

**EFFORT, REWARD, OVERCOMMITMENT AND JOB SATISFACTION AMONG
ACADEMICIANS**



**Thesis Submitted To
School of Business Management
Universiti Utara Malaysia
In Partial Fulfilment of the Requirement for the degree
(Master of Human Resource Management)**

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ABSTRACT

This study was conducted to examine the relationship between effort, reward overcommitment and job satisfaction among academic staffs in public universities in the Northern Region of Peninsular Malaysia. A total of 331 questionnaires were distributed to academicians in four public universities and only 156 responses gathered in this study. The results showed that there is a positive significant relationship between job satisfaction and reward. Nevertheless, other factors were found to be not significant in predicting job performance among academics. Discussions elaborated on the importance of reward in understanding job satisfaction among lecturers. Finally, practical and theoretical implications, limitations of the study and recommendations for future research were also presented.

Keywords: Job Satisfaction, Effort, Reward, Overcommitment



ABSTRAK

Kajian ini dijalankan untuk mengetahui hubungan antara usaha, ganjaran, terlebih komitmen dan kepuasan kerja di kalangan kakitangan akademik di universiti awam di kawasan utara Semenanjung Malaysia. Sejumlah 331 set borang soal selidik telah diedarkan kepada kakitangan akademik di empat buah universiti awam dan hanya 156 jawapan diperolehi dalam kajian ini. Hasil kajian menunjukkan bahawa terdapat hubungan positif dan signifikan antara kepuasan kerja dan ganjaran. Walau bagaimanapun, faktor-faktor lain didapati tidak signifikan dalam meramal prestasi kerja di kalangan ahli akademik. Perbincangan selanjutnya menghuraikan kepentingan ganjaran dalam memahami kepuasan kerja di kalangan ahli akademik. Akhir sekali, turut dibentangkan mengenai implikasi teori dan praktikal, batasan kajian dan juga cadangan kajian lanjutan.

Kata kunci: Kepuasan Kerja, Usaha, Ganjaran, Terlebih Komitmen



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In the Name of Allah, the Most Gracious and the Most Merciful

First and foremost, Thanks to the Greatest Allah SWT for giving me the strength, health and spirit to complete my project paper.

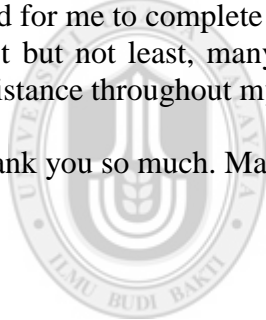
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Figure 2.1 Research Framework



LIST OF ABBREVIATIONS

ERI	Effort-Reward Imbalance
IPTA	Institut Pengajian Tinggi Awam
KMO	Kaiser-Meyer-Olkin
KPIs	Key Performance Indicators
MSQ	Minnesota Satisfaction Questionnaire
Ph.D.	Doctorate of Philosophy
SET	Social Exchange Theory
SPSS	Statistical Package for the Social Sciences
UITM	Universiti Teknologi Mara
UUM	Universiti Utara Malaysia



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter is about the background of Malaysian higher education institutions and the importance of academic staff satisfactions in order to achieve government future plans and strategies. This chapter also, highlighted the problem statement for this study, research questions, research objectives, significance of the study, scope and definition of key terms. Finally, the chapter presented the organization of the research.

1.2 Background of the Study

Education is one of the important aspects in any nation and has a significant influence on everybody's life. It is an essential instrument to ensure the growth, development and success of any country. According to Peril and Promise (2000), education plays an important role in strengthening the social and development for enhancing the standard. This means, education gives a positive effect on generating an advanced community and improving the standard of human life. Through education people can become more civilized in their society. An uneducated people and society cannot become successful because they did not have the knowledge that can develop their minds. In addition the importance of education is undeniable because by having an educated people can gain respect and recognition from others.

Due to the education also people know the differences between right and wrong in their everyday life.

In the context of Malaysia, education system had been given a proper attention and planned strategically in order to be the excellent and advanced in higher education system in 2020. In 2007, the Ministry of Higher Education had launched one blueprint entitled the National Higher Education Action Plan 2007-2010 to transform the higher education as a world class education system in the near future. Under this strategic plan, the government had highlighted and focused on the important issues that are associated with strengthening the higher learning institutions. These issues emphasized on enhancing programme effectiveness and the quality of students in higher education, strengthening research and innovation for better outcome and attaining excellence in Institutions of Higher Education governance. Apart from that, government has also implemented the second blueprint which is The National Higher Education Action Plan Phase 2 (2011-2015) under The National Higher Education Strategic Plan Beyond 2020. This plan was comprehensively designed with the purpose to strengthen and empower the national higher education sector to be excellent (Ministry of Higher Education, 2007). Therefore, all public institutions of higher education must give full support and positive feedback to this plan and policy implemented by the government to achieve Vision 2020 as a developed country and advance in education.

According to Ministry of Education (2012), the higher education system is designed to ensure that the Public Institutions of Higher Education will have the capacity to develop a reputation which encompasses dynamism, competitiveness and ability to

anticipate future challenges including acting effectively and keeping pace with globalization. This development is designed in line with the intellectual development, human capital and resources needs, not only for local requirements but driven by the concept of making Malaysia the regional hub of excellence for higher learning (Ujang, 2009). Hence, government must ensure that all the public institutions of higher education have the ability to carry out their functions and responsibilities in an effective manner to be the excellent higher education system.

In line with mission, government had been categorised all the public universities into three groups which is research universities, focussed universities and comprehensive universities. In 2012, there are 20 universities in Malaysia including five universities entitled of research universities, four universities of comprehensive universities and 11 universities grouped as focused universities. For research universities they are mainly focus on research fields while for focused universities there are more based on the specific fields of studies for example technical studies, educational studies, management studies and defence. Lastly for comprehensive universities, it offered a variety of courses in many different fields of studies. All these universities are offering programs at the undergraduate and postgraduate levels. Besides universities, there are also got other public sector institutions such as community colleges and polytechnics. These two types of colleges are available for students who want to further their study in the certificate level until diploma level.

In higher education institutions, lecturers play an important role as a teacher to educated and develop a human capital in various learning process. Besides that, as lecturers they must be committed and dedicated in delivering their job because

committed lecturers are more likely to become high performing workers who benefit their organization in term of productivity and profit (Narimawati, 2007; Tella et al., 2007). Nowadays, the growing number of universities in Malaysia has led to the increasing number of lecturers year by year. According to the Ministry of Education (2013), there are 42,588 of academic staffs in public institutions of higher education. Thus, table below shows the number of academic staffs by level of qualification at public institutions of higher education in 2013:

Table 1.1: *Total of academic Staffs by Qualification in 2013*

Level of Studies	Total of Academic Staff
Ph.D	11,884
Master	19,873
Bachelor Degree	9,532
Diploma	1,162
Others	137
Total	42,588

Source: Ministry of Education, 2013

According to Zainudin et al., (2010), lecturers have to provide professional consultations, to conduct academic research and to publish their findings as a platform to share the knowledge with the community at large. They also need to keep up with new knowledge, new technologies and new techniques in order to deliver the best to their students (Zainudin et al., 2010). The increasing demand of job may affect lecturers' job satisfaction if there are not treated fairly and equally. As stated by Abu Bakar (1985), academic staffs perceive a low satisfaction toward these job facets: achievement interpersonal relations, recognition, responsibility, the work

itself, working conditions, advancement, job security, status, job and personal life. This situation might lead to the increasing number of job avoidance and absenteeism rates among lecturers. Hence, this study aims is to examine the factors that lead to job satisfaction among lecturers in the higher education institution so the steps can be taken to solve this problem.

1.3 Problem Statement

Lecturer's job is very challenging and broad. In line with government strategic plan and development of higher education system, the role of lecturers has become important and broad in order to give quality contribution toward the university. Today, the assessments of lecturers are not only based on students' results but also according to their research activity, conferences participation and publication in the high quality journals. Sometimes, lectures also have to involve in management and administration as well. Idris (2009) stated that rapidly changing world, dynamic growth in Malaysian tertiary education sector create the negative environment in increasing stress and pressure among Malaysian public academics.

Sapora (2007) explained the important roles are being carried out by lecturers made them more likely to be in a situation of depressed, frustrated, anxious and stress. Nowadays the education sector is increasingly challenged and it has affected the academic staffs because they have to work hard to fulfil the demand in education. Furthermore, they also need to be alert on the latest development in the leadership, and management in order to achieve the education goals. Normally the high level of workload among lecturers would lead to job dissatisfaction and abandonment of

work. In addition the high level of dissatisfaction can also lead to aggression, decreased performance and increase absenteeism rate.

Lecturer's jobs also include the supervision of students, construct exam questions and grading, academic coordinator, advisory committees of faculties, universities and outside the university. Furthermore, Malaysian universities have implemented Key Performance Indicators (KPIs) targets on their staffs to measure performance and also as an indicator for promotion. Usually, the KPIs is being measured in term of both quality and quantity targets that have been set by the respective universities. With these KPIs requirements, lecturers need to do teaching, supervising, research, consultancy and publication (Mansor, 2014). However lecturers need to fulfil the KPIs requirement in order to achieve the performance expectations that set by the universities. In line with the heavy workload and job demand lecturers they have been given a flexible working time, not like other professions. Most importantly the teaching is done and they carry out the research and the other related job whenever they need.

Due to these challenges, heavy job demands and workload, most of the lecturers expect their salary schemes to be more flexible in line with their effort, job and responsibilities. Besides that, when lecturers feel that the rewards that they receive are imbalance with the amount of effort that they have contributed, lectures will feel dissatisfied with their job and it will give negative effect to the university because it will lower their job performance, not committed to doing their job, increase absenteeism and turnover rate. As mentioned by Khatibi, Asadi and Hamidi (2009),

dissatisfaction of lecturers will affect their obligations, performance and duties as well as the university mission and vision.

Besides the imbalance of effort and reward, most of the lecturers also, feel that they have been giving overcommitment towards their job. According to Siegrist et al., (2004), overcommitment is a distinct personal pattern of coping with job demands, reflecting excessive work-related commitment and striving, in combination with a strong need to be approved and esteemed. Besides that, employees with higher educational levels such as lecturers tend to exhibit higher overcommitment scores as explained by Siegrist et al., 2004. Overcommitment or high job involvement will affect job satisfaction in term of intrinsic reward. Intrinsic rewards are outside of organization control because it is in the internal of each employee such as motivation. Therefore lecturers who are highly motivated will appreciate and satisfied with their work finally contribute to a meaningful work at university.

Hence, this study is focuses on to know the level of job satisfaction among lecturers in the higher education organizations in the northern region Malaysia so that the step can be taken by management to solve this issue. Besides that, this study also assess whether the effort, reward and overcommitment have a relationship with job satisfaction among academic staffs in higher learning organizations in Malaysia.

1.4 Research Questions

Below are the research questions for this study. This research questions are developed based on the research problem. As results this research attempts to answer the following questions.

1. What is the level of job satisfaction among lectures in the Public Universities?
2. Does effort influence job satisfaction?
3. Does reward influence job satisfaction?
4. Does overcommitment influence job satisfaction?

1.5 Research Objectives

The broad aim of this study is to examine the factors of job satisfaction in higher learning institutions lecturers. Therefore, this study is expected to meet the following objectives:

1. To determine the level of job satisfaction among lectures in the Public Universities.
2. To examine the relationship between effort and job satisfaction of lectures in the higher learning institutions.
3. To examine the relationship between reward and job satisfaction of lecturers in the higher learning institutions.
4. To examine the relationship between overcommitment and job satisfaction among lecturers in the higher learning institutions.

1.6 Significance of the Study

This study is important and will contribute to numerous benefits in terms management and practitioner perspective. For practitioner, this research will make them more understanding in term of causes that contributes to job satisfaction. Besides that, this research also can serve as a reference and guideline for other researchers who interested to study in this field. It is because this research helps to display the theory of job satisfaction to support the future research and provide good ideas to create better understanding for them.

While in terms of management perspective, this study may perhaps support the management team to improve lecturers' performance as well as to enhance lecturers' job satisfaction in the future. In addition, this study can serve as a guide and reference to the management who responsible for lecturers' job satisfaction and performance. It is because lecturers are the most important asset for the universities to achieve goals and objectives. The university will be satisfied if their lecturers can reach the target. Besides that, the findings of this study are also considered useful for human resources management because it shows the main factors that have a significant impact on job satisfaction.

1.7 Scope of the Study

This research mainly focuses on the factors that affect job satisfaction in the public sector universities. Public universities that have been chosen to do this research are several public universities in the northern region of Peninsular Malaysia and only

focused on the academics staffs. Then researcher only looked into three aspects of job satisfaction aspect which is effort, reward and overcommitment of lecturers. However this study might suitable for universities in both public and private sector in Malaysia.

1.8 Definition of Key Terms

The purpose of this section is to present the specific key term used in this study area Table 1.2 below explain the definition of each variables:

Table 1.2: *Definition of variables*

Terms	Definitions
Job Satisfaction	According to Graham and Messner (1998), job satisfaction is an effective response by individuals resulting from an appraisal of their work roles in the job that they presently hold.
Effort	Based from the ERI model of job stress, employee's effort can be describe as workload, responsibility or other demands (Siegrist, 1996).
Reward	Rewards encompass money (salary), esteem (respect and support), and security or career opportunities (promotion prospects, security and status) (Siegrist, 1996).
Overcommitment	Overcommitment has been defined as a "workholism" (Kinnunen, Feldt and Makikangas, 2008). Workaholism are also known as "addictive behavior" or "work addiction" that supposed to be rewarded by the organization.

1.9 Organization of Remaining Chapters

This report consists of five chapters which is introduction, literature review, methodology, results and discussion and last but not least conclusion and recommendation.

Chapter one: Introduction

This introduction chapter is focusing on the background of the research, problem of the research, research questions, objectives of the study, explain significance of the study, scope and limitation of the study, followed by definition of key term and finally organizing of the thesis chapters.

Chapter two: Literature Review

The second chapter will be discussed the details about literature review or the past review by different authors. The literature review presented lecturers' job satisfaction and independent variables that affected job satisfaction among lecturers towards their job.

Chapter three: Methodology

The third chapter of this study address the theoretical framework model and concept behind the study. Besides that, this chapter also will identifies and discuss about data collection method, research instrument, questionnaire, sampling and population, statistical data analysis and administrative procedure.

Chapter four: Findings

In this chapter it will be discussed and analysis about the data findings. It presents complete results of the study in form of tables, chats and text. In addition, the profile respondents, goodness of the measurement, descriptive analysis and results of the hypotheses tested are also presented in this chapter.

Chapter five: Discussion, recommendation and conclusion

This chapter will be the last chapter. It summarized according from research objective followed by the recommendation. In conclusion researcher will provide answers for research questions and the recommendations for future research.

1.10 Summary

This chapter presented the overview of the entire research such as background of the study, problem statement, the objectives and research questions. Next, follow by the scope of the study, significance of the study, definition of the key term and finally the organizing of the remaining chapters. Therefore, in chapter two, the researcher will discuss the literature related to the study.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

In this chapter the relevant literature and theories are reviewed and explored to get a better understanding on the importance of job satisfaction. Hence this chapter discussed the different definitions of job satisfaction, theories, job satisfaction model, and the factor affected job satisfaction.

2.2 Definition of Job Satisfaction

In order to understand, the concept of job satisfaction is firstly defined. There are many different concepts of job satisfaction developed by different researcher and writers. These different approaches existences because of every employee have a different feeling and response to his or her organization. To measure and define job satisfaction can be challenging because it is influenced by the employee's attitude and ability to settle the required task, the communication in the organization and how the management treats their employees. The most commonly job satisfaction definition cited are analysed in the following writing.

Over the past periods, many studies have been conducted on the topic of job satisfaction and job dissatisfaction among academic staffs in higher learning institutions. It is because every author has a different definition towards job satisfaction and job dissatisfaction based from their own perspective and approach. Job satisfaction normally defined as a positive emotional state resulting from the

appraisal of one's job or job experiences (Locke, 1976). Besides that, Noel et al. (1982) stated that job satisfaction as a pleasant feeling resulting from the perception that one's job fulfils or allows for the fulfilment of one's important job value. That means job satisfaction results from how well employees view and experiences their job.

Next, the concept of job satisfaction represents the degree to which individuals feel positively or negatively about their jobs. Besides that job satisfaction also can be describes as an attitudes somebody to his or her job. According to Armstrong (2006), job satisfaction indicates positive and favourable attitudes towards job meanwhile negative and unfavourable attitudes towards the job indicate job dissatisfaction. Besides that, job satisfaction is closely linked to that individual's behaviour in the workplace (Davis and Nestrom 1985). This view is supported by Ellickson and Logsdon (2002) by defining job satisfaction as the extent to which employees like their work. Furthermore Vroom (1964), explained the term of job satisfaction is an affective orientations on the part of individuals toward work roles which they are presently occupying. Hence, from all the assumptions above job satisfaction can be concluded as an employees' which is either emotions or judgments (Fisher, 2000, Hulin and Judge, 2003) toward their job at the workplace.

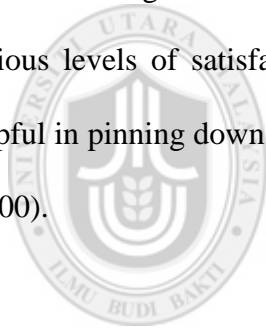
Job satisfaction also has been associated with individual biographical factors such as age, gender, marital status and education (Carrell et al., 1998; Griffiths, 2003) but the relationships tend to be weak and variable (Dibble, 1999; Johns, 1992). According to Berns (1989), teacher's job satisfaction was increased with their age and level of education. Moreover, research in investigating the gender differences founds that

woman employees tended to have higher satisfaction with co-workers than males while men employees tend to have higher satisfaction with remuneration (Tang and Talpade, 1999) as cited Abuduaini (2009). Furthermore the job satisfaction of married employees is higher than unmarried and this finding has been established academically by (Hongkun, 2004) in Ma Liang (2010) that marital status influences the level of job satisfaction of employees. Last but not least, according to Li and Yao-strong (2005) cited in Ma Liang (2010) found that the highly educated employees work is more easily to handle and more easily working which lead to dissatisfaction in their job.

2.3 The Importance of Job Satisfaction

Most employees know when they have a satisfaction problem (Weallens, 2000) and some employees might not even notice that they have a job satisfaction problem Cockburn and Haydn (2004). Even though managers also find it is difficult to decide whether job satisfaction is experienced by their employees in the workplace. Thus it is important to recognise employees' job satisfaction because when they experience dissatisfaction with their jobs it can result in negative outcomes in the workplace such as low morale, reduced productivity, and turnover (Eliason, 2006). Usually job dissatisfaction among academic staffs was related to the intention to leaved, absenteeism rates and work performance. This statement was argued by Noel et al., (1982) that employee withdrawal and avoidance behaviours were affected by dissatisfaction of working condition. Hence, it can be conclude that it is difficult to uncover the issues related to job satisfaction or to establish of job satisfaction levels in an organization.

Besides that, there are three reasons to explain the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honourably and with respect. Job satisfaction assessment can then serve as an indicator of the extent to which employees are dealt with effectively. High levels of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees' behaviour would be expected to influence organizational operations according to the employees' degree of job satisfaction or dissatisfaction. Job satisfaction can be expressed through positive behaviours and job dissatisfaction through negative behaviours. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement (Spector, 1997) cited in Green (2000).



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However, it is important to increase job satisfaction and reduce job dissatisfaction in order to improve employees' performance and motivation. Study done by Lawler (1971) has indicated that the job satisfaction associate with the expectation and return depend on individual perception. Moreover, according to Al Hussami (2008) job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectation what's the job supply to their employees. For example, job satisfaction maybe in the high levels when the organizations give rewards and recognition to their employees. Therefore to increasing academic staffs' job satisfaction, it can be done by implementing the salaries fairness, provide good

compensation system, reducing the workplace stress and enlarge more opportunity for them to get promotion.

The importance of job satisfaction is not only for the individual functioning but also for the organizational functioning especially for organizational performance, employees' retention and lead to the higher productivity. Besides that employees with higher level of job satisfaction also will link to customers' satisfaction and profitability or organization. Many organisations recognise the importance of the potential link between job satisfaction and a number of desirable organisational outcomes such as performance and employee productivity (Huczynski and Buchanan, 1991; Dibble, 1999; Vigoda-Gadot, 2003). Furthermore job dissatisfaction has implications in job performance and organizational effectiveness because employees who are dissatisfied may exhibit job avoidance behaviours, such as reducing their level of effort (Reyes and Shin, 1995). Therefore a large number of studies have been designed to assess the impact of job satisfaction on a range of organisational issues such as employee productivity, absenteeism and turnover (Robbins et al., 2003).

2.4 Factors affecting Job Satisfaction

There are many factors that can effect on job satisfaction. Spector (1997) says job satisfaction in terms of how peoples feel about their jobs and different aspects of their job. Spector statement was supported by Fraser (1983), by saying job satisfaction is not a unitary factor because employees will not only satisfied by only one factor of the job. These factors include employees' general satisfaction about

their works such as pay, working conditions, supervision, co-workers and recognition for their work done.

Moreover according to Rue and Byers (1994) job satisfaction is made up of five components:

1. Attitude towards collages
2. General working conditions
3. Attitudes towards the educations system
4. Financial benefits
5. Attitudes towards supervision

Hence, from these approaches researcher can say that job satisfaction is under the influence by several combinations of factors that can cause employees' feeling of satisfaction and dissatisfaction.

Various factors have been examined in an attempt to find which ones promote academic staffs' satisfaction. In the study of Sylvia and Hutchinson (1985), found that pay incentives are ineffective in increasing teacher satisfaction. Their study also established that the true job satisfaction is derived from the gratification of higher-order needs in Maslow's pyramid of needs; "social relations, esteem, and actualization" influence satisfaction rather than lower-order needs (Sylvia and Hutchinson, 1985). This finding is supported by Greenwood and Soars (1973), by having more discussions and less lecturing in the classroom by teachers it gives a positive effect on their job satisfaction.

The past few decade before, many researchers have attempted to identify the causes of job satisfaction and dissatisfaction among academic staffs in higher learning institutions such as Farber, 1991; Friedman and Farber, 1992; Kyriacou, 1987; Kyriacou and Sutcliffe, 1979 and Mykletun, 1984. Based on the majority finding, academic staff satisfaction is obviously related to levels of intrinsic empowerment, such as motivation. It has been supported by O' Malley (2000), employees' satisfaction levels are reflected in their intrinsic and extrinsic willingness to put their labour at the disposal of their employer. In addition, academic staffs seen job dissatisfaction is primarily contributed by work overload, poor pay and low status. Hence this study will be focused on the two factors that most affect job satisfaction which is effort-reward imbalance and overcommitment of academic staffs in higher learning institutions.

2.4.1 Effort, Reward and Overcommitment

Job satisfaction is normally recognized as a multifaceted construct that includes employee feelings about a variety of both intrinsic and extrinsic job elements (Ali and Mohammad, 2006). Effort can be describes as high efforts (workload or job demands) while rewards is a money (salary), esteem (respect and support), and security or career opportunities (promotion prospects, security and status) (Siegrist, 1996). According to fisher, (1994) academic work is essentially “unbounded” and incorporates a wide range of roles each with potentially competing demands.

The effort-reward imbalance (ERI) model formulated and developed by Siegrist and colleagues. The ERI model assumes that it is not only effort that leads to strain, but a perceived imbalance between efforts that employees believe they put into their jobs

and the rewards that they receive (Siegrist, 1996). Besides that, the model also predicts that perceptions of appropriate rewards will promote health and satisfaction whereas a lack of reciprocity between effort and rewards will lead to a sustained strain response (Siegrist, 2001). According to this model it suggests that the extrinsic efforts (constant time pressure, many interruptions and disturbances, a lot of responsibility, pressure work overtime) should be rewarded in various ways such as income, respect and esteem and occupational status control (job security, promotion prospects and unforced job change) (Siegrist, 1996).

When high extrinsic efforts of employees are accompanied by the low rewards this will make them more susceptible to health problems and job dissatisfaction. The study done by Chimanikar et al., (2007), found that most of the academic staff in tertiary institutions in Zimbabwe is not satisfied with their job due to the high volume of workload, and inadequate salaries, allowances and loans to facilitate the purchase of houses and cars. Besides that, research on job satisfaction among academic staffs in colleges of education in Southern Nigeria, found that they were not satisfied with their job and indicated that they are satisfied with their workload but highly dissatisfied with their salary they received (Akpofure et al., 2006). The presence of job dissatisfaction may lead to the negative attitudes among academic staffs such as low productivity, absenteeism, voluntary turnover and low job performances. Thus ERI also expects that effort-reward imbalance at work will be always experienced by employees who are overly preoccupied and committed to their job.

Besides extrinsic reward, majority finding academics staffs satisfaction is obviously related to the level of intrinsic empowerment such as motivation. Overcommitment may magnify stressful experience resulting from high cost or low gain conditions at work because it induces exaggerated efforts which are not met by extrinsic rewards (Wirtz, Siegrist, Rimmel, and Ehlert, 2008). Siegrist et al., (2004) defines overcommitment is a distinct personal pattern of coping with job demands, reflecting excessive work-related commitment and striving, in combination with a strong need to be approved and esteemed. Overcommitted workers “may expose themselves more often to high demands at work, or they exaggerate their efforts beyond what is formally needed” (Siegrist et al., 2004). Furthermore the ERI model proposes that overcommitment has a positive relationship on strain, because being highly overcommitted and, therefore, constantly involved with work, is thought to be exhaustive in the long term (van Vegchel, de Jonge, Bosma, and Schaufeli, 2005).

Besides that, another concept of overcommitment is closely similar to “workaholism” (Kinnunen, Feldt, and Makikangas, 2008). Even though there are numerous conceptualizations of workaholism (McMillan, Brady, O’Driscoll, and Marsh, 2002; Robinson, 1999; Spence and Robbins, 1992), the common subject appears to be that workaholics are motivated by a strong inner drive to work (Kinnunen *et al.*, 2008; Schaufeli, Bakker, Van Der Heijden, and Prins, 2009).

2.5 Underpinning Theories

For the purpose of this research, there are famous theoretical frameworks based on job satisfaction have been identify and will be discussed.

2.5.1 Social Exchange Theory (SET)

Social Exchange Theory (SET) is used to provide the theoretical basis for this study. Social Exchange Theory is defined by Harold H. Kelley and John W. Thibaut in 1959. SET is a psychological theory that attempts to explain the social factors that influences how individual interact within a reciprocal relationship. According to the theory, people will only be generous if they expect some personal benefit because of it. This idea emphasizes the anticipated return for such good deeds, also called reciprocity. According to Blau (1964) social exchange is defined as ‘voluntary actions of individuals that are motivated by the returns they are expected to bring and typically in fact bring from others. The theory suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Bernerth and Walker, 2009). In this study, rewards are described as any benefit exchange in personal relationships. For example lecturer receiving praise from top management may be a strong reward for him or her although it might mean relatively little to other lecturers. Rewards could be money, status, satisfaction and job security.

2.6 Hypotheses Development

A hypothesis is a statement created by researcher to illustrate the outcome of the research. The hypotheses are created by using at least two variables of the study and can be proven correct or wrong. Based from literature review the following hypotheses were formed:

H1: There is a negative and significant relationship between effort and job satisfaction.

This hypothesis support by the statement conducted by Clark and Oswald (1996), that effort is costly for an employee that makes them less happy. It gives negative effect on job satisfaction. This is happen when university wants lecturer to work hard and lecturers who want the salary with the minimum possible effort.

H2: There is a positive and significant relationship between reward and job satisfaction.

This hypothesis support by the statement of Jun et al., (2006) that reward and recognition is proved as key factors which influence the employee job satisfaction. Extrinsic reward as described by many researchers are all those tangible reward that organizations try to provide their workers for keeping them motivated and satisfied, like promotion, benefits, job security, pay, better working conditions (Kallberg,1977; Mottaz,1985; Price and Mueller,1986; Tausky,1984).

H3: There is a negative and significant relationship between overcommitment and job satisfaction.

This hypothesis support the statement conducted by Van Vegchel, De Jonge, Bosma, and Schaufeli (2005). They found that overcommitment lecturers have no relationship with job satisfaction because there is a positive relationship on strain. Lecturers who are being highly overcommitted and constantly involved with work tend to be exhaustive in the long term period.

2.7 Research Framework

Research framework presented below is developed from the literature review and research problem of this study. Figure 2.1 shows the connection and relationship between job satisfaction and the factors that will directly impact on job satisfaction. The research framework below is divided into dependent and independent variables. Job satisfaction is the dependent variable meanwhile effort, reward and overcommitment is the independent variables. The aim of this study is to examine the level of job satisfaction and to examine which factors is a contributor to the job satisfaction.

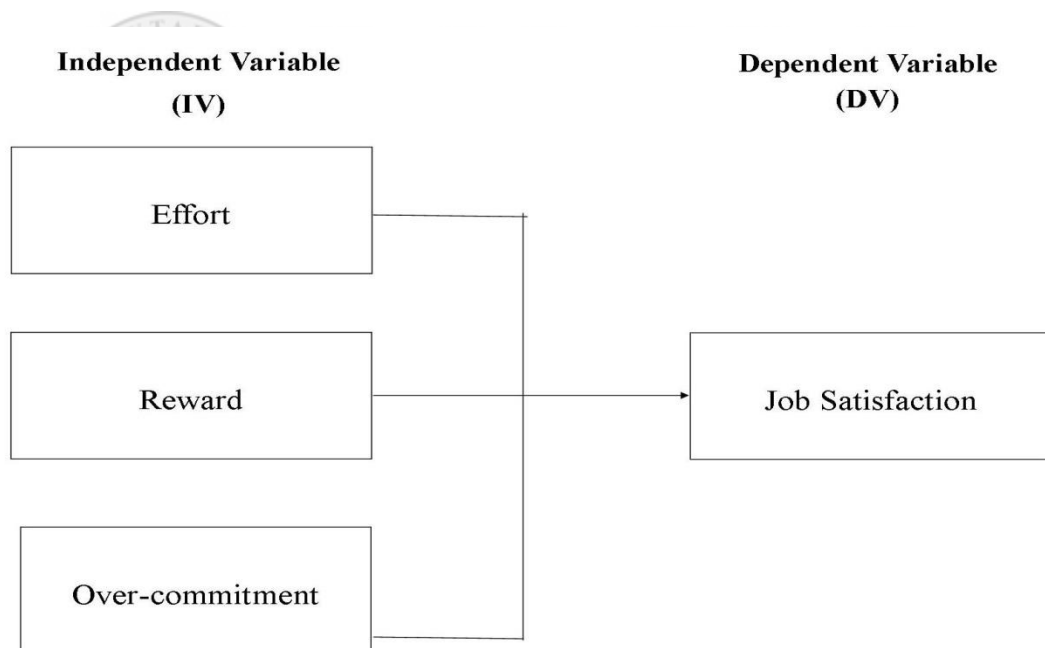


Figure 2.1: *Research Framework*

2.8 Summary

This chapter was reviewed the past literature regarding to the various concepts and definitions of job satisfaction, effort, reward and overcommitment among academic staffs by different researcher and theorist. Besides that this chapter also will briefly explained about the factors, importance, theories and model that related to job satisfaction. The following chapter three will describe the research methodology for this study.



CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter is mainly to explain and analyse about research methodology which is the strategies in collecting data. The contents on this chapter include research research design, operational definition, measurement, data collection, sampling, data collection procedures and techniques of data analysis. Thus, this research methodology will explained clearly one by one on how this research be conducted.

3.2 Research Design

A research design is arrangement of data collection and analysis. For example, how the data to be collected and what are the instrument to be used for analysing the data. Welman and Kruger (2004) define the research design as the plan in which information is obtained from the respondent. In the design, it is clearly explained how sample (respondent) is going to be selected in order to get a valid and reliable result. In This Section researcher will opposed type of study, source of data, unit of analysis, population frame and sample and sampling technique.

3.2.1 Unit of Analysis

The unit of analysis refers to the subject that is being studied in this research (Kumar et al., 2013). It is the major entity that you are analysing in your study. For the

purpose of this study, the researcher focused on the individual as a unit of analysis. Refers to objectives, researcher want to determine and measure the job the satisfaction level of every single academician in the higher learning institution towards their job.

3.2.2 Sampling Frame

Population is a large group of individual or object for a specific query. Population refers to the entire group of people, events or things of interest that researcher wishes to investigate (Kumar et al., 2013). However the researcher cannot test all individual or object in the population area because of the larger size. Refers to this study, four public universities has been identified around northern area which is UITM Perlis, UITM Kedah, UITM Penang and Universiti Utara Malaysia. The population of this study involved 2425 academic staffs in these four universities.

3.2.3 Sample and Sampling Technique

Sampling is a small group of individual or object used to present the larger population. The researcher was choosing a convenient sampling technique where every academic staffs in these four universities are selected because of their convenient accessibility and proximity to the researcher. Convenient sampling technique refers to the information from members of the population who are conveniently available to provide it (Kumar et al., 2013). It involves picking up any available set of respondents convenient for the researcher to use. Next, the researcher used Krejcie and Morgan (1970) table formula to determine the sample

size. This table formula suggested that if population (n) is 2425, the minimum number required for sample size is 331 respondents.

Table 3.1: *Summary of Population and Sample Size*

	UITM Perlis	UITM Kedah	UITM Penang	UUM
Total	414	314	499	1198
Population (n)			2425	
Sample size (s)			331	

Source: Krejcie and Morgan (1970) Table for Determining Sample Size

However, to ensure that the number of respondents is met, more than 500 questionnaires were sending randomly to all the academic staffs in these four universities by using Google form document online. Eventually, this survey had successfully obtained only 156 respondents. However researcher is expected to receive a minimum of 120 questionnaires (Sekaran, 2003).

3.3 Measurement

In this chapter, data are being analysed and measure to determine the level of job satisfaction of academic staffs and the relationship of factor that affected their job satisfaction. So the accurate measurement that used to support this research was a questionnaire survey.

3.3.1 Research Instrument

The instrument that used for this study is a structured questionnaire. De Vos et al., (2001) defines questionnaire as a number of questions directed to the candidate and which has to be completed by them. The design of questions structure on the questionnaire must easy to understand based on psychology thinking. One set of questionnaire with 50 items were divided into five sections which is section one (personal information), section two (job satisfaction questions) section three (effort questions), section four (rewards questions) and section five (overcommitment questions). Every section is represented the dependent and independent variables for this study include personal information. Besides that, all questions are conducted in two languages which is English and Bahasa Malaysia to enhancing the understanding.

Section one will be measure about job satisfaction that adapt from Minnesota Satisfaction Questionnaire (MSQ) (Maniram, 2007). The previous researcher made some changes to the questionnaire in order to make it suitable to use for the lectures with the university environment. Moreover the reason of using this questionnaire because of a distinct advantage of the MSQ is that it's simple, quicker and easier to administer, (Arnold and Feldman 1996). Furthermore sections two, three and four will be measure about variables of job satisfaction which is effort, reward and overcommitment. These three sections of questions were adopted from J. Siegrist (2012) questionnaire. Meanwhile section five is mainly related to personal information and background of the respondents. Therefore respondents need to

answer all the questions in this questionnaire. The table below shows the distribution of each variable that use in this study:

Table 3.2: *Operational Definition and Instrument of Variables*

Variables	Operational Definition	Items
1) Job Satisfaction (Adapted from Minnesota Satisfaction Questionnaire)	The indicator of employees' attitude toward present job.	<ol style="list-style-type: none"> 1. Recognition for work done. 2. The general policies of the college. 3. Relationship with co-workers. 4. The ability to work independently and creatively. 5. Your relationship with your head of department. 6. The flexibility of the college rules and procedures. 7. Your relationship with top management. 8. The salary you receive. 9. Changes in the new curriculum and education reforms. 10. Prospects for promotions and upward movement. 11. Prompt feedback and communication received from management and seniors. 12. Your benefits. 13. The condition of your lecture venue. 14. The condition of your staff room or office. 15. The amount of praise you receive for your outstanding efforts. 16. Your overall satisfaction with your job. 17. Participative decision making. 18. The opportunity to voice your opinion. 19. The current training provided. 20. The general working conditions of the university.
2) Effort (Adopted from J. Siegrist)	Physical or mental activity needed to achieve something.	<ol style="list-style-type: none"> 1. I have constant time pressure due to a heavy work load. 2. I have many interruptions and disturbances while performing my job. 3. I have a lot of responsibility in my job. 4. I am often pressured to work overtime. 5. My job is physically demanding. 6. Over the past few years, my job has become more and more demanding.
3) Reward (Adopted from J. Siegrist)	Something given in exchange for good behaviour or good work.	<ol style="list-style-type: none"> 1. I receive the respect I deserve from my superior or a respective relevant person. 2. I experience adequate support in difficult situations.

		<ol style="list-style-type: none"> 3. I am treated unfairly at work. 4. My job promotion prospects are poor. 5. I have experienced or I expect to experience an undesirable change in my work situation. 6. My employment security is poor. 7. My current occupational position adequately reflects my education and training. 8. Considering all my efforts and achievements, I receive the respect and prestige I deserve at work. 9. Considering all my efforts and achievements, my job promotion prospects are adequate. 10. Considering all my efforts and achievements, my salary / income is adequate.
4) Overcommitment (Adopted from J. Siegris)	Employees struggling towards jobs	<ol style="list-style-type: none"> 1. I get easily overwhelmed by time pressures at work. 2. As soon as I get up in the morning I start thinking about work problems. 3. When I get home, I can easily relax and 'switch off' work. 4. People close to me say I sacrifice too much for my job. 5. Work rarely lets me go it is still on my mind when I go to bed. 6. If I postpone something that I was supposed to do today I'll have trouble sleeping at night.

3.3.2 Variables Measurement

To make sure the quality and accurate data measurement, the researcher is using the interval scale Likert 5 points because based on experience or judgement of the researchers, it is believed that a part of the sample are likely to feel neutral about the issue being examined (Kumar et al., 2013). According to Sekaran et al., (2009), interval scale helps to compute the means and the standard deviations of the responses on the variables. The rating scales are demonstrated as below:

Table 3.3: *Likert Scales for Dependant Variables*

1	2	3	4	5
Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied

Table 3.4: *Likert Scales for Independent Variables*

1	2	3	4	5
Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed

3.3.3 Validation of Instruments

People's judgments are imperfect, so it is important to determine how reliable and valid each information analysis is (Spector, 2005). Researcher used the following method to check the reliability and validity of the questionnaire data:

- 1) Firstly, conduct a pilot study involving 40 lecturers from Kolej Matrikulasi Kedah to determine the reliability and validity of the questionnaire design. Bless and Higson-Smith (2000) defines a pilot as "a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate". These respondents are not be used in the main data collection.
- 2) Next the researcher using Cronbach's Alpha Coefficient value to indicate the reliability of the instruments and reflects how well the items in a set are positively correlated to one another in explaining a concept. According to Sekaran (2003), that

values in .70 is consider acceptable and those reliability value less than .60 is consider to be poor. Therefore for each variable exceeded 0.7, it is considered acceptable for further analysis. The result of the pilot study is shown in the table below:

Table 3.5: *Pilot Study Reliability Test*

Variables	Cronbach's Alpha
Job satisfaction	.855
Effort	.718
Reward	.834
Overcommitment	.765

3.4 Data Collections Procedures

A data collections procedure is the process where the researcher collects the information needed to answer the research problem. There are various methods in collecting the data for quantitative research. Basically, there are two methods of collecting data, which is primary, and secondary data collection (Uma and Roger, 2009). The collection of primary data is collected directly from respondents by using questionnaire method. Researcher was choosing Google form online questionnaire method because it is free of charge and can be controlled by the researcher every time. Furthermore, it is a suitable tool due to user-friendly features, availability and security of accumulated data (Eapen, 2007; Wink, 2009).

This Google form online questionnaire was sent to every academic staffs through their email that is available from the university's website. Data collection through email allowed the researcher to distribute the instruments to bigger number of academics staffs in a very limited time (Wilson, 2003) and provided flexibility to them to complete the survey at their own free time (McDonald, 2003). Respondents were given about two weeks to complete the questionnaire form. The complete and submitted questionnaire form will be automatically recorded into an excel spread sheet and this will simplify the process of transferring the data to the SPSS program for analysis.

3.5 Data Analysis Techniques

According to Welman and Kruger (2004), data is analysed by means of statistical techniques in order to investigate variables and their effects. It helps the researcher to conduct arranged testing of the data and develop explanations, and assist in testing the hypothesis (Joel, 1996). For this study, all the data from questionnaire survey are going to be analysed by using Statistical Package for the Social Sciences (SPSS) 20.00 data system.

3.5.1 Goodness of Measure

Firstly factor analysis was carried out to reduce the number of items to a smaller set of factor and identify the underlying structure in the variables (Hair, Black, Babin, Anderson and Tatham, 2006). The important part in factor analysis is The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. As recommends by Kaiser

(1974) that accepting values greater than 0.50 as acceptable. So each item value should be loaded above.50 and cross loading below.30. Besides factor analysis, reliability analysis is use to indicate the reliability of an instrument in the questionnaire by using the Cronbach's Coefficient Alpha test. According to Sekaran (2003), Cronbach's Alpha should be used as it is the most well accepted reliability test tools applied by social researcher. Besides that the closer the Cronbach's Alpha value to 1, the higher consistency reliability is obtained (Sekaran, 2003).

3.5.2 Descriptive Statistics

According to Zikmund (2003), a descriptive study is a statistics used to describe or summarize information about a population or sample. Besides that, descriptive statistics also help researcher in summarizing the sample and the observations for example in a simple graph or quantitative. However the mean, median and mode are the examples of central tendency measurement in the descriptive analysis.

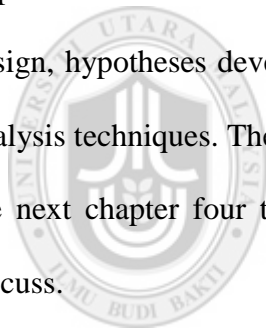
Firstly researcher will use the descriptive statistical method such as frequency and percentage to analyse the demographic factors. To achieve the first objective, the researcher was using the mean score to obtain the level of job satisfaction of academic staffs. Based for this study, the mean score is divided into three levels which are high, medium and low.

3.5.3 Inferential Statistics

Multiple Linear Regression that are commonly used in inferential analysis in analysing data. Last but not least, Multiple Linear Regression was used to analysis the hypothesized relationships between the independent (effort, reward and overcomittment) and dependent variables (job satisfaction).

3.6 Summary

In this chapter the researcher has described how research methodology has been implemented in this study by explaining about the research framework, research design, hypotheses development, measurement, data collection procedures and data analysis techniques. The data has been analyses by using SPSS 20.00 data system. In the next chapter four the results and findings of the statistically analysis will be discuss.



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CHAPTER 4

FINDINGS

4.1 Introduction

This chapter four presents the results and findings of data obtained from this study. This chapter explains the demographic profile of the respondent, factor analysis, reliability analysis and descriptive analysis. Finally, results of regression analysis and hypothesis testing are presented by using inferential analysis.

4.2 Demographic Profile

This section presents the demographic profile of the respondents. Table 4.1 shows the frequencies and percentage of gender, age, nationality and marital status.

Table 4.1: *Distribution of demographic profile for gender, age, nationality and marital status*

Demographics	Categories	Frequency	Percent (%)
Gender	Male	66	42.3
	Female	90	57.7
Age	26 – 35	38	24.4
	36 – 45	67	42.9
	46 – 55	36	23.1
	56 and above	15	9.6
Nationality	Malaysian	149	95.5
	Non – Malaysian	7	4.5

Marital status	Single	23	14.7
	Married	132	84.6
	Divorced	1	0.6
Total		156	100

Based from the table above, frequency of the male lecturers was 66 (42.3%) persons while for female lecturers were 90 (57.7%) person. It shows the female lecturers were slightly higher than male lecturers. Besides that, majority of the lecturers were in the group of 36 - 45 years old (42.9%) and minority of them are from the age group of 56 and above years old (9.6%). In terms of nationality, Malaysian lecturers were 149 (95.5%) persons and the remaining of seven (4.5%) person comes from non-Malaysian lecturers. In addition, most of the lecturers were married consisted of 132 (84.6%) lecturers, 23 (14.7 %) was single status and one (0.6%) of the total lecturers was in divorced status.

Besides that, the table below shows the frequency and percentage of the lecturers with highest academics qualification, position, employment types and length of the services of services. For the highest academic qualifications 50 % of the lecturers were the master degree holders, 44.9 % of them with doctoral degrees and only 5.1 % lecturers with bachelor degree holders. For the next demographic profile which is position, there are five tutors, 68 lecturers, 68 senior lecturers and 14 associate professors and only one professor. Besides that, most of the lecturers 136 (87.2%) are permanent employees with the length of services 12 – 15 years (23.1%).

Table 4.2: *Distribution of Demographic Profile for Academic Qualification, Position, Employment Types and Length of Services*

Demographics	Categories	Frequency	Percent (%)
Highest academic qualification	Bachelor degree	8	5.1
	Master degree	78	50.0
	Doctoral degree	70	44.9
Position	Tutor	5	3.2
	Lecturer	68	43.6
	Senior lecturer	68	43.6
	Associate professor	14	9.0
	Professor	1	0.6
Types of employment	Permanent	136	87.2
	Contract	20	12.8
Length of service	Less than 3 years	11	7.1
	4 – 7 years	31	19.9
	8 – 11 years	32	20.5
	12 – 15 years	36	23.1
	16 – 19 years	12	7.7
	20 – 23 years	10	6.4
	24 – 27 years	13	8.3
	28 – 31 years	6	3.8
	More than 32 years	5	3.2
	Total		156

4.3 Data Screening

After key in data in SPSS, the next step is called data screening. This data screening is made to determine whether the instrument used will achieve the level of accuracy of the data input. The instrument were adopted from J. Siegrist and four items are were reverse code and the items were, *“I am treated unfairly at work, My job promotion prospects are poor, I have experienced or I expect to experience an undesirable change in my work situation, My employment security is poor and When I get home, I can easily relax and ‘switch off’ work”*.

4.4 Goodness of Measures

4.4.1 Factor Analysis

Factor analysis with Varimax rotation was used to determine how many factors were appropriate and with items belonged together. There are 20 items of dependent variables (job satisfaction). The analysis results of dependent variables (job satisfactions items) shows 13 items should be removed due to loading below .50 and cross loading. Besides that any items registered below .50 will be deleted in this study. Therefore the final results of the analysis consist, two dimensions of dependent variables with seven items. As shown in the table below, the KMO measure of sampling adequacy value for the items was .887 indicating sufficient interrelated, while the Bartlett’s Test of Sphericity was significant (Chi square = 1621.928, $p < 0.000$). Result of the factor analysis indicated the existence of a two factors with eigenvalues greater than one that explained 50.61 % of the variance.

Table 4.3: *Factor Analysis of Job Satisfaction Variables*

Variables	Items	Factor Loadings
Dimensions		
1. Satisfaction with recognition and benefit	The salary you receive.	.774
	Prospects for promotions and upward movement.	.606
	Your benefits.	.804
2. Satisfaction with working condition and promotion	The condition of your lecture venue	.718
	The condition of your staff room or office.	.688
	The current training provided.	.572
	The general working conditions of the university.	.704
	Percentage of Variance	50.617
	KMO Measure of Sampling Adequacy	.887
	Approximate Chi Square	1621.928

There are 22 items used to measure effort, reward and overcommitment variables. Varimax rotation was used to determine how many dimensions and which items were belonged together. The analysis results in the table below shows from 22 items, there are 14 items should be deleted due to loading below .50 and cross loading. Thus the final results of the analysis consist, one dimensions of independent variables with two items. According to the table above, the KMO measure of sampling adequacy value for the items was .775 indicating sufficient interrelated, while the Bartlett's Test of Sphericity was significant (Chi square = 1340.244, $p < 0.000$). Result of the factor analysis indicated the existence of a three factors with eigenvalues greater than one that explained 49.04% of the variance.

Table 4.4: *Factor Analysis Effort, Reward and Overcommitment Variables*

Variables	Items	Factor Loadings
1. Effort	My job is physically demanding.	.800
	Over the past few years, my job has become more and more demanding.	.612
2. Reward	I experience adequate support in difficult situations.	.744
	Considering all my efforts and achievements, I receive the respect and prestige I deserve at work.	.677
	Considering all my efforts and achievements, my job promotion prospects are adequate.	.818
	Considering all my efforts and achievements, my salary / income is adequate.	.754
3. Overcommitment	As soon as I get up in the morning I start thinking about work problems.	.737
	Work rarely lets me go, it is still on my mind when I go to bed.	.634
	Percentage of Variance	49.039
	KMO Measure of Sampling Adequacy	.775
	Approximate Chi Square	1340.244

4.4.2 Reliability Analysis

The reliability of measure is an indication of the stability and consistency with which the instrument measures the concepts and helps to assess the goodness of measures (Sekaran, 2003). Besides that, Sekaran (2003) also indicated that:

- i. Reliability less than 0.6 are considered poor.
- ii. Reliability in the range 0.7 is considered to be acceptable.
- iii. Reliability more than 0.8 are considered to be good.

For this study, reliability analysis is conducted on dependent variables and independent variables. There is dependent variable which is job satisfaction also independent variables which are effort, reward and overcommitment.

Reliability analysis is carried out on dependent variable (job satisfaction) and independent variables (effort, reward and overcommitment). Based on the reliability analysis from 156 respondents, alpha value for dependent variable and independent variables all achieved above .60. This is can be considered as acceptable to continue the study because all the value appears to have good internal consistency reliability.

The table below shows the summary of the reliability analysis result of this study:

Table 4.5: *Reliability Analysis Results*

Variables	Items	Cronbach Alpha
Job satisfaction		
1. Recognition and benefit	3	.776
2. Working condition and promotion	4	.741
Effort	2	.718
Reward	4	.834
Overcommitment	2	.690

4.5 Re-statement of Hypotheses

H1: There is a negative and significant relationship between effort and job satisfaction.

H1a: There is a negative and significant relationship between effort and satisfaction with recognition and benefit.

H1b: There is a negative and significant relationship between effort and satisfaction with working condition and promotion

H2: There is a positive and significant relationship between reward and job satisfaction.

H2a: There is a positive and significant relationship between reward and satisfaction with recognition and benefit.

H2b: There is a positive and significant relationship between reward and satisfaction with working condition and promotion.

H3: There is a negative and significant relationship between overcommitment and job satisfaction.

H3a: There is a negative and significant relationship between overcommitment and satisfaction with recognition and benefit.

H3b: There is a negative and significant relationship between overcommitment and satisfaction with working condition and promotion.

4.6 Descriptive Analysis

In this section it presented the descriptive statistic for the dimension of job satisfaction. Table below indicates the results of the mean score for two dimensions

of job satisfaction, there is working condition and promotion is at 3.78, followed by recognition and benefit at 3.48. On the other hand, respondents provided the relatively medium mean value for effort (3.30), reward (3.47), and overcommitment (3.38).

Table 4.6: *The Mean Score Analysis*

Variables	Mean	Standard deviation	Level
Job satisfaction			
1. Recognition and benefit	3.48	.767	Medium
2. Working condition and promotion	3.78	.689	High
Effort	3.30	1.024	Medium
Reward	3.47	.766	Medium
Overcommitment	3.38	.850	Medium

4.7 Inferential Statistics

4.7.1 Multiple Regression Analysis

Multiple Regression Analysis had been use to test the relationship as per hypothesis develop in this study. The result of regression results show as below:

Table 4.7: *Regression Analysis of Job Satisfaction Dimension 1*

Job Satisfaction (Recognition and benefit)	Beta	Sig.
Effort	-.094	.226
Reward	.589	.000
Overcommitment	.089	.255
F Value	26.420	
R Square	.343	
Adjusted R Square	.330	

The value of R Square is 0.343. This indicates that 34.3 percent of variance in job satisfaction in term of recognition and benefits is explained by the independent variables namely effort, reward and overcommitment. Besides that, the reward shows positive and significant relationship with job satisfaction in term of recognition and benefit with highest beta value as follows ($\beta = 0.589$, $p < 0.00$). The other dimension of independent variables showed no significant relationship with satisfaction in term of recognition and benefit.

Table 4.8: *Regression Analysis of Job Satisfaction Dimension 2*

Job Satisfaction (working condition and promotion)	Beta	Sig.
Effort	.120	.112
Reward	.595	.000
Overcommitment	-.116	.126
F Value	31.520	
R Square	.384	
Adjusted R Square	.371	

The value of R Square is 0.384. This indicates that 38.4 percent of variance in job satisfaction in term of working condition and promotion is explained by the independent variables namely effort, reward and overcommitment. Besides that, the reward shows positive and significant relationship with job satisfaction in term of working condition and promotion with highest beta value as follows ($\beta = .595$, $p < 0.00$). The other dimension of independent variables showed no significant relationship with satisfaction in term of working condition and promotion.

4.8 Hypothesis Testing

Table 4.9: *Summary of Hypotheses Results*

Hypothesis	Results
H1: There is a negative and significant relationship between effort and job satisfaction.	
H1a: There is a negative and significant relationship between effort with recognition and benefit.	Rejected

H1b: There is a negative and significant relationship between effort with working condition and promotion.	Rejected
H2: There is a positive and significant relationship between reward and job satisfaction.	
H2a: There is a positive and significant relationship between reward with recognition and benefit.	Accepted
H2b: There is a positive and significant relationship between reward with working condition and promotion.	Accepted
H3: There is a negative and significant relationship between overcommitment and job satisfaction.	
H3a: There is a negative and significant relationship between overcommitment recognition and benefit.	Rejected
H3b: There is a negative and significant relationship between overcommitment with working condition and promotion.	Rejected

4.9 Summary

This chapter four presents the results from the data analysis. From the finding of factor analysis, it indicated only several items can be used for the further analysis. Besides that, Cronbach's Alpha value of dependent variables (job satisfaction) and independent variables (effort, reward and overcommitment) were considered acceptable. Next the results of regression analysis show that only reward has a positive and significant relationship with job satisfaction. Thus, this study will be further discussed in the next chapter, followed by limitation of the study, theoretical implications and practical implications.

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter discussed the results of the data analysis as explained in the previous chapter. Besides that, limitations of the study, suggestions for future research implications and conclusion also highlighted.

5.2 Discussions

The discussions below will provide the review of the research objectives and the results of the hypothesis testing.

The main objective of this study is to determine the level of job satisfaction among lecturers in the public universities. Based on findings the highest mean value is in terms of satisfaction with working condition and promotion which is 3.78. According to Robbins et al., (2009) working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. Besides that, when lecturers are satisfied with their working condition they will become more successful in their career in which they are more eager to explore the new findings in their research. Moreover promotion opportunity also will make lecturers experience satisfaction because lecturers will feel a sense of achievement if they move from one level of experience to another. Additionally, promotion also provides lecturers professional growth in their profession. Next, second highest mean score is 3.48

which is medium level of satisfaction with recognition and benefit. This is inconsistent according to Choy, et al., (1993), very few lecturers enter the profession because of the external rewards such as salary, benefits or prestige but they entered the profession because they enjoy teaching and want to work with young people. Besides that, as explained by Lee, Dedrick, and Smith (1991), lecturers are more satisfied with the intrinsic factors because intrinsic factors can play a significant role in motivating them in their teaching profession.

According to the findings on the Table 4.7, there is a non-significant relationship between effort and satisfaction with recognition and benefit ($\beta = -0.94, p < 0.226$). Therefore effort did not influence satisfaction in terms of recognition and benefit. This is consistent to a study conducted by Clark and Oswald (1996), that effort is costly for an employee that makes them less happy. It should have a negative effect on job satisfaction.

Regression analysis in Table 4.7 showed that there is a positive and significant relationship between reward and satisfaction in terms of recognition and benefit ($\beta = -0.589, p < 0.000$). This shows that reward did influence lecturer's satisfaction in terms of recognition and benefit. This finding is consistent to a study conducted by Zainuddin Awang (2010). He found that there is a positive significant relationship between financial reward and job satisfaction. So the existence of both financial reward and recognition will influence on lecturer's satisfaction in terms of recognition and benefit.

The results on the Table 4.7 showed there is a non-significant relationship between overcommitment and satisfaction in terms of recognition and benefit ($\beta = 0.089$, $p < 0.255$). This means overcommitment did not influence satisfaction in terms of recognition and benefit. The finding is contrast with the previous study done by Kinman and Jones (2007) that overcommitment lectures have less time and energy to fully engage in home life and leisure because of their effort and time only allocated to their work.

Furthermore results on Table 4.8 explained there is a non-significant relationship between effort and satisfaction in terms of working condition and promotion ($\beta = 0.120$, $p < 0.112$). Therefore effort did not influence satisfaction in terms of working condition and promotion. The finding of this study is contradicted from the study conducted by Menguc (1996), in which results proved there is a significant and positive relationship between effort and job satisfaction.

Moreover, there is a positive and significant relationship between reward and satisfaction with working condition and promotion ($\beta = 0.595$, $p < 0.000$). That means that the reward that the lecturers received in terms of working condition and promotion can increase their satisfaction. According to Lam's et al., (2001), there is positive relationship between job satisfaction and rewards and rewards are considered key factor in determining job satisfaction of employees. Sometimes, few words of praises are not enough and reward plays its roles to create and increases a sense of satisfaction in the lecturers regarding their job.

Finally, there is a non-significant relationship between overcommitment and satisfaction in terms of working condition and promotion ($\beta = -0.116, p < 0.126$). Therefore overcommitment did not influence satisfaction in terms of working condition and promotion. The finding is contrast to the previous study conducted by Van Vegchel, De Jonge, Bosma, and Schaufeli (2005). They found that overcommitment lecturers has a positive relationship with strain because they are being highly overcommitted and constantly involved with work that is thought to be exhaustive in the long term period.

5.3 Research Limitation

Firstly, this research is limited and focused only three factors that influence job satisfaction among lecturers which is effort, reward and overcommitment in public sector universities. Secondly, this study only covers the smaller sample size which is lecturers who teach in the public universities around northern region for example in the Kedah and Perlis states.

5.4 Recommendations

Future studies should cover a larger sample size for instance both public and private university. This comparative study should be done in order to see the differences of job satisfaction between these two sectors. Maybe this research also can be conducted in the Peninsular Malaysia and not to focus on the northern region only to better understand the factors influencing job satisfaction among lecturers. Furthermore, for the future research, it also can include other new variables such as

lecturer performance and job stress toward job satisfaction. The purpose to include new variables is to explore other factors that directly and indirectly affecting job satisfaction besides the two variables above. Therefore, it also recommended the method of collecting the data not to be limited and focused only of the questionnaire, but it is also can be done by interviewing the respondents to strengthen the results findings.

5.5 Implication of Research Finding

5.5.1 Theoretical Implications

This study had applied Social Exchange Theory. Based from this theory, it explained that, all relationships have costs and reward. Besides that, this theory also stated that people weigh the cost and reward of a relationship to determine its worth. The theory suggests that when a person gives another person a reward, resource or other perceived commodity, there is an expectation of future return from the other party (Bernerth and Walker, 2009). From the finding also indicates that, when lecturers give highly effort and commitment to university they required that their workload or responsibilities that they contributed perceived balance between the rewards that they received. It is because fair and appropriate rewards are expected to promote lecturer wellbeing and satisfied with their job at workplace. As explained by the theory, the accuracy of employee perceptions is linked to job satisfaction that is related to productivity in the workplace.

5.5.2 Practical Implications

The results from the analysis show that there is strong relationship between reward and job satisfaction. After conduct this study management should be review back their human resource practice which is the compensation and benefits that being provided to lecturers because this study provide clearly explanation in terms of fairness of reward for lecturers. It is to make sure that they can sustain the lecturers to work in the university and to get back the loyalty from them. Besides that, management also must know how to encourage and reduce their job dissatisfaction by helping them in term of organizational culture. Finally, from study findings also it shows it is important for management to enhance promotion and growth systems in the university in order to strengthen lecturer satisfaction.

5.6 Conclusion

In conclusion, this research is to examine the relationship between effort, reward, overcommitment and job satisfaction. Job satisfaction is an important element in the organization. Besides that, the findings from this study indicate that fairly rewarded employees will be satisfied with their job. Besides that, the findings also show that employees who get better reward will be highly motivated in their job and continue to remain in the organization because they feel satisfied with what had been provided to them. However the overcommitment variables found to have a negative relationship with job satisfaction.



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