting of commitment to manager's personality, job, profession or career. There was found to have a correlation between affective commitment with other opposite dimensions such as revenue, job performance, organizational citizenship behaviour and absenteeism (Allen and Meyer, 1990; Meyer and Herscovitch, 2001).

It is suggested by some evidence that academics appear to be committed to their organization while they have experience of stress (McInnis, 1999; Winefield, A.H., Gillespie, N., Stough, C., Dua, J.K., and Hapuararchchi, J., 2002). Conversely, it has the strongest judge by former study that academic staff commitment towards institution of higher education was belief in superior administration. Likewise, it also suggested

by Meyer and Allen (1997) that support by organization of academic staff described their emotional commitment to their university. Besides that, it was found by previous study that while academic staff was committed towards university, they perceived a lack of commitment from their boss (Coetzee and Rothman, 2005). Furthermore, when job in academic sector compared with twenty other occupational groups, it was found that academic staff either in university or college accounted low levels of commitment (Millward-Brown, 1996).

In addition, all academics accounted lower significantly level of commitment towards their university (Tytherleigh, M.Y., Webb, C., Cooper, C.L. and Ricketts, C., 2005). In spite of the low commitment level, academic staff still experience in a stress level relating to family-work balance, work overload, job overall and physical ill health.

2.1.2 Work Stress

According to Fisher (1994), it has usually been seen as a relatively hassle-free profession by teaching in university. Academic staff has been desired for their tenure, too much workloads, flexibility work like need to attempt any conference, meetings and sometime compulsory to them travel to overseas in order to perform their study or conducted and extension the research. Albeit, they will not received highly salary as compared to other primarily professions in the private sectors (Gillespie, Walsch, Winefield, Dua, and Stough, 2001). However it is now commonly and not wonder if

academic staff (i.e. education institutions) are called and produces “stress factories” to public perceptions.

In spite of the increasing literature on work stress, confusion and conflict was still uncovered in term of stress. As a result, Selye (1996) demonstrated stress is action to react and give feedback for any challenge and defy experience, whereas experience lead to demand based on individual (Kahn, Wolfe, Quinn, Snoek and Rosenthal, 1994), one of the attributes of environment which is that cause to distort and given significant threat to the individual (French, Kaplan, and Harrison, 1992) and as individual awareness that is unable to deal effectively with the demands placed upon them (Lazarus, 1991). It perhaps can be summarized by these various definitions as the character and effect of stress. Based researcher understanding, stress as components of (1) cognitive interpretation (2) stressor, definition of stress should have the component before it is able as called “stress”. Stress mean are perhaps greatest interpreted person able to predict the upcoming event (cognitive interpretation) and take the action to react or response any changes in the environmental variables (stressor) as in part of stress.

In light of this, in other studies, work stress was defined by Appley and Trumbull (1997) as something which influences physiological feedback and behaviour towards unpleasant inspiration. It involves either psychological or physical stress. It is also assured that stress is an incident that exists when one has awareness that the duty exceeds their capability to perform task successfully (Cox and Brockley, 1978). While French, Caplan and Harrison (1982) stated that the unbalance instrument will result have

past experience stress and come out with that action will take to adopt the stress. Besides that, employee will face highly stress level when they have no requirement to bear their responsibilities (French, Caplan, and Harrison, 1982). This study identified stress as the differences between the requirement of the environment and the power of the individual (Greenberg, 2004).

The challenges lead to work stress such as space of life, sophisticated technology development, competition, insufficient time, conflict of interest arise in the stakeholders of the company (Hall and Savery, 1996). It was found that 60 percent of academics experienced stress due to their tasks (Gmelch, Lovrich and Wilkie, 1984). Aforementioned, a study conducted by Sharmizawati (2001) among academics shown the survey has identified 31 percent of respondents experiencing stress due to light workloads and instruction from leader to done their jobs as stipulate time given. Consequently on 28 percent confess interpersonal relationship like fellow workers and assistant fellow workers who are those always decline the corporation, unmotivated to perform the job are the causes of “stress”. Lastly, she had found that only 21 percent of respondents admit misinterpret and misunderstanding of mission, policy and objective of the company, conflict of interest, complexity and procedure and task especially in administrations as plausible reasons of stress.

Nonetheless, the study has also been conducted on workplace stress and work fatigue among academics by Mahmood, Abdul Aziz and Sabitha (1991). It will caused stress among academics with many factors which did not involve academic workloads. O’Laughin and Bischoff (2005) in their

study initiated women reported higher level of stress as compared to men. They also revealed that academics with lower position have higher work stress compared to the academic with higher position. Even so, in any organization work stress is nothing new.

Even academics are still largely occupied by men, women might experience more stress because lack of gender (i.e. woman) in this academic profession, slightly less socialization of women social status, discrimination of genders and role conflict arise particularly women has “married status” because they need to balance the responsibility, commitment, role between work and home (Blix, A.G. and Lee, J.W., 1994; Richard and Krieshok, 1989). Despite, previous researcher found higher level of stress among women academic chiefly in conflict between work and family. Kinman (1996) advocated that idea and he is also alleged a few reason such as women need work long hour due to high workload and attached with conflict responsibility among work and family. Work in long hours is directly recognized able to given significant effect for long-term in safety and health (Cooper, 1999; Sparks and Cooper, 1997).

In any other studies, it was found that the younger academics accounted more stress than older staff because outcome from policies and politics in work, work significance and environment and condition of work (Dua, 1994). Gmelch, Wilke and Lovrich (1996) stated that it is relatively explicable since younger academics most involved in teaching rather than doing research. However, it is a requirement for improvement to career ladder of faculty. Kinman and Jones (2003) initiated that academic staff are having highly stress to increase research output and are promoted if they are

to be retained with currently that economic system reduce the gap and probability for grasp any changes to other level. Moreover, according to Sorcinelli (1994), younger or new academic staff has to make common sense of organizational values and structure of their newly employing institute, they also must able to expectation upcoming event and advancement and able to perform task are given properly, multitasking person. More critically, it was found by previous research (Osipow, Doty and Spokane, 1995) that new academic staff is not much to relationship to deal work stress and therefore they experience better psychological and interpersonal stress than older academics.

2.1.3 Pay Satisfaction

Lawler (1971) determined pay satisfaction as distinction between amount of salary person's get and person's expectation about amount of salary he should get. The model of determinants pay satisfaction was built by Lawler (1971). Lawler (1971) in his model identified pay satisfaction on two factors which are A is ascertained amount of salary that one's should get and B is ascertained amount of salary one's received. When A is equal to B, employee will feels satisfied and when A is more than B, employee feel dissatisfied. Whereas when B is greater than A, the employee will feels discomfort, guiltiness and unfairness. In return for employee contribution towards management target achievement, salary is believe to be a vital element among the reward given by organization (Heneman and Judge, 2000; Vandenberghe and Tremblay, 2008).

In the development of positive attitudes, they have some verification that proves components of pay satisfaction take part in an important role. According to Dulebohn and Martocchio (1998), pay satisfaction, clear information about payment policy, and confidence with salary system efficiency have relationship with affective commitment. It is also related with pay satisfaction by overall work achievement, encouragement and performance. Levels of pay satisfaction also related to absenteeism. They are four types of equity in designing pay system that are focus by organizations; internal equity, external equity, private equity and procedural justice. There is an important role of these types as an indicator of future outcomes of pay satisfaction (Tremblay et al., 2000; and Terpstra and Honoree, 2003). The employees who are possible to have good impression towards their workplace are satisfied with their salary and thereby associate to affective commitment (Williams, M.L., McDaniel, M.A., and Nguyen, N.T., 2006).

Futhermore, according to Muhlau and Lindenberg (2003), employee who are satisfied with their salary are possible to get good remuneration (well-paid) by their organization and thus this will provides a difficult for them to leave the organization due to pay effectiveness and thereby will enhance continuance commitment. Akerlof (1982) in his study indicated that when employee satisfied with their high salary, it will contribute to feeling of responsible and in that way enhancing normative commitment.

They are many proofs that advocating the multidimensional of pay satisfaction (Heneman and Schwab, 1985). In spite of define pay satisfaction by earlier differences regarding the exact number of

contributing pay satisfaction's factors (Lam 1998; Mulvey et al., 1992; Orpen and Bonnici, 1987), they have many studies that show these four important factors. These four important factors are pay raises, pay level, pay structure and benefits (Currall et al., 2005; Carraher and Buckley, 1996; Deconnick et al., 1996; Heneman et al., 1988; Judge , 1993; Judge and Welbourne, 1994; Scarpello et al., 1988; and Shaw et al., 1999). It was argued by Heneman and Schwab (1985) that these factors show some no connection even though there is related assessment to pay satisfaction.

According to Tekleab, A.G., Takeuchi, R. and Taylor, M.S. (2005), usually employee will satisfy with their current salary level but not with the changes and development of the pay system over time. It has been shown to be more related to procedural fairness by pay raise satisfaction since it reflects the assessment on how is fair that has been adjusting compensation based on the operation by organization.

2.1.4 Psychological Empowerment

Empowerment is defined as a practice of increasing individual's feeling of self-efficacy in the organization (Conger and Kanungo, 1988). Most of researcher suggested that empowerment is most important approach increasing of job satisfaction and organizational commitment (Ugboro and Obeng, 2000; Holdsworth and Cartwright, 2003; Seibert, Silver and Randolph, 2004), and it is effecting in the self-efficient, self-respect and self-confidence of employees by job performance (Laschinger, H.K.S., Finegan, J., and Shaminan, J., 2000).

According to Bowen and Lawler (1992), empowerment is related to the manner developed by management and is legal documents that facilitate individual make a better decision to ease the culture of empowerment. It is also supported by Conger and Kanungo (1988) describe empowerment such a build up motivation. This implies the perceptive of employee of their self-determination and authority of control. If they are empowered, employee feels that they have a large power and manage their work. Thus, the power of self-value, self-determination and self-competence are improved.

Study indicated by Spreitzer (1995) define empowerment as reflecting a control of personal sense in the place of work which is classified in four cognitions; meaning, competence, self-determination and impact. The combination of these four dimensions will measure the psychological empowerment construct. The experience of empowerment will be limited if any one of these dimensions is missing.

According to Spreitzer (1995), the first component in psychological empowerment is meaning. It is a sense of intention or individual relation to the organizational goals. Nevertheless, Thomas and Velthouse (1990) identify meaning is the value of a work purpose or goal that judge in a connection to own principle of person. By means of the relation to task, employee must have trust in sense of judgement, work role, values and attitude. To facilitate measure the achievement of the organizational goal, employee will be given the chance to be guided by their own ideas. Pratt and Ashfort (2003) and Wrzesniewski (2003) indicated that meaning can be established almost in any duty, occupation or organization.

Spreitzer (1995) described competence as a sense of belief that individuals have their ability and skills to complete better job. In other words, employees will feel not empowered by their manager if they have lack sense of confidence in their ability and skills. Furthermore, if employees have all the required skills, they must not only possess the sense of feeling but in the meantime they should try to do the work as well.

Third dimension of psychological empowerment is self-determination. Self-determination is about how individuals do their own work with a sense of freedom and autonomy (Spreitzer, 1995). If they receive substantial autonomy to make a decision about their job, they will feel more empowered. Moreover, employee will not feel empowered due to less autonomy and freedom given when they believe that they are only following instructions of their manager. Spector (1986) stated that self-determination is when employees have some control and effort on their work and also they can speak out in establishing start and stop times for the work.

Lastly, Spreitzer (1995) defined impact as employees' belief that can act upon the organization in which they are embedded. This means employees have believe to make a difference in their organization. In addition, Ashforth (1989) argued that impact is a scale to which employee can influence administrative, organizational policy or operational effects at work. When impact is present, employee feels that they might do well and they have influencing to the organization. Hence, in order to complete the assigned works, manager need to state the employees that they have an effect on the organizational outcome.

2.2 Theories

2.2.1 Side-bet Theory

Side-bet theory was proposed by Becker (1960), Alluto, Hrebiniak and Alonso (1973). This theory indicated that individuals are committed to the organization as they hold their positions and irrespective of the stressful conditions they experience. However, they should be given alternative benefits and they will be willing to leave the organization.

This theory also supports by Mowday, Porter and Steers (1982) by describing organizational commitment as behaviour that relating to “the process by which individuals become locked into a certain organization and how they deal with this problem.” This behavioural aspect of organizational commitment is explained through normative commitment. As mentioned earlier, normative refers to employee’s commitment to continue working for organization based on the belief of considering cost-benefit of leaving the organization (Hrebiniak and Alutto, 1972).

According to Becker (1960), the term of “side-bet” refer to accumulation of investment value by the individuals which would be lost if they leave the organization. Becker’s theory suggest other variables of side-bet such as gender, pay, marital status, organizational level, number of children and perceived job alternatives (Alutto et al, 1973; Amernic and Aranya, 1983; Aranya and Jacobson, 1975; Hrebiniak and Alutto, 1972; Ritcer and Trice, 1969; and Shledon, 1971). This means that, by having side-bet will increase commitment towards organization.

2.2.2 Gmelch's Stress Theory

Job stress in the research study is based on Gmelch's interpretation of Selye's systemic stress theory (Selye, 1978). Gmelch's (1993) definition of stress is "a demand on the body, physically or mentally, that exceeds the person's ability to cope". Whether or not an event is positive or negative depends upon the individual's perception of the event, not on the actual event itself. The experience of stress occurs via a process. A life event occurs which is identified by the individual as being stressful, this event is then a "stressor". The individual attempts to act on the situation to resolve the stressor, and then needs to take time to recover and bring the body and mind back into balance. Gmelch acknowledges that some amount of stress is inherent to the human condition, and that stress can be perceived as positive or negative such some stress encourages maximal performance and productivity, but an overload of stress leads to paralysis and anxiety.

Therefore, a moderate amount of stress must be present for most people to accomplish workplace goals and projects. Gmelch (1993) illustrates this concept with a bell curve: the left tail of the bell curve represents too little stress, the middle of the curve represents moderate stress, and the right tail of the bell curve represents too much stress. The number and type of stressors may be different for individuals operating at each level of stress because it is not the stressors that cause the feelings of overwhelm, it is the individual's perception of those stressors. Gmelch's model of stress applied to university faculty shows that university faculty members are most productive when they have a moderate amount of stress (Gmelch, 1993). If under motivated, faculty become dissatisfied and bored;

if over motivated, faculty become exhausted, ill, and unable to cope with daily demands (Gmelch, 1993). Having a moderate amount of stress means that the faculty member is able to be productive, meet the demands of teaching, scholarship, and service, and occasionally take on new challenges. This theory is about how individuals are coping with a stress and lead to the outcome. When individual can handle the stress, it will lead to a positive effect to a decision making process, motivation, communication and job satisfaction and commitment towards organization.

2.2.3 Equity Theory

Equity theory was developed by developed by Adams (1963) that attempt to explain how people develop perceptions of fairness in the distribution and exchange of resources. In other words, how individuals determine the feeling of equity comparing their outcome or input to some other people. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The input might include experience, status, performance, commitment, personal reputation and amount of time works whereas outcome are the pay check and pay raise such as promotions and recognition (Adams, 1963). For example, when A is equal to B, employee will feels satisfied and when A is more than B, employee feel dissatisfied. Whereas when B is greater than A, the employee will feels discomfort, guiltiness and unfairness. In return for employee contribution towards management target achievement, salary is believe to be a vital element among the reward given by organization (Heneman and

Judge, 2000; Vandenberghe and Tremblay, 2008). Consequently, employees who are satisfied with their salary will associate to commitment.

2.3 Relationship between work stress and organizational commitment

Ashari, Ahmad and Rahman (2005) in their study among academic staffs found that relationship between work stress and commitment existed where role conflict and role ambiguity seen as contributing factors. A study on a university's staffs in South African revealed that work stress plays a role in decreasing organizational commitment (Sheikh Muhamad Hizam and Zafir Khan, 2011).

According to Benkhoff (1997) and Brown and Peterson (1993), they had extremely studied the cause of work stress on organizational commitment due to major impact on work performance. Elrod and Tippett (2002) and Grant (1996) in their studies demonstrated that change in organizational is very stress for workers. Employees are more accepting of change when they have high committed than none committed (Lau and Woodman, 1995). Iverson (1996) believed that employees who have high committed are likely to cause positive attitude towards organizational change and prepared to dedicate additional attempt into the changing process. Besides that, it is supposed that powerful of work stress as dysfunctional (Montgomery, 1996). Work stress plays a most important role in declining employee commitment and productivity. In contrast, it is shown by previous research that the work stress is negatively influence to employee commitment

towards organization and they plan to quit the work (Mattson and Dubinsky, 1979; and Singh, N., and Schapper, J., 1994).

It have recognized some key stressors usually linked with stress along with academics by study performed in the United Kingdom (UK), United States of America (USA), Australia and New Zealand. These key stressors consist of time constraint, work overload, lack of expansion opportunities, insufficient salary and management, change of work role, insufficient funds and also communication with undergraduate (Blix, Cruise, Mitchel and Blix, 1994; Boyd and Wylie, 1994; Cross and Carroll, 1990; Daniels and Guppy, 1994; Doyle and Hind, 1998; and Kinman, 1998).

Other causes of stress that have been highlighted in a few research for instance high self expectation (Hind and Doyle, 1996), lack of community and poor communication with colleagues (Abouserie, 1996), job insecurity (Tytherleigh, Webb, Cooper and Ricketts, 2005), unfairness in the structure (Gillespie et al., 2001), lack of standard performance response (Boyd and Wiley, 1994) and concerns over the union (Sharpley, Reynolds, Acosta and Dua, 1996). Moreover, according to Cooper and Cartwright (1994), there have a little doubt that stress has result on both individual and organizational.

Doyle and Hind (1998), Watts et al., (1991) and Winefield, Gillespie, Stough, Dua and Hapuararchi (2002) in their studies indicated that work stress has been connected with job dissatisfaction, increased smoking, alcohol and drug abuse, physical ill health and poor psychological well-being such as anxiety. Furthermore, the fundamental factor of harm job performance, decrease in efficiency of faculty, absenteeism, tendency to

leave and higher staff turnover has been implicated by stress (Kinman, 2001; Taris, Schreurs and Van Iersel-Van Slifhout, 2001).

Michael and Dixon (1994) disputed that structure of work group reduce the effect of work stress on employee's commitment level, while the level of educational preserves the link between work stress and commitment. In other words by Michael et al., (2009), work stress is negatively influence affective commitment. The level of affective commitment tend to increase when stress decrease.

Individual likely to put apart their sense of emotion during stressful time and will focus more on the work and goals that they have to achieve. It was found that role conflict and role ambiguity had a positive relationship with continuance and normative commitment (Michael et al., 2009).

As mentioned earlier, there are two types of job stressors which are role ambiguity and role conflict. Addae et al. (2008) claims that people are tend to be less committed towards organization if they experience with high stage of role ambiguity and role conflict. In addition, role conflict and role ambiguity have a negative associated with commitment that will lead employee to quit the job (Matson and Dubinsky, 1999). This finding also supported by Brown and Peterson (1993) argues commitment have a strong relationship with intention to leave.

Hence, high level of role ambiguity and role conflict will reduce in affective commitment. In consequences, they have various studies indicated that they have a negative related between two types of work stressors with affective commitment (Meyer et al., 2002; Yousef, 2002; King and Sethi, 1997; Irvin and Coleman, 2003; Glazer and Beerth, 2005). It will conclude

that there is much proof declared that they have negative relationship between work stress and all dimensions of commitment (Glazer and Beerh, 2005; King and Sethi, 1997; Meyer et al., 2002; and Michaels et al. 2009). Thus, the first hypothesis of this study will identify. This finding formed the basis of hypothesis:

H: There is a relationship between work stress and organizational commitment

2.4 Relationship between work stress and psychological empowerment

According to Spreitzer (1997) indicated that many researchers suggested work stress have both negative and positive effects on meaning dimension of psychological empowerment. According to Thomas and Tymon (1994), they pointed out when things do not go as planned employees will feel highly stress and it will lead to their feeling on their work that their work are not personally meaningful. This also can be related to the Gmelch's theory revealed that having a moderate amount of stress means that the faculty member is able to be productive, meet the demands of teaching and occasionally take on new challenges. It means that when employees are having moderate stress they will feel their work more competent about their capability (Gecas, 1997).

Parker (1993) indicated that stress can be control at any time and not compulsory to be exercised. Laschinger and Havens (1996) and Laschinger et al. (1999) in their study had found that work stress has negatively affect related to psychological empowerment. Individual who have highly stress

will reduced meaning to their work and self-determination. Therefore, the following hypothesis is:

H: There is a relationship between work stress and psychological empowerment.

2.5 Relationship between pay satisfaction and organizational commitment

According to Dulebohn and Martocchio (1998), when satisfaction of pay increased such in pay structure and pay plan efficiency, it will lead to increasing in organization commitment. Rather than commitment, pay satisfaction also have correlated with job performance, work motivation, absenteeism and rate of turnover. Internal equity, external equity, private equity and procedural justice are such systems of pay that is important in organization (Tremblay et al., 2000; and Terpstra and Honoree, 2003). Satisfaction of promotion is ability to accomplish all opportunities that leads to growth and promotion and satisfaction of salary is the amount of recipient salary, its paying method and perceptual equity about it. According to Williams et al. (2006), meta-analytic result has shown that pay satisfaction is related to turnover intention, absenteeism and voluntary turnover. Individuals who have positive feeling about their organization are usually satisfied with their pay and this leads to affective commitment. Based on previous studied by Muhlau and Lindenberg (2003), declared that when employee satisfaction of the pay are increased therefore it will increase their continuance commitment towards organization.

In other studies by Meyer and Allen (1991) indicated that pay satisfaction will affect dimensions of commitment by the different of mechanism. Affective commitment is known to be influence by positive of work experience and perceptions of support and justice. Tekleab et al. (2005) argued that this different point of view about pay satisfaction focused more on how employees' feel, predictable and have fairly treated by institutions.

As mentioned earlier, Meyer and Allen (1991) indicated that normative is refer to loyalty of employee towards organization related to moral responsibility through norm of reciprocity. It may be related to satisfaction with the benefit received and increase in salary and therefore will create the sense of indebtedness. It can be found in experimental study that examined the link between different parts of satisfaction and perception of pay characteristics and work positions. Williams et al. (2002) accounted that overall job satisfaction is positively related to benefit level and benefit system satisfaction while Dulebohn and Martocchio (1998) found that perceptions as understanding and believe of payment structure have positively relationship with affective commitment

Employees who are feeling satisfied their work will show positive attitudes (Jain, Jabeen, Mishra and Gupta, 2007). Accordingly, when job satisfaction is increase and job performance and productivity also will increase. They have a study indicated that much work overload, working environment, pay and salary, working hour, leader and colleagues against satisfaction (Groothoff, 2008). As cited in Roelen et al. (2008), Van Saane et al. (2003), they had identified 11 factors in satisfaction of the job consists

of skill of work, autonomy, training development, work promotions such as rewards, communication between each other, colleagues, work overload and work demand.

There is a study by Lacy and Sheehan (1997) as cited in Platsidou and Diamantopolou (2009) declared that many of academics in eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, USA) are reasonably satisfied with their jobs and they have same level of satisfaction. Most of commonly researcher had measure on the attitude of employee, communication with colleagues, leadership support, organization structure and rewards (DeVane and Sandy, 2003). The study also supported by Kusku (2003) which are measured among academics in university in Turkey. Moreover, Mohamed et al (2004) in their study on performance of government employee reported that pay and benefits, working environment and professional development have significantly effect to job satisfaction and it will lead to increase in commitment towards organization. Thus, the hypothesis of this study is:

H: There is a relationship between pay satisfaction and organizational commitment

2.6 Relationship between pay satisfaction and psychological empowerment

Bowen & Lower (1992) stated that payments based on performance contribute to empowerment. Organisations interested in empowering their employees and creating committed workforce should develop a payment system which will reward employees' performance equally. In the context of psychological empowerment, financial rewards were one of the first antecedents empirically studied. Authors (Spreitzer, 1995; Melhem, 2004) showed that there is a connection between these two variables, even there is a lack in the existing experimental studies (Melhem, 2004). Besides that, Ivancevich et al. (2005) indicated that intrinsic reward includes completion, achievement, autonomy and personal growth.

McElroy (2001) argued that provided high reward could lead to highly empowerment such by giving high rewards it makes employees feel that they are importance for organization. Last but not least, it will motivate employee to give more effort to organization. Most of the researcher had recommended that job satisfaction will result from the choice that is included in psychological need (Conger and Kanuno, 1998; Greenberg, Strausser, Cummings and Dunham, 1989; Parker, 1993). Employees will feel empowered and concern about their work and believe that what they do is important when they received reward likewise their performance. Besides that, they will feel confident about their ability to perform their work well and to develop with new challenges. Therefore, the following hypothesis is:

H: There is a relationship between pay satisfaction and psychological empowerment

2.7 Relationship between psychological empowerment and organizational commitment

According to Liu, Fellows and Chiu (2006) and Krishna (2007), high psychological empowerment will direct increase of organizational commitment. Meyer and Allen (1991) claim that in order to increase employee's commitment to the organization, organizations should provide them substantial opportunities to get more responsibilities and perform challenging works. Employees will feel empowered when they have given to undertake tasks and more responsibilities to give opinion and make a decision in work, consequently they willing to remain within organization to work harder. In order to encourage employees' sense of belonging to organization, the organization could empower them by focusing on all dimensions which are meaning, competence, self-determination and impact (Spreitzer, 2005).

A previous researched by Bogler and Somech (2004) looks at the relationship between empowerment of teachers in middle and high school in Israel and organizational commitment levels, organizational citizenship behavior and professional commitment. The survey shows that high psychological empowerment will lead to high commitment and citizenship behavior towards organization. Dee et al (2002) in his study done in city of South Western United States declared that academics with high psychological empowerment which given power to make a decision on their tasks will direct to an increasing level of commitment. Kraimer, Seibert and Liden (1999) indicated that employees are more likely to react with more commitment when they feel more empowered. Based on the existing

literature, psychological empowerment seems to be strongly associated to organizational commitment (Dee et al., 2002; Bogler and Somech, 2004; and Raub and Robert, 2007).

Leyden et al. (2000) argued those employees who are more empowered are more loyal and empowerment is working together with commitment. Besides that, the study was conducted by Bugler and Somech (2004) indicated that when institutions have an understanding on academics' capabilities either in their work or position, this could relate to their highly commitment towards organization. Louie, Chew and Flows (2007) considered that employee's commitment increased accordingly when the understanding of individual's empowerment increase. The findings of their research indicate that it was more correlated between empowerment and affective compared to continuance commitment.

Moreover, a previous research by Vacharakiat (2008) done on American and Philippine nurses stated that organizational commitment have give significant in relationship with psychological and structural empowerment and job satisfaction accordingly. In short, when empowerment increase, employee' job satisfaction and commitment also increase. It is also supported by Liden, Wayne and Sparrow (2000) argued that by empowering employee will result to their job satisfaction, commitment and performance towards organization. In other studies also suggest that empowered employee be likely to high focused, self-motivated and flexible and also have high level of organizational loyalty (Avolio et al., 2004; Kanter 1983; Kraimer, Seibert and Liden, 1999; Spreitzer 1995; and Thomas and Velthouse, 1990). As results, they are tending to be reacting

more committed towards organization (Avolio et al., 2004; and Eisenberger, Fasolo and DavisLaMastro, 1990).

Further, there was found that self-determination and impact are more positively relationship with organizational commitment (Kraimer, Seibert and Liden, 1999). Bandura (1997) stated employees who have feel competent will be more committed in performing their tasks. Therefore, the more employees are empowered, the more they are highly committed.

H: There is a relationship between psychological empowerment and organizational commitment.

2.8 Psychological empowerment is partially mediates the relationship between work stress and, pay satisfaction and organizational commitment

The educational research by Short and Rinehart (1992) has shown a relationship between organizational variables and empowerment. By increasing the level of teacher satisfaction, morale, communication and principal leadership behaviours have linked to teacher empowerment. Even though several demographic variables have been studied to a relationship with empowerment, there were conflicting results as to whether those variables are significant. Thus, when they feel empowered, it will lead to their commitment towards institutions. According to Chen and Chen (2008), the relationship between works re-designs and organization commitment is mediated with psychological empowerment.

Laschinger and Havens (1996) and Laschinger et al. (1999) in their study had found that work stress has negatively affect related to psychological empowerment. Individual who have highly stress will reduced meaning to their work and self-determination and eventually will decrease commitment towards organization.

The raise of psychological empowerment has its inception in two theories of organization such participative management and employee involvement (Cotton, 1993; and Wagner, 1994). According to Zhu, May and Avolio (2004), when empowerment increase organizational and individual's outcome also will increase. Previous research (Eisenberger, Fasolo and Davis-LaMastro, 1990; Kraimer, Seibert and Liden, 1999; and Sims and Kroeck, 1994) has suggested a relationship between empowered followers and follower commitment to the organization which proposes that followers who are empowered may possibly be more committed to the organization.

Employees who have highly psychological empowerment will directly to high level of confidence and have more sense of being able to influence their work in positive way (Zhu, May and Avolio, 2004). Rousseau (1995) declared that when they have trust and sense of confidence between employee and leader in their common responsibilities, it will lead to an increasing level of commitment.

The construct of psychological empowerment may be an important one in organizational research because previous study had suggested employees who feel empowered by their supervisors demonstrate more commitment towards organization (Eisenberger, Fasolo and Davis-La-

Mastro, 1990; Kraimer, Seibert and Liden, 1999). Therefore, the following hypothesis is:

H: Relationship between work stress, pay satisfaction and organizational commitment is partially mediated by psychological empowerment.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter illustrates the research methodology on how the study was executed. The objective of this chapter is to collect data for analysis that derive to findings of the problem statement. In doing so, the process of the research encompasses the research design, population and samples, instrumentation, data collection procedure and data analysis. Statistical Package for Social Science (SPSS) version 19.0 software was used to conduct the analysis of study.

3.1 The Research Framework

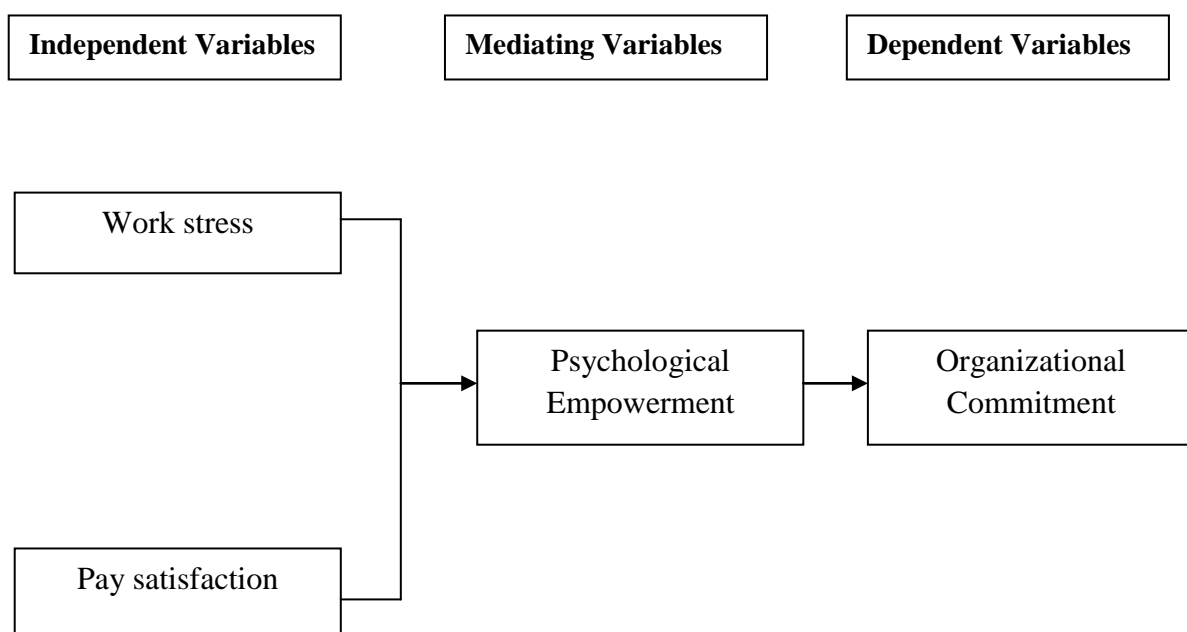


Figure 3.1: Theoretical framework

3.2 Hypotheses

The research hypothesis is to provide a tentative testable statement that will predict the empirical data of this research. It is expected that solutions can be derived to correct the problem statement.

Hypothesis 1

H1: There is a relationship between work stress and organizational commitment.

Hypothesis 2

H2: There is a relationship between work stress and psychological empowerment.

Hypothesis 3

H3: There is a relationship between pay satisfaction and organizational commitment.

Hypothesis 4

H4: There is a relationship between pay satisfaction and psychological empowerment.

Hypothesis 5

H5: There is a relationship between psychological empowerment and organizational commitment.

Hypothesis 6

H6: Work stress, pay satisfaction and psychological empowerment will influence organizational commitment.

Hypothesis 7

H7 : Relationship between work stress, pay satisfaction and organizational commitment is partially mediated by psychological empowerment.

3.3 Definition of Variables

3.3.1 Organizational commitment

Organizational commitment is define “a strong belief in, and acceptance of the organization’s goals and values, a willingness to exert considerable efforts on behalf of the organization, and a strong desire to remain in organization” (Porter, Steers, Mowday and Boulian, 1974).

3.3.2 Work Stress

Work stress is defined as something that influences physiological response and behavior towards unpleasant stimulation. Work stress involves either physical or psychological tension (Appley and trumbull, 1967).

3.3.3 Pay satisfaction

Pay satisfaction is principally “determined by the difference between perceived pay and the person’s belief about what his pay should be” (Lawler, 1971).

3.3.4 Psychological empowerment

Conger and Kanungo (1988) defined psychological empowerment as “a process of enhancing feelings of self-efficacy among members of organizations through the identification of conditions that foster powerlessness and their removal both by formal organizational practices and informal techniques of providing efficacy information”.

3.4 Research Design

This study focuses on quantitative non-experimental research design, i.e. surveys, where the researchers typically attempt to relate one variable to another or associate them rather than manipulating them (Hopkins, 2000). The survey research purposes is to simplify the sample findings to the population as it present a numeric description of trends, attitudes or opinions of a population by studying a sample of population (Creswell, 2003). According to Polgar and Thomas (2000), surveys are commonly used in research for the purpose of (1) establishing the attitudes, opinions or beliefs of persons concerning certain issues, (2) studying characteristics of population on certain variables, and (3) collecting information about the demographic characteristics (age, gender, income, etc.) of populations. Reasons for choosing this design is refer to Sekaran (2003), the researcher can gather all the completed responses within a reasonable period of time and cost efficient. The cross-sectional with the data collected at one point in time is the nature of survey.

3.4.1 Type of Study

This survey is conducted by adopting a correlation study among the variables. Correlation study was chosen because the researcher is interested in defining the important variables that is connected with the problem (Sekaran et al., 2010). In this research, the hypothesis and statistical data between two independent variables, one mediating variable and one dependent variable are studied.

3.4.2 The Quantitative Analytical Approach

According to Zikmund Babin and Carr Griffin (2010) illustrate quantitative business research as the researcher accesses research objective through the medium of empirical measurements (i.e., numerical measurement and statistical analysis). Greg L. Lowhom (2007) stated quantitative research investigate to confirm a theory by performing an experiment and analyzing the results numerically.

Peter Ashley and Bill Boyd (2006, p. 70) stated that "quantitative methodology is associated with the rational and objective measurement of observable phenomena". The hypotheses are formulated before beginning the study. Quantitative researchers start analysis by mathematical or numeric manipulation (i.e., statistics) after all data have been collected (Neuman, 2003, as cited in Peter Ashley and Bill Boyd, 2006, p.73). According to John W.Creswell (2003, as cited in Greg L. Lowhorn, 2007) stated that "quantitative research found statistically significant conclusions about a population by learning a representative sample of the population".

In this study, the researcher required to use the questionnaire in order to obtain data from large population. This is because the questionnaire is suitable and preferable approach to collect huge quantitative data. In this study, quantitative research design was used to investigate the mediating effect of psychological empowerment on the relationship between work stress, pay satisfaction and organizational commitment.

According to Sekaran (2003) asserted that time horizon divided into two measurements namely cross-sectional studies and longitudinal studies. In present study, the researcher collect the data based on cross-sectional measurement and one short over a period within two months.

3.4.3 Sources of Data

They are two sources of data used in the study which are primary and secondary data. The information obtained firsthand by the researcher on the variables for the purposes of the study is called primary data (Sekaran, 2003). The information was taken from the questionnaire and distributed to the respondents.

The secondary data is the source of data that gathered by the researcher that already exist. The researcher uses secondary data such as previous studies by other scholars as the literature review for this study.

3.4.4 Unit of Analysis

According to Sekaran (2003), unit of analysis refers to the data collected during subsequent data analysis change. The research is to seek the finding to organizational commitment among academic staff in public

universities. Therefore the research is done on academic staff who are unit of analysis. The individuals represent various groups and categories such as lecturers, senior lecturers, associate professors and professors.

3.4.5 Population and Sampling Frame

Population is defined as the entire group of people, events and things that the researcher needs to investigate. The population in this study involve academic staffs in northern area public universities in Malaysia which are Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM), Universiti Malaysia Perlis (UniMAP) and Univeristi Teknologi Mara (UiTM). The numbers of academic staffs are obtained from Department of Academic Affairs in all related universities. The total population of academic staffs from the selected universities are 6276.

Sample size is an actual number of subjects chosen a sample to signify the population characteristics or known as subset of the population (Sekaran, 2003). The researcher used Krejcie and Morgan's (1970) table to determined sample size. This scientific guideline provides certain sample size based on certain population size. Since the population size are 6276, thus the Krejcie and Morgan's table suggested that when the population 6276, so the targeted sample size should be 364.

3.5 Measurement of Variables

3.5.1 Validation of Instruments

Survey questionnaire is distribute to the choose respondents. The survey consists of two sections: demographic and five respective variables included organizational commitment, work stress, pay satisfaction and psychological empowerment. The questionnaire will collect on the spot after the respondents finish answering the questionnaires.

The final questionnaire seeks information on the following two sections: (1) demographic of respondents; (2) five respective variables organizational commitments, work stress, pay satisfaction and psychological empowerment.

In order to have good total response, data collection procedure must be well administered. The relevant points from these sources that associate with the variables of the study is used in producing the questionnaire. Opinion to questions put forward in the survey is in the form of Likert Scale. This scale is chosen because the researcher wants to see the respondent favouritism of the statement put forward whether they give a positive or negative reaction to the concept that is highlighted (Jupp, 2006). The following Table 3.1 lists the sources of the instrument:

Table 3.1
Sources of Instruments

Variable	Item	Sources	Scale
Organizational commitment (affective, continuance, normative)	11	Meyer and Allen (1990, 1996)	1 = strongly disagree to 5 = strongly agree.
Work stress	9	Cartwright & Cooper (2002), Prumper, Hartmannsgruber and Frase (1995), Kelloway and Barling (1994),	1 = strongly disagree to 5 = strongly agree.
Pay satisfaction	9	Carraher and Buckley (1996), U.S Department of Education (1999), Price and Mueller's (1986), Heneman and Schwab (1985)	1 = very dissatisfied to 5 = very satisfied.
Psychological empowerment (meaning, competence, self-determination, impact)	10	Spreitzer (1995), Ashforth (1989), Hackman and Oldham (1980), Jones (1986), Tymon (1988)	1 = strongly disagree to 5 = strongly agree.

3.5.2 Pilot Study

A pilot study is carrying out to evaluate every item in the survey in terms of item quantity and overall reliability. Its purpose is to confirm whether the items are easily understood, to ascertain the time required to manage the survey, and to determine its ease of use. The results of this pilot study and comments received from participants are used to modify any unclear wording in the questionnaire. Pilot study is defined as the pre-testing of a particular research instrument (Baker, 1994). The advantages of conducting pilot study is it will give advance warning about where the main

research project could fail, where research procedure may not be followed or whether proposed methods or instruments are inappropriate.

3.5.3 Reverse-scored Item

According to DeCoster (2004), reverse-scored item is a technique where some questions in a survey are worded as that high value of theoretical construct are reflected by high score in item. Whereas other questions are worded as that high value of the same construct are reflected by low score in item. The researcher do this because to encourage respondents to actually pay attention to the questions. Unfortunately, the overall score cannot be determining for the scale simply by averaging the items. Instead the items must first transform so that they are all oriented in the same direction. For example, all items may be scored as that large values indicate more of the construct. To do this, the items must be reverse-scored where small value indicated better amount of construct (DeCoster, 2004).

Thus, if the questions in the scale had values 1 to 5, the reverse-score an item by changing its values in the following way:

Table 3.2
Reverse-score items

Old Value	New Value
1	5
2	4
3	3
4	2
5	1

3.5.4 Back translation

In order to make sure the respondents answer the survey confidently, the questionnaire had to be translated into Bahasa Malaysia since the Bahasa Malaysia is the national language of Malaysia. There are various techniques in translating a questionnaire; as examples back-translations, bilingual practice, committee approach and pre-test method (Cha et al., 2007, p. 388). For this survey, the suitable translation method to be used by the researcher is back-translation method. It is popular and widely used by cross-cultural researcher using Brislin's back translation model. According to Brislin (1970, p.186), the researcher should use two bilinguals which is translating from the source to target language and translating back from the target to the source. The process for back-translation of this study based on Brislin's (1970) was as below:

1. Participation of two competent translators that familiar with the content involved in the source language questionnaire.
2. They have been given by two weeks to one translator to translate the questionnaire from the sources to the target language.
3. Another bilingual translated was given by the same time period from the target to the source language.
4. To assess the original back-translated versions for any errors in difference meaning the two translators were invited.
5. Some of the English version and the others version of the translation was tested on the target language-speaking respondents.

3.6 Data Collection and Administration

The data collection procedure was conducted in two phases by way of convenience sampling. Phase one involved the Pilot Test and Phase Two is the Main Survey. The data was collected from the respondents of various faculties who are answered the questionnaires and the then were collected after two weeks and brought back for analysis. The survey was conducted by e-mail and self-administered questionnaires. 400 were administered through personal distribution and e-mail. Even though sample size was 364, the researcher distributed more which were 400 because it may cause low percentages rate of respondent. The objectives of this study were briefly explained to the respondents before the questionnaires were distributed. The researcher also explained to the respondents that information provided in the questionnaire would be used only for the purpose of this study and shall be kept anonymous.

A total of 400 questionnaires were distributed to academic staffs in Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM), Universiti Malaysia Perlis (UniMAP) and Universiti Teknologi Mara Arau (UiTM). The fraction of the questionnaires received and rejected was described in Table 3.3 below:

Table 3.3
Data Collection Instruments Responses

Respondents	Frequency	Percentage
Total population	400	
Distributed	400	100%
Received	297	74.2%
Rejected	-	
Accepted	297	74.2%

3.7 Sampling Design

Sampling design means that the researcher chooses an appropriate number of elements from the whole population of unit of analysis. Sekaran (2003) explained that the sampling design is important to generalize the total population.

3.7.1 Probability Sampling: Simple Random Sampling

The researcher has selected simple random sampling on this study because the sample size has known. According to Sekaran (2009), they have two types of sampling which are probability sampling and non-probability sampling. The probability sampling is the elements of the population that have known opportunity or probability of being selected as sample subjects. In probability sampling consists of simple random sampling, systematic sampling, stratified random sampling, cluster sampling, area sampling and double sampling.

3.8 Data Analysis Techniques

The data analysis will perform by using the SPSS for Window Version 19.0 which determines the nature and strength of linear relationship among variables (Sekaran et al., 2010). Quantitative data analysis technique is use to measure the data which involves reliability and normality testing. Measurement of Descriptive Statistic is performing to identify the maximum, minimum, mean, variance and standard deviation. A frequency

table is also use to present the result. A Pearson Correlations analysis with significance level of 0.05 is used to analyze relationship between variables.

3.8.1 Validity analysis

Validity analysis is defined as “the extent to which a construct measures what is supposed to measure” (Hair, Babin, Money and Samouel, 2003). Factor analysis is use to validate the measure. It will apply for all items within a dimension of organizational commitment and psychological empowerment.

3.8.2 The reliability of Instruments

The Cronbach’s Alpha is used to measure the reliability of the instruments in the study and the most common form of internal consistency reliability coefficient is between two scores ranging from 0 to 1.00. In exploratory research, the common lenient cut-off is 0.60 and normally approved upon lower limit for alpha 0.70 (Hair et al., 2010) and most of researcher require cut-off 0.80 for a good scale (Dawson and Trapp 2004). According to Bougie and Sekaran (2010), commonly reliability coefficient that considered poor in the range of 0.60, 0.70 are acceptable and 0.80 are considered good. Therefore, the cut-off alpha for this study during pilot survey is 0.70 and any measures below 0.70 will modify to ensure the questionnaire is clear and understood by participants.

3.8.3 Descriptive Statistic

Descriptive statistic is to explore the data collected and particularly useful if one just wants to make general observation about the data collected. Standard deviation and variance in statistic will give more information about the division of each variable. According to Sekaran (2003), the frequency analysis is to summarize the whole question asked. It is a display of the frequency occurrence of each score value and can be represented in tabular form or in graphical form.

3.8.4 Hypothesis Testing

To test the interrelationships between research variables, multiple regression analysis is utilized. Further analysis included correlation testing to determine the associations between each response in each respective variable.

3.8.5 Inferential Statistic: Pearson Correlation

According to Sekaran (2003), correlation analysis is to measures between two or more variables on their relationship either in positive or negative correlation. It is also to measure the interrelationship between two variables which are mutually inclusive of dependent and independent variable.

It is good provider of information by Pearson Correlation matrix to the nature, direction and significance of the vicariate relationship. In theory, they could be a great positive relationship between two variables shown by 1.0 in the value and symbolically by r . The scales which have been outlined by David (1971) which can be used to interpret the relationship between two variables are in below:

Scales	Relationship
0.80 and above	Very strong relationship
0.50 – 0.79	Strong relationship
0.30 – 0.49	Moderate relationship
0.10 – 0.29	Low relationship
0.01 – 0.09	Very low relationship

3.8.6 Multiple Regressions

Multiple regressions are defined as an expansion of bi-variety correlation. Regression's result is the equation that symbolized the dependent variable has prediction to several independent variables. This method will used when they have relationship between independent variables and dependent variables. Independent variables can be constant or categorical.

3.9 Conclusion

The methodology of this research has been discussed in this chapter. They are research design, data collection methods, quantitative analytical approach, population and sample, sampling design, measurement technique and data analysis methods. The next chapter will discussed the findings of study.

CHAPTER 4

RESULTS AND DISCUSSION

4.0 Introduction

This chapter discussed the research findings from the survey. There were 400 questionnaires distributed to academic staff of various faculties of the universities. Anyhow only 297 (74.2%) respondents answered the questionnaire and were submitted back to the researcher after 14 days of survey. Result of the data analysis was gathered using two statistical tools. The first is the descriptive statistics where analysis findings of the frequency. The second tool is the inferential statistic which is used to perform regression and correlation to determine the hypothesis. The result of the data analysis is explained in the following categories:

- Demographic analysis of respondents.
- Descriptive analysis of respondents.
- Hypothesis testing – Evaluation on decision to accept or reject the null and research hypothesis.

Besides that, on the basis of the results of this study, several findings can be summarized. The summary of the findings was elaborated in the respective results.

4.1 Normality Test

The data was checked for their normal distribution. It was found that some of the data were negatively skewed. Thus the data was corrected using transformation process.

4.2 Missing Data

Missing data was checked and was replaced using SPSS Missing Data.

4.3 Pilot Survey

The pilot test was conducted among 30 of academic staffs to ensure that the survey formats, instructions and questions were clear and understood by the respondents. Next, the researcher performed the reliability analysis on the questions related to Section B, Section C, Section D and Section E which are the dependent and independent variables using Cronbach's Alpha to check the internal consistency of the questionnaire. The Cronbach's Alpha from the pilot study is shown in Table 4.1.

Table 4.1
Cronbach's Alpha for pilot study

Variables	Cronbach's Alpha	N of Items
Organizational commitment	0.703	11
Work stress	0.733	9
Pay satisfaction	0.817	9
Psychological empowerment	0.762	10

According to Bougie and Sekaran (2010), a reliability coefficient of 0.60 is considered poor, those in the 0.70 range are acceptable and those over 0.80 considered good. Table 4.1 illustrated Cronbach's Alpha for the instruments. After data have been analyzed, the Reliability test for dependent variable which is organizational commitment consists of 11 items of reliability coefficient. The result shows Cronbach's Alpha is 0.703. This result is more than 0.6 at the range of excellent and considered as having

high reliability and can be accepted in this study. For independent variables; work stress consist of 9 items of reliability coefficient and Cronbanch's Alpha is 0.733. According to Bougie and Sekaran (2010), the result shows that it can be accepted. Besides that, for pay satisfaction, the result shows that the reliability coefficient have consist 9 items and Cronbanch's Alpha is good and can be accepted which is 0.817. Whereas, psychological empowerment consist of 10 items are reliability coefficient and the results shows that Cronbanch's Alpha is 0.762 which is can be accepted because it greater than 0.6.

4.4 Frequency Analysis

Frequency distribution analysis was conducted to get a count of the number of the respondents with different values and expressing in percentage value. All tables below show that the analysis of respondents' background included gender, age, ethnicity, education level, current position, tenure in organization, employment status and job scope.

4.4.1 The Demography of Respondents

The analysis was performed on gender, age, ethnicity, education level, current position, tenure in organization, employment status and job scope which is illustrated in Table 4.2. The gender composition shows that 45.8% are male respondents, while 54.2% are female. The composition of the highest age group is from 26-30 years which is 32.0% while the lowest is from less than 25 years which is only 10.4%. The Malays are ranked as the largest number of respondents at 89.9%, followed by Chinese 4.4%, Indian 3.4% and others with 2.4%. In relation to academic background, respondents with a Master Degree are the most with 57.2%. The largest group in current position is from lecturer at 70.0%. The data shows that most of the respondents have working experience for 1-5 years at 58.6% and majority of the respondents is a permanent employee with 65.3%. The respondents who are from management scope are ranked as the largest number at 42.8%, followed by respondents from science scope 35.0% while other department scopes at 15.8% and technical scope at 6.4%.

Table 4.2
Demographic statistic (N = 297)

	Classification	Frequency	Percentage (%)
Gender	Male	136	45.8
	Female	161	54.2
Age	Less than 25 years	31	10.4
	26-30 years	95	32.0
	31-35 years	53	17.8
	36-40 years	43	14.5
	40 years and above	75	25.3
Ethnicity	Malay	267	89.9
	Chinese	13	4.4
	Indian	10	3.4
	Others	7	2.4
Highest level of education	Degree	21	7.1
	Master Degree	170	57.2
	PhD	106	35.7
	Others	0	0
Current position	Lecturer	208	70.0
	Senior Lecturer	60	20.2
	Associate Professor	20	6.7
	Professor	9	3.0
	Professor	9	3.0
Tenure in organization	Less than 1 year	53	17.8
	1-5 years	174	58.6
	6-10 years	16	5.4
	More than 10 years	54	18.2
Employment status	Permanent	194	65.3
	Contract	95	32.0
	Visiting lecturer	8	2.7
Job scope	Science	104	35.0
	Management	127	42.8
	Technical	19	6.4
	Others	47	15.8

4.5 Validity Test

4.5.1 Exploratory Factor Analysis for Dependent Variables and Independent Variables

- Organizational commitment

The data was analyzed using Principal Axis Factoring (PFA), specifying with a three factor solution, with Varimax rotations on data gathered from 297 participants. Kaiser- Meyer Olkin (KMO) is to measure of sampling adequacy suggested that sample was factorable (KMO = 0.716). The results of Varimax rotation of the solution for organizational commitment are shown in Table 4.3.

This solution explained 16.421% of the variance and included 4 items loaded onto Factor 1 which is labelled as Affective Commitment. One item which factor loading less than 0.30 (accepted= factor loading > 0.30) was deleted; “Jumping from organization to organization does not seem at all unethical to me”.

2 items load onto Factor 2 and labelled as Continuance Commitment and accounted for 13.78% of the variance. One item less than 0.30 were deleted; “I am not afraid of what might happen if I quit my job without having another lined up”.

Factor 3 consisted of 3 items and relates to Normative Commitment and accounted 5.394% of the variance. According to Hair et al. (2010), if the sampling more than 300, factor loading that can be accepted is more than 0.30. For this research, the sample size was around 300 which are 297, so the researcher accepted factor loading more than 0.30.

Table 4.3
Factor analysis for items in Organizational commitment (dependent variable) (N =297)

Item code	Item	Factor loading
	Dimension 1: Affective	
B6	It would be very hard for me to leave my organization right now, if I want to	0.533
B7	I feel that I have too few options to consider leaving this organization	0.652
B8	It will be too costly for me if I leave my organization	0.716
B9	I think that people these days move from one company to another too often	0.352
B11	Jumping from organization to organization does not seem at all unethical to me	-0.104
	Percentage of variance explained	16.421
	Dimension 2 : Continuance	
B1	I would very happy to spend the rest of my career with this organization	0.540
B2	I enjoy discussing my organization with people outside	0.906
B5	I am not afraid of what might happen if I quit my job without having another lined up	0.150
	Percentage of variance explained	13.781
	Dimension 3: Normative	
B3	I do not feel like “a part of the family” at my organization	0.516
B4	This organization has a great deal of personal meaning for me	0.599
B10	I do not believe that a person must always be loyal to his or her organization	0.326
	Percentage of variance explained	5.394
	Cronbach’s Alpha (9 items)	0.65

- Psychological empowerment

The data was analyzed using Principal Axis Factoring (PFA), specifying with a four factor solution, with Varimax rotations on data gathered from 297 participants. An examination of the Kaiser-Meyer Olkin (KMO) measure of sampling adequacy suggested that the sample was factorable (KMO = 0.731). The results of a Varimax rotation of the solution for psychological empowerment are shown in Table 4.4.

This solution explained 37.784% of the variance and included 3 items loaded onto Factor 1 which is labeled as Competence. 4 items load onto Factor 2 and labeled as Impact and accounted for 14.380% of the variance. While for Factor 3 consisted of 2 items and relate to Meaning and accounted 9.360% of the variance. For Factor 4 was labeled as Self-determination and only one item loaded in this factor and accounted for 4.316% of the variance.

According to Hair et al. (2010), if the sampling more than 300, factor loading that can be accepted is more than 0.30. For this research, the sample size was around 300 which were 297, so the researcher accepted factor loading more than 0.30.

Table 4.4

Factor analysis for the items in Psychological Empowerment (independent variable) (N =297)

Item code	Item	Factor loading
	Dimension 1: Competence	
F5	My job is well within scope of my abilities	0.563
F6	I am confident about my ability to do my job	0.874
F7	I have mastered the skills necessary for my job	0.850
	Percentage of variance explained	37.784
	Dimension 2 : Impact	
F4	I have considerable opportunities of independence and freedom in performing my job	0.541
F8	I have a great deal of control over what happens in my faculty	0.863
F9	My impact on what happens in my faculty is large	0.461
F10	I have significance influence over what happens in my faculty	0.634
	Percentage of variance explained	14.380
	Dimension 3: Meaning	
F1	My job activities are personally meaningful to me	0.813
F2	The work I do so is very important to me	0.796
	Percentage of variance explained	9.360
	Dimension 4: Self-determination	
F3	I can decide on my own how to go about doing my work	0.841
	Percentage of variance explained	4.316
	Cronbach's Alpha (10 items)	0.823

4.6 Descriptive Statistic

Descriptive statistics is a pattern and general trends in a data set. Table 4.5 shows descriptive statistics for all variables. The result shows that mean for psychological empowerment is 3.68. This variable is the highest mean while the least mean is work stress with 3.24. For standard deviation, it shows that high standard deviation is pay satisfaction; 0.626 while lowest standard deviation is organizational commitment with 0.427.

Table 4.5
Descriptive statistics

	N	Mean	Std Deviation
Organizational commitment	297	3.3876	0.42754
Work stress	297	3.2465	0.50245
Pay satisfaction	297	3.3713	0.62664
Psychological empowerment	297	3.6835	0.49582
Valid N (listwise)	297		

4.7 Hypothesis Testing

4.7.1 Correlation Result Analysis

The hypotheses for this analysis are:

- i. Hypothesis 1

H1: There is a relationship between work stress and organizational commitment

This hypothesis was analyzed using correlation. Table 4.6 shows that there was a negative correlation between work stress and organizational commitment with $r = -0.406$ and $p = 0.000$; $p < 0.05$. Thus the hypothesis for this relationship is accepted. As conclusion, it was found that when work stress increase, organizational commitment will decrease.

ii. Hypothesis 2

H2: There is a relationship between work stress and psychological empowerment.

This hypothesis was analyzed using correlation. Table 4.6 shows that there was a negative correlation between work stress and psychological empowerment with $r = -0.340$ and $p = 0.000$; $p < 0.05$. Thus the hypothesis for this relationship is accepted. As conclusion, it was found that when work stress decrease, psychological empowerment will increase.

iii. Hypothesis 3

H3: There is a relationship between pay satisfaction and organizational commitment

This hypothesis was analyzed using correlation. Table 4.6 shows that there was a positive correlation between pay satisfaction and organizational commitment with $r = 0.418$ and $p = 0.000$; $p < 0.05$. Thus the hypothesis for this relationship is accepted. As a conclusion, it was found that when pay satisfaction increase, organizational commitment also will increase.

iv. Hypothesis 4

H4: There is a relationship between pay satisfaction and psychological empowerment.

This hypothesis was analyzed using correlation. Table 4.6 shows that there was a positive correlation between pay satisfaction and psychological empowerment with $r = 0.466$ and $p = 0.000$; $p < 0.05$. Thus the hypothesis for this relationship is accepted. As a conclusion, it was found that when pay satisfaction increase, psychological empowerment also will increase.

v. Hypothesis 5

H5: There is a relationship between psychological empowerment and organizational commitment

This hypothesis was analyzed using correlation. Table 4.6 shows that there was a positive correlation between psychological empowerment and organizational commitment with $r = 0.455$ and $p = 0.000$; $p < 0.05$. Thus the hypothesis for this relationship is accepted. As a conclusion, it was found that when psychological empowerment increases, organizational commitment also will increase.

Table 4.6
Correlation analysis

		Correlations			
		stress_mean	pay_mean	empowerment_mean	commitment_mean
stress_mean	Pearson Correlation	1	.468**	-.340**	-.406**
	Sig. (2-tailed)		.000	.000	.000
	N	297	297	297	297
pay_mean	Pearson Correlation	.468**	1	.466**	.418**
	Sig. (2-tailed)	.000		.000	.000
	N	297	297	297	297
empowerment_mean	Pearson Correlation	-.340**	.466**	1	.455**
	Sig. (2-tailed)	.000	.000		.000
	N	297	297	297	297
commitment_mean	Pearson Correlation	-.406**	.418**	.455**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	297	297	297	297

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

4.7.2 Multiple Regression Analysis between Independent Variables and Dependent Variable

The hypothesis for this analysis is:

H6: Work stress, pay satisfaction and psychological empowerment will influence organizational commitment.

Multiple regression analysis was used to evaluate the effect of independent variables (work stress, pay satisfaction and psychological empowerment) on dependent variable (organizational commitment). As depicted in Table 4.7, the regression results revealed the R square value of 0.282. This indicates that 28.2% of variance that explained the DV (organizational commitment)

was accounted for by the IVs (work stress, pay satisfaction and psychological empowerment) where the F value = 38.276 at $p < 0.05$. Further, of the three dimensions (IVs), work stress ($\beta = 0.228$, $p < 0.001$), pay satisfaction ($\beta = 0.120$, $p < 0.001$) and psychological empowerment ($\beta = 0.306$, $p < 0.001$) were significant predictors of organizational commitment. Thus, hypothesis was accepted.

Table 4.7
Multiple Regression Analysis Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.282	.274	.36381

a. Predictors: (Constant), empowerment_mean, pay_mean, stress_mean,

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.198	3	5.066	38.276	.000 ^a
	Residual	38.781	293	.132		
	Total	53.979	296			

a. Predictors: (Constant), empowerment_mean, pay_mean, stress_mean

b. Dependent Variable: commitment_mean

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.512	.181		8.351	.000
	stress_mean	.199	.055	.228	3.643	.000
	pay_mean	.777	.042	.120	1.824	.000
	empowerment_mean	.264	.049	.306	5.378	.000

a. Dependent Variable: commitment_mean

4.7.2 Multiple Regression Analysis for Mediating Variables between Independent Variables and Dependent Variable

i. Hypothesis 7

H7: Relationship between work stress, pay satisfaction and organizational commitment is partially mediated by psychological empowerment.

- Psychological empowerment partially mediate the relationship between work stress and organizational commitment

Table 4.8
Results of Multiple Regressions (Step 1)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.267	.149		15.240	.000
	stress_mean	.345	.045	.406	7.622	.000

a. Dependent Variable: commitment_mean

Table 4.9
Results of Multiple Regressions (Step 2)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.596	.178		14.621	.000
	stress_mean	.335	.054	.340	6.201	.000

a. Dependent Variable: empowerment_mean

Table 4.10
Results of Multiple regressions (Step 3)

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.464	.182		8.051	.000
	stress_mean	.241	.045	.284	5.387	.000
	empowerment_mean	.309	.045	.359	6.812	.000

a. Dependent Variable: commitment_mean

Based on Table 4.8, the result shows that the IV(work stress) is significantly related to DV (organizational commitment) ($\beta = 0.406$, $p < 0.001$), which indicates Step 1 was fulfilled. Next, the result shows in Table 4.9 that the IV (work stress) is significantly related to MV (psychological empowerment) ($\beta = 0.340$, $p < 0.001$), which indicates Step 2 was fulfilled. Next in Step 3, the effect of the IV (work stress) must be controlled; such as the IV (work stress) and MV (psychological empowerment) are regressed together against the DV (organizational commitment). The results shows that the MV (psychological empowerment) ($\beta = 0.359$, $p < 0.001$), is significant which indicates Step 3 was fulfilled. Next as suggested by Baron and Kenny (1986), and Judd and Kenny (1981), Step 4 is to ascertain whether full mediation has occurred or partial mediation has occurred. The IV (work stress) ($\beta = 0.284$, $p < 0.001$) was still significant but the beta value has decreased as such the conclusion that can draw is that a partial mediation has taken place. Thus, summary of the regression as shown in Table 4.11 below:

Table 4.11
Summary of regression analysis

	Dependent = Organizational Commitment		Conclusion
	Without Mediator	With Mediator	
Work stress	0.406**	0.284**	Partial Mediation
Psychological empowerment		0.359**	

- Psychological empowerment partially mediate the relationship between pay satisfaction and organizational commitment

Table 4.12
Results of Multiple Regressions (Step 1)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.427	.124		19.611	.000
	pay_mean	.285	.036	.418	7.894	.000

a. Dependent Variable: commitment_mean

Table 4.13
Results of Multiple regressions (Step 2)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.440	.140		17.461	.000
	pay_mean	.369	.041	.466	9.048	.000

a. Dependent Variable: empowerment_mean

Table 4.14
Results of Multiple regressions (Step 3)

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.727	.167		10.325	.000
	pay_mean	.179	.039	.263	4.633	.000
	empowerment_mean	.287	.049	.333	5.873	.000

a. Dependent Variable: commitment_mean

Based on Table 4.12, the result shows that the IV (pay satisfaction) is significantly related to DV (organizational commitment) ($\beta = 0.418$, $p < 0.001$), which indicates Step 1 was fulfilled. Next, the result shows in Table 4.13 that the IV (pay satisfaction) is significantly related to MV (psychological empowerment) ($\beta = 0.466$, $p < 0.001$), which indicates Step 2 was fulfilled. Next in Step 3, the effect of the IV (pay satisfaction) must be controlled; such as the IV (pay satisfaction) and MV (psychological empowerment) are regressed together against the DV (organizational commitment). The results shows that the MV (psychological empowerment) ($\beta = 0.333$, $p < 0.001$), is significant which indicates Step 3 was fulfilled. Next as suggested by Baron and Kenny (1986) and Judd and Kenny (1981), Step 4 is to ascertain whether full mediation has occurred or partial mediation has occurred. The IV (pay satisfaction) ($\beta = 0.263$, $p < 0.001$) was still significant but the beta value has decreased as such the conclusion that can draw is that a partial mediation has taken place. Thus, summary of the regression as shown in Table 4.15 below:

Table 4.15
Summary of regression analysis

	Dependent = Organizational Commitment		Conclusion
	Without Mediator	With Mediator	
Pay satisfaction	0.418**	0.263**	Partial Mediation
Psychological empowerment		0.333**	

4.8 Discussion

4.8.1 Hypotheses Testing Result

4.8.1.1 Results of Correlation

Objective 1: To investigate the relationship between work stress and organizational commitment

The results of this study show that there is a negative relationship between work stress and organizational commitment. This result was consistent with previous research by Wells et al. (2009) has declared that work stress and organizational commitment has negative relationship. These results also supported with findings by Lamber and Paoline (2008), Khatibi, Asadi and Hamidi (2009) and Omolara (2008) initiated that when work stress increase organizational commitments will decrease. In contrast, Michael et al. (2009) in his study found that they have positive association between stress and continuance commitment. In addition, this result also agrees with Glazer and Beerh (2005), King and Sethi (1997) and Meyer et al. (2002) and there is enough evidence to claim that work stress is negatively correlated with organizational commitment. Employee have highly committed when they feel lower stress (Addae et al., 2006).

Objective 2: To investigate the relationship between work stress and psychological empowerment

The result of this objective indicates that there is a negative significant association between work stress and psychological empowerment. This study was consistent with Li, Chen and Kuo (2008), work stress were found to be significantly relationship with psychological empowerment and structural empowerment. According to Laschinger and Havens (1996) and Laschinger (1999) in their study were indicated that work stress have negatively effect on psychological empowerment. Individual with highly stress in work will professed on decreasing of meaning to their work, self-determination, competence and impact on the ending of their tasks. Furthermore, when they have high level of stress they will not consider that they have enough sufficient access in order to get their work done.

Objective 3: To investigate the relationship between pay satisfaction and organizational commitment

The finding of this study show that when pay satisfaction increase, commitment towards organization also will increase. Pay satisfaction and normative commitment have significantly associated each other (Tackleab et al., 2005). This study also consistent with past research by Williams et al (2002) was found perceptions on pay structure understanding and is positively related with affective commitment. Thus, there is proof that pay satisfaction is positive attitudes towards the organization. Therefore, if they satisfied with the reward given, they will improve commitment to their organization.

Objective 4: To investigate the relationship between pay satisfaction and psychological empowerment

The result of this study indicated that there is a positive relationship between pay satisfaction and psychological empowerment. There is a little evidence to confirm that pay satisfaction is significantly associated to psychological empowerment. Disch et al. (2004) mentioned that if they believe and satisfied with the reward and benefits, they will often feel deep meaning connected with their work. Therefore, employee feel more empowered if they received high reward from their organization.

Objective 5: To investigate the relationship between psychological empowerment and organizational commitment

The finding of this objective indicated that there is a positive relationship between psychological empowerment and organizational commitment. Several studies investigating the relationship have yielded similar results (Dee et al., 2002; Bogler and Somech, 2004; Liu et al., 2006; Raub and Robert, 2007). Bogler and Somech (2004) in their studied among teachers had found that empowerment teachers' level was significantly correlated to commitment towards organization. In other words, the increase of psychological empowerment level will subsequently enhance their commitment.

4.8.1.2 Result of Multiple Regressions

Objective 6: To investigate whether work stress, pay satisfaction and psychological empowerment will influence organizational commitment

The result of this study indicated that work stress, pay satisfaction and psychological empowerment have significant prediction on organizational commitment. A study on a university's staffs in South African revealed that work stress plays a part in lowering organizational commitment (Sheikh Muhamad Hizam and Zafir Khan, 2011). Besides that, Chughtai and Zafar (2006) suggest that in order to increased level of organizational commitment, it was predicted lead by reward that is tied to organizational performances. According to Liu, Fellows and Chiu (2005) and Krishna (2007), perception of increasing work empowerment will lead to an increase in organizational commitment.

Objective 7: To examine psychological empowerment is a partially mediate between work stress, pay satisfaction and organizational commitment

The result of this study indicates that psychological empowerment is a mediator between work stress, pay satisfaction and organizational commitment. According to Chen and Chen (2008), the relationship between works re-designs and organization commitment is mediated with psychological empowerment. Laschinger and Havens (1996) and Laschinger et al. (1999) in their study had found that work stress has negatively affect related to psychological empowerment. Individual who have highly stress will reduced meaning to their work and self-determination and eventually will decrease commitment towards

organization. Besides that, according to Short and Rinehart (1992), by increasing level of satisfaction has linked to empowerment.

4.9 Hypotheses Summary

Table 4.12 present the results of the hypothesis testing conducted in this study. A bivariate Pearson's correlation coefficient analysis indicated that three variables (work stress, pay satisfaction and psychological empowerment) have shown a significant difference towards the organizational commitment. A multiple regression analysis indicate that psychological empowerment is partially mediated the relationship between work stress, pay satisfaction and organizational commitment. Thus, all of hypotheses in this study were accepted.

Table 4.16
Hypotheses Summary

Hypothesis	Supported/ Rejected
<hr/>	
Hypothesis 1	
<i>H1: There is a relationship between work stress and organizational commitment</i>	Supported
Hypothesis 2	
<i>H2: There is a relationship between work stress and psychological empowerment.</i>	Supported
Hypothesis 3	
<i>H3: There is a relationship between pay satisfaction and organizational commitment.</i>	Supported
Hypothesis 4	
<i>H4: There is a relationship between pay satisfaction and psychological empowerment.</i>	Supported

Hypothesis	Supported/ Rejected
Hypothesis 5	
<i>H5: There is a relationship between psychological empowerment and organizational commitment</i>	Supported
Hypothesis 6	
<i>H6: Work stress, pay satisfaction and psychological empowerment will influence organizational commitment</i>	Supported
Hypothesis 7	
<i>H7: Relationship between work stress, pay satisfaction and organizational commitment is partially mediated by psychological empowerment.</i>	Supported

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter elaborates and talk about the recommendation to the related parties and future study. At the end of the chapter, implication and conclusion are also highlighted.

5.1 Recommendation and Suggestion for Future Research

5.1.1 Recommendation

- Institutions should recruit and select suitable candidates with the required skills and knowledge. Employees with relevant skills and knowledge are capable of performing their job well.
- Additional equitable reward systems regarding pay and benefit will decrease experience of academic staff in the level of stress.
- Institutions can recruit more research assistants and tutors by helping lecturer on doing research and teaching and consequently will reduce their stress on work and also relieve their time constraints.
- It also may be helpful to organize management courses of stress for academics so as to introduce them in managing stress by more appropriate ways.

5.1.2 Suggestion for Future Research

The research could be further extending by included non academic staff as well. It is recommended for future research to investigate the comparison of other universities on satisfaction of academics towards their commitment. It is optional for future research to conduct this type of study and to be extended to numerous public and private universities as participation of more universities would generate further consistent results. They have a lack study to investigate the mediating effects of psychological empowerment on the relationship between variables (work stress and pay satisfaction) and organizational commitment, the researcher supposed that upcoming study will more focus on the effect of work stress and pay satisfaction directly and indirectly on psychological empowerment and commitment.

5.2 Research Contribution

5.2.1 Managerial and Practical Implication

- University decision maker should frequently concentrate on controlling the level of satisfaction for academic staff as they are the core of education system in the university, therefore they should build up a clear strategies to deal with the changing needs of academic staff to ensure their loyalty and commitment.
- The results of this research are very important to the university's administrators to pay attention to the organizational factors that are likely contribute to work stress due to increasingly challenging and

emotionally working conditions. Administrators should come up with the right approach of work stress handling strategies that will benefit both the workers and organizations.

- The practical implication is that academic staff should be given more opportunity to have greater control over what happens in their workplace. Managers who empower their employees by giving them opportunities to make decisions on their work process and efforts consequently increase their commitment towards organization
- Organizations and policy makers may use this variable as mechanism to promote a longer stay among employees in their organization since the promotion opportunity is a kind of physical rewards every employees waiting for.

5.3 Conclusion

This research is to investigate the mediating effect of psychological empowerment on the relationship between work stress, pay satisfaction and organizational commitment among academic staff. The target population was academics in Universiti Utara Malaysia (UUM), Universiti Sains Malaysia (USM), Universiti Malaysia Perlis (UniMAP) and Universiti Teknologi Mara, Arau (UiTM). The result of respondents was 297.

The Statistical correlation have shown work stress is a negatively associated with organizational commitment and psychological empowerment. This means that when employees feel stress on their work, they will not give commitment to organization and also their psychological empowerment on their tasks will reduce. Besides that, the results of

correlation show that pay satisfaction, psychological empowerment and organizational commitment have positive relationship by each other.

The multiple regression analysis revealed that work stress, pay satisfaction and psychological empowerment had a positive significant impact on organizational commitment. The model accounted for 23.1% of the variance in organizational commitment. Furthermore, psychological empowerment has a partially mediate on the connection with work stress, pay satisfaction and organizational commitment.

With having understandable on the commitment of academic staff, this will help to look at the way to influence and shaping the attitudes of academic staff by investigate some other important factors that able to improve their commitment towards organization. In addition, with high level of commitment, this will improve the performance of academic staff consequently. Eventually, with high level of commitment towards institutions, it will be able to increase the quality and competitiveness of its graduates to support the economic growth of the country and transform Malaysia from middle to high income nation.

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