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**THE INFLUENCE OF PAY SATISFACTION,
LEADERSHIP AND WORK ENVIRONMENT ON
ACADEMICIANS' JOB PERFORMANCE**



**MASTER OF HUMAN RESOURCE MANAGEMENT
UNIVERSITI UTARA MALAYSIA
APRIL 2024**

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LEADERSHIP AND WORK ENVIRONMENT ON
ACADEMICIANS' JOB PERFORMANCE**



**BY
NUR MASYITAH BINTI KAMARUDDIN**

**Thesis Submitted to
School of Business Management
Universiti Utara Malaysia
In Partial Fulfillment of the Requirement for the Master of Human Resource
Management**



Pusat Pengajian Pengurusan
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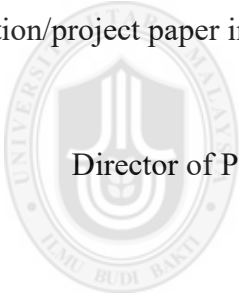
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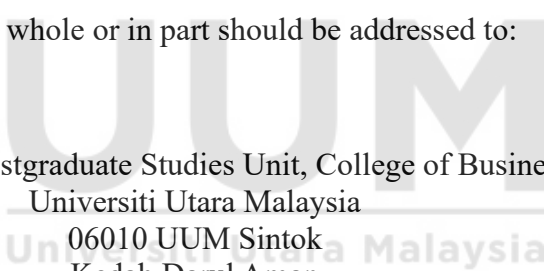
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ABSTRACT

It is important for a university to understand and manage issues related to academicians' job performance, as this can either increase or decrease their performance. There are several factors that would influence academicians' job performance namely teaching quality, publication record, ethical behaviour, job commitment level, pay satisfaction, leadership style, and work environment. This paper aims at analysing the influence of pay satisfaction, leadership, and work environment on academicians' job performance at a higher education institution in Malaysia. The research objective attempts to provide relationship between pay satisfaction, leadership, and work environment on academicians' job performance as well as enhancing the validity and reliability of the existing research. This study employs a quantitative approach to investigate the hypothesis and identify the influence of pay satisfaction, leadership, and work environment on job performance of academicians at a private university located in Perak. Data were gathered using questionnaires collected from 142 of academicians including professor, associate professor, senior lecturer and lecturer. Descriptive analysis, reliability analysis, correlation analysis, and multiple regression analysis were used to measure the outcome between pay satisfaction, leadership, and work environment on academicians' job performance. The findings of the study reveal that leadership and work environment were significantly correlated with and contributed in improving academicians' job performance and the findings rejected the influence of pay satisfaction towards academicians' job performance due to insignificantly correlated. Based on findings of the study, it is show that pay satisfaction may not always have significant influence on academicians' job performance due to underpaid issue, weak pay increment procedure, low pay rise and pay disparities. On the other hand, academicians at the university would perform well if their leaders had an effective leadership style. In addition, a positive work environment also contributes to the improvement of job performance among academicians. In conclusion, this study found that leadership style and work environment influence academicians' job performance. The study's findings not only aid universities and the education sector, but also contribute to the broader Malaysian community.

Keywords: Pay satisfaction, Leadership, and Work environment and Academicians' job performance.

ABSTRAK

Adalah penting bagi sesebuah universiti untuk memahami dan mengurus isu yang berkaitan dengan prestasi kerja ahli akademik, kerana ini boleh meningkatkan atau mengurangkan prestasi mereka. Terdapat beberapa faktor yang boleh mempengaruhi prestasi kerja ahli akademik iaitu kualiti pengajaran, rekod penerbitan, tingkah laku beretika, tahap komitmen kerja, kepuasan gaji, gaya kepimpinan dan persekitaran kerja. Kertas kerja ini bertujuan untuk menganalisis pengaruh kepuasan gaji, kepimpinan, dan persekitaran kerja terhadap prestasi kerja ahli akademik. Objektif kajian cuba mengkaji hubungan antara kepuasan gaji, kepimpinan, dan persekitaran kerja terhadap prestasi kerja di sebuah institusi pengajian tinggi swasta di Malaysia. Kajian ini menggunakan pendekatan kuantitatif untuk mengkaji pengaruh kepuasan gaji, kepimpinan, dan persekitaran kerja terhadap prestasi kerja ahli akademik di sebuah universiti swasta yang terletak di Perak. Data dikumpul menggunakan soal selidik yang diperolehi daripada 142 ahli akademik yang terdiri daripada profesor, profesor madya, pensyarah kanan, dan pensyarah. Analisis deskriptif, analisis korelasi, dan analisis regresi berganda digunakan untuk menguji hubungan antara kepuasan gaji, kepimpinan, dan persekitaran kerja terhadap prestasi kerja ahli akademik. Dapatan kajian menunjukkan bahawa kepimpinan dan persekitaran kerja mempunyai hubungan yang signifikan dengan prestasi kerja ahli akademik. Manakala, tidak terdapat hubungan antara pengaruh kepuasan gaji terhadap prestasi kerja ahli akademik kerana korelasi yang tidak ketara. Berdasarkan hasil kajian, ia mendapati bahawa kepuasan gaji tidak selalu mempunyai pengaruh yang ketara ke atas prestasi kerja ahli akademik disebabkan oleh isu gaji yang rendah, kelemahan prosedur kenaikan gaji, kenaikan gaji yang rendah dan perbezaan gaji. Sementara itu, ahli akademik di universiti akan menunjukkan prestasi yang baik jika pemimpin mereka mempunyai gaya kepimpinan yang efektif. Di samping itu persekitaran kerja yang positif juga menyumbang kepada peningkatan prestasi kerja di kalangan ahli akademik. Secara kesimpulannya, kajian ini membawa kepada penemuan aspek gaya kepimpinan dan persekitaran kerja dalam mempengaruhi prestasi kerja ahli akademik. Dapatan kajian bukan sahaja memberi faedah kepada pihak universiti dan sektor pendidikan, malah menyumbang kepada keseluruhan komuniti di Malaysia.

Kata kunci: Kepuasan gaji, Kepimpinan, dan Persekitaran kerja serta Prestasi kerja ahli akademik.

ACKNOWLEDGEMENT

'In the name of Allah, The Most Gracious and The Most Merciful, and peace be upon our Greatest Prophet Muhammad S.A.W'.

First and foremost, I am using this opportunity to express my gratitude and gratefulness to Associate Professor Dr Md. Lazim Mohd Zin for the direction, understanding, patience, and most significantly for the encouragement and warmth in helping me to complete this project paper. All invaluable assistance in the form of constructive comments and suggestions during the time spent completing the report has contributed to the report's succession. May Allah continues grant him a wisdom and strength.

A very heart full thanks to my parents and husband for continuous prayer, sacrifice, financial assistance, great support and never tired of giving motivation throughout my studies which gave me strength to complete my Master study, and I highly appreciated it. Without their assistance and encouragement, this thesis would not have been able to be written. Besides that, I also would like to thank to all my postgraduate friend for their continuous support and advice throughout my Master degree journey.

Finally, and most importantly, I would like to express my sincere gratitude to the involved academicians for their cooperation and willingness to serve as my research respondents. This study would not be possible without their support. To those who indirectly contributed to this research especially my colleagues Ms Vithya, Dr Salleh and Dr Aznan, your kindness means a lot. I highly appreciated the help. Thank you very much.

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LIST OF ABBREVIATIONS

HEI's	: Higher Education Institutions
PHEI's	: Private Higher Education Institutions
MQA	: Malaysian Qualification Agency
MOHE	: Ministry of Higher Education
THES	: Times Higher Education System
IV	: Independent Variable
DV	: Dependent Variable



CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter begins with the study's background, then continues to the statement of the problem, research question, research objective, significance of the research, scope of study, and definition of important terms utilised in the study.

1.2 Background of Study

Over the past few years, universities worldwide have obtained prominence due to the globalization of higher education. This expansion has been made feasible by the use of various evaluation methods, such as global university rankings, the use of bibliometrics to analyse universities on a global scale, and the use of web metrics to evaluate international university standings (Liu & Cheng, 2011). Malaysia is steadily gaining reputation as a regional centre for educational quality, with significant growth in the country's higher education sector. As of October 2023, Malaysia had 404 private higher education institutions, 20 public universities, 36 polytechnics, and 105 community colleges. All education levels including certificate, foundation, diploma, bachelor's degree and postgraduate are cover under higher education. There are now more opportunities for employment at higher education institutions due to the increased demand for higher education. As a result of the transformations in higher education, the academic setting will change and leading to a discernible grow in the number of academicians and employee hired by private universities.

The Malaysian government places a high value on Higher Education Institutions' (HEIs') quality and performance. In collaboration with the Malaysian Qualification Agency (MQA) along with other external parties, the Ministry of Higher Education (MOHE) has created strategic plans, quality assurance audits, rating systems, and ranking systems. The ranking systems evaluates university performance by using different criteria. According to the Malaysia Education Blueprint 2013-2025, the educators' quality is critical in affecting student outcomes. In addition, there are several additional criteria that are used by the Times Higher Education System (THES) in 2021. These criteria revealed that the academicians' performance provides to just 60% of a university's overall success. Therefore, universities must focus on improving the performance of their academicians in order to remain competitive and reach world-class status.

HEIs' success is essentially dependent on the performance, competence, commitment, and motivation of academicians in pursuing the University's missions and visions. Job performance studies is critical since it has a direct impact on individual achievements as well as the overall organisations' productivity. According to Mathis, Jackson, Valentine, and Meglich (2017), since employees carry out the actions necessary to accomplish the goals of the organisation, their performance will have a significant effect on whether the organisation succeeds or fails in reaching its goals. Therefore, academicians are a valuable asset to a university and their performance is crucial since they perform various role in contributing towards university's performance, which includes teaching, research, reputation building, and overall institutional development.

Higher education standards are in greater demand at private universities in Malaysia. Private universities nowadays are continually working to enhance the quality and job performance of their academicians. Private universities' management must meet the

demands of its academicians in order to address a range of factors that could influence their academicians' job performance. Increased performance levels would encourage academicians to develop behaviours and attitudes that are more appropriate for their specific areas and roles. As academicians are the largest human resource in a university, understanding the elements that contribute to academicians' job performance is crucial to developing the information base required to sustain a successful education system. Moreover, academicians' performance quality is a vital element that profoundly influences university and student outcomes in various ways. Pay satisfaction, leadership, and work environment are vital aspects for a private university to look into further to improve the academicians' job performance and retain its valued academicians. Furthermore, it will aid in the development of policies that will maximise the productivity of academicians.

In higher education sector, pay is widely acknowledged as a pivotal factor influencing academicians' attitudes and behaviours. According to Mohamed (2006), the emphasis on achieving a better pay has become a primary concern for employees including academicians, particularly in developing nations like Malaysia. High pay satisfaction will shape academicians' work attitudes, motivating them to meet job standards and perform better. Aside from that, research from the past has demonstrated that the adoption of transformational leadership leads to improved academicians' performance (Ambad, Kalimin, Ag Damit, & Andrew, 2021; Khan, Idris, & Amin, 2023). Academicians' requirements and objectives are significantly impacted by the leadership attitude. Majority of academic leaders demonstrated a preference for transformational leadership when it came to leadership styles within the educational system (Lustik, 2008). In addition, academicians' job performance could also be influence by a favourable working environment. A pleasant work environment ensures academicians'

well-being and encourages them to put themselves fully to their responsibilities which may potentially lead to improved performance.

The aim of this study is to examine the key factors that affect the job performance of academicians at a private university in Perak. According to Blanchard (2004), positive development in higher education is contributed by its good performance. The ability of private university management to effectively recognise and address issues related pay satisfaction, leadership and work environment may assist the University in fulfilling the requirements of academicians and consequently leading to higher quality and standard of the University. Furthermore, the performance of academicians and researchers significantly impacts students' learning outcomes and quality (Szromek & Wolniak, 2020), as well as their satisfaction which consecutively impacts the HEIs' productivity and the workforce (Kuwaiti, Bicak, & Wahass, 2020).

1.3 Problem Statement

Academicians have a crucial role in fulfilling university's objectives and goals. Thus, it is essential for a university to understand and manage issues related to academicians' job performance, as this can either increase or decrease their performance. As Malaysian higher education delivery standards expand in response to globalization demands, academicians' responsibilities shift as well. Academicians are required to effectively execute multifaceted responsibilities in demanding academic environment. Meeting the various demands of students and performance standards presents a continuing challenge for academicians in an atmosphere of increasing workload and pressure. Excessive task workload and task complexity are two factors that contribute to declining performance quality (Lyell, Magrabi, & Coiera, 2018). Exposure to higher

job demands is known to frequently result in a common manifestation of many errors and delayed responses.

Several private universities struggle to improve the teaching quality, research and publication volume due to an overemphasis on workload pressure and profit-oriented focus. Teaching quality is normally assessed based on the students' feedback and results. Student feedback has a greater impact in shaping academicians' teaching performance and essential in enhancing teaching quality. Miller (1975) states that university students are capable of providing a fair review of lecturers' teaching performance. Students generally give higher performance ratings to academicians who display dynamism, effective communication and rationality. Meanwhile, academicians receiving unfavourable feedback are more likely to feel negative and make changes to their teaching practices for the purpose of satisfying students. Poor ratings can negatively impact academicians' teaching performance which lead to demotivation as well as decreasing an academicians' enthusiasm for teaching. For instance, there are records of negative feedbacks received from students indicated that they were unsatisfied with some academicians for their ineffective teaching delivery. This situation would result to students being unable to understand and absorb the knowledge conveyed by the academicians (Chireshe, 2011). Consequently, the University may face the risk of student withdrawal and reduced enrolment of potential students in the future.

Further, considering that publication records are an important component of academicians' performance, it stands to reason that high workload level, profit-oriented pressure, and lack of resources can limit publication efforts (Jameel & Ahmad, 2020). In the University, the high workload level is mainly due to high academic load where academicians have to teach many courses in a single semester. Academicians are also

burdened by profit-oriented pressure in which they are required to be involved in marketing activities to achieve the University's target numbers of student enrolment. In addition, the lack of resources such as the limitation of internal funding, the high competition in obtaining external funding, and improper research facilities have contributed to less research and publication activities. According to the Scopus database, private universities in Malaysia published noticeably fewer papers in Scopus than public universities.

Institutions	No of publication
Universiti Malaya	79
Universiti Sains Malaysia	70
Universiti Kebangsaan Malaysia	59
Universiti Utara Malaysia	54
International Islamic University Malaysia	51
Universiti Putra Malaysia	49
Universiti Teknologi MARA	39
Universiti Teknologi Malaysia	26
Universiti Malaysia Terengganu	23
Taylor's University Malaysia	23

Figure 1.1
Top Ten Active Universities in the Scopus Database from 2018 to 2022

The disparity in publication numbers revealed that private and public universities have different levels of overall publication performance. Based on the data, Taylor's University Malaysia is the only private university that has gained recognition as one of the top ten active establishments in terms of publication output. Statistics from the QS ranking indicate that a number of private universities in Malaysia had notable shifts in their ranks between 2014 and 2018 (QS Quacquarelli Symonds Limited, 2018). More crucially, the primary reason for the variation may be due to the influence of the university's research impact which accounts for 20% of the overall score (Lee, Hew, & Loke, 2018). This shows that academicians in private universities should improve their

job performance by involving into research and increasing their publication volume through high-impact scientific publications.

Additionally, academicians' unethical behaviour is another factor contributing to the issue of declining job performance quality. Various study findings have revealed types of misconduct by academicians such as unfair assessment, frequent favouritism, and the use of inappropriate words in research and teaching sessions. If appropriate action is not taken, academicians' ethics and integrity would gradually deteriorate (De Russy, 2003). According to Cahyani, Purnamawati, and Herawati (2015), performance is positively and significantly impacted by ethics. Through the academic ethic courses, an academician's ethical practices could be enhanced while also imparting more positive values in academic ethics especially in the university's teaching and learning context. To strengthen professional academicians' performance, they must display a strong commitment to profession which includes adhering to ethical standards in the academic environment.

Besides, academicians' performance quality may also be linked to level of job commitment. Academicians tend to have low job commitment when they have dissatisfaction issue with their pay. Academicians may experience dissatisfaction if their workload is disproportionate to their salary and benefits. When academicians' performance is properly rewarded and their pay demands are met at a higher level, it contributes to their satisfaction and commitment to the university (Solmon & Podgursky, 2000). In addition, leadership style has a direct influence towards faculty commitment in the educational sector (Rehman, Shareef, Mahmood, & Ishaque, 2012). The absence of effective dean's leadership may negatively affect academicians' commitment and job performance. Working under a hostile and unsupportive leader can be frustrating for employees. Thus, deans should use their leadership skills to motivate academicians to

achieve their potential and to encourage a stronger sense of organisational commitment. Aside from that, supportive work environments have been demonstrated to increase employees' commitment and productivity (Prieto & Pérez-Santana, 2014). Negative work environment may cause employee unhappiness and discomfort within the organisation which leads to low job performance. The elimination of a hostile work environment by an organisation will boost employee commitment to their jobs.

In light of prior study, the issues of salary and benefits in higher education were mostly emphasized in the area of turnover level among academicians. Nevertheless, studies focusing on the impact of salary and benefits towards academicians' job performance are lacking. Prior studies discovered a correlation between pay and job performance of academicians. However, there is insufficient discussion regarding the function of pay equity in enhancing academicians' job performance. According to Hagedorn (2000), pay is commonly used as a gauge of career status and equity in the workplace. Due to this, pay equity has been recognised as a crucial issue in the education sector especially from higher education in developing countries (Sanséau & Opoku, 2019). Issue such as inequitable and unfair pay packages might negatively impact academicians' performance. These are due to the fact that when salaries range significantly, academicians tend to compare their pay to those of other individuals with equivalent rank, as well as to their contributions to the university and between other universities. When they are unfairly treated and dissatisfied, they will lower their contributions towards the university proportionally, resulting in declining performance (Chi, Liao, Wang, Zhao, & Ye, 2019).

Meanwhile, the quality of dean's leadership skills is seen as the key that could influence academicians' performance. According to Brown (2001), deans in universities are recognised as important leaders who make the faculty level decisions. Past studies have investigated the influence of different leadership styles towards employee performance, but there is limited number of studies that solely focus on specific leadership style such as transformational leadership especially in private higher education in Malaysia. Transformational leadership style is ideal to use in higher education institutions since it requires effective management with a leadership style that can lead the institution in creating the distinct outcomes. Studies investigating on the relationship between transformational leadership and performance have produced a range of findings. A positive correlation between transformational leadership and performance has been found by several researchers. (Andriani, Kesumawati, & Kristiawan, 2018). The findings are in line with Fauza (2020), state transformational leadership has a favourable effect towards lecturer performance. In contrast to the study conducted by García-Morales, Jiménez-Barrionuevo, and Gutiérrez-Gutiérrez (2012), which found no relationship between transformational leadership and performance. Concerning this, further study is required to validate the varied findings.

In addition, the improvement of academicians' performance can be supported by a favourable working environment. According to Wahyudi (2018), academicians' job performance at educational institutions is heavily influenced by their work environment. Most of the previous studies only focused on discovering physical work environment but less attention is given to non-physical work environment. The non-physical work environment is generally considered to be one of the vital issues in enhancing employees' performance. In a study performed by Sulistyowati and Auliya (2022), the findings revealed a direct relationship between the non-physical work environment and

employee performance. The dimension of non-physical work environment is still unclear in terms of how they affect academicians' performance in private higher education institutions. Indeed, the employee's work environment has the greatest influence on their work efficiency. Uncomfortable non-physical working environment can lower employees' morale, resulting in poor performance and a lack of job satisfaction. Also, unfavourable non-physical working environment induces work related stress in the employees.

Most studies on employee performance have been done across a variety of industries. Even so, there is still a lack of study conducted on academicians' job performance in Malaysia higher educational sector, especially in private HEIs. As a result, this study aims to examine the factors that influence academicians' job performance in a private HEIs. By understanding the factors, the management of private HEIs can take appropriate actions to mitigate the performance issues and enhance the performance of the academicians.

1.4 Research Questions

Below are the questions that this study aims to address:

1. Is there any relationship between pay satisfaction and academicians' job performance?
2. Is there any relationship between leadership and academicians' job performance?
3. Is there any relationship between work environment and academicians' job performance?

1.5 Research Objectives

This study aims to examine the relationship between every independent variable and the dependent variable. The precise objectives are listed below.

1. To examine the relationship between pay satisfaction and academicians' job performance.
2. To examine the relationship between leadership and academicians' job performance.
3. To examine the relationship between work environment and academicians' job performance.

1.6 Scope of Study

This study focuses on the job performance of employees who are employed at a private university, located in Perak, Malaysia. Currently, the University provides education services at various levels such as foundation, diploma, degree, and postgraduate degrees across the six faculties. The study's work involves academicians in the University.

Academic employees are those who have an employment contract with the University as a Professor, Associate Professor, Senior Lecturer, or Lecturer of the University. All these academic employees are engaged in community work, teaching, learning, and research at the University.

Since academic employees play a crucial role in education institutions, it is crucial to recognize the factors that will contribute to their performance level. Three factors have been selected for further investigation which are pay satisfaction, leadership and work environment. Pay satisfaction refers to the degree to which an employee feels content with the financial compensation they receive from their employer. To foster better performance among academic employees, they must be satisfied with their earnings.

Meanwhile, effective leadership is a key factor in improving employee performance by increasing productivity, job satisfaction, and positive employee behaviours. Besides, work environment also plays as an essential factor in shaping the good performance of employees. A favourable work environment encourages the comfort of employees as well as high levels of concentration and dedication to their tasks. By using these three factors as independent variables, this study will determine how strong these factors are in influencing the job performance of the University's academic employees.

1.7 Significance of Study

This study provides some of potential insights into how pay satisfaction, leadership and work environment affect academicians' job performance. To put it another way, there are three primary factors that contribute to the significance of this study. Firstly, this study gives an explanation on how these three factors affect academicians' job performance within a private higher education. In this context, academic employees are regarded as a valuable asset to education institutions. As a result, the institution's effectiveness and productivity are heavily dependent on academicians' performance and this is important for the University, as it ensures that the University management has sufficient resources and strategies to encourage academicians to achieve exceptional performance. Moreover, the study's findings could also be utilised as the most valuable reference for the University in enhancing the quality of its educational services.

Secondly, this study emphasizes on pay satisfaction, leadership and work environment which are vital elements for institution and academic employees as well. Pay satisfaction is an important factor since it can affect crucial work outcomes such as job

satisfaction, job performance, institution performance, and competitiveness. Meanwhile, effective leadership practice has a good impact on employee performance since individuals are able to fulfil their full potential in a workplace where leaders develop a positive atmosphere by supporting, monitoring, coaching, and rewarding correctly. In addition, work environment is a combination of interrelationships between employees and the place in which they work. A positive work environment is vital in ensuring employee job performance level. The current study aims to examine the influence of these three factors on academicians' performance in the University. The majority of previous studies on job performance were done in other sectors and services. Thus, this study will give a comprehensive review on the relationship between pay satisfaction, leadership, and work environment towards academicians' job performance in the education sector.

Thirdly, the implication generated by this study should provide numerous insights and knowledge to other private HEIs, Ministry of Higher Education and community in Malaysia. This study would aid universities' management and MOHE in identifying critical areas for improvement and implementing corrective steps to enhance academicians' job performance in private universities. The findings of the study could be employed as a direction for performance management in HEIs so that they are not wasting both time and resources on factors that do not significantly affect academicians' performance. Since the data can be used in improving the academicians' performance, this will allow private universities in Malaysia to be involved in a global scale which will raise the university's ranking level. Aside from that, the Malaysian community will benefit from this study as they will be able to enrol their kids in private universities without having to fret about academicians with bad performance. The study may also

act as the foundation for future research such as involving more private HEIs into the research.

1.8 Definition of Key Terms

Job performance

Job performance refers to the quantity and quality of a job that every employee completes while doing their tasks based on the responsibilities that have been delegated for them by the organisation (Mangkunegara, 2011). In the scope of academicians' performance, normally it is using performance measures such as teaching, publications in prestigious journals, research income generation, student satisfaction, contribution to community, and patents.

Pay satisfaction

Pay satisfaction is the extent to which people perceive generally favourable towards their earnings. According to Heneman III and Schwab (1985), pay satisfaction is a personal perspective on employee pay. Employee satisfaction with their level of pay has a big influence towards their performance. Pay satisfaction refers to several elements of compensation, including current pay levels, pay raises frequency, pay administration and structure, and benefits.

Leadership

Leadership is a social influence process where leaders seek and organise the engagement of their followers in order to complete the organisation's goals. The style of leadership employed by a dean in academic setting has a direct influence towards academician's performance. One of the typical leadership styles practiced by university

leaders is transformative leadership which evidently has a strong impact on the performance of academicians.

Work environment

Work environment refers to all aspects in the workplace that influence employees, in both the direct and the indirect ways (Sedarmayanti, 2009). A pleasant working environment has the ability to improve employee performance, whereas a poor work environment may cause an increase in employee errors which could lead to lower productivity.

1.9 Organization of the Study

The study is segmented into five chapters. Chapter One discusses the study's background, problem statement, research questions and objectives, study scope, significance, and key terms. Chapter Two provides a thorough literature study of the variables under account which include job performance, pay satisfaction, leadership, and work environment. It also includes several theories and a research framework specifically designed for the study. The third chapter covers study methodology including research design, population, sampling, measurement and instrumentation, data gathering, and analysis methodologies. In addition, Chapter Four offers the survey data analysis results obtained with the SPSS application including findings from the analysis and hypothesis testing. Finally, Chapter Five provides a detailed review of the study's findings, including implications, limitations, recommendations for future research, and concluding remarks.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter depicts a review of the literature associated with the study issue. The underpinning theory, framework and hypotheses that explore the connection between pay satisfaction, leadership, work environment, and job performance of employee are discussed as well.

2.2 Definition and Conceptualization of Variables

2.2.1 Job Performance

In organizational context, job performance has been defined as an organisational member's contribution to achieving the organization's objectives and goals. According to Shields et al. (2015), employee performance is defined as the extent to which an employee meets their responsibilities and job obligations. Performance is the extent to which employee achieves the organizational purpose at work (Cascio, 2015). Job performance of employee is assessed based on the quality and quantity of work they complete in accordance with the duties allocated to them. (Darma & Supriyanto, 2017). In addition, job performance can also be characterised as achieving an optimal level of efficiency and effectiveness in meeting an individual's goals and objectives. (Hirlak, Ebru, & Balikci, 2018). The majority of organizations have the ability to evaluate employee performance by considering workforce efficiency, output quality and quantity, and timeliness of output. In short, job performance typically encompasses an employee's execution of their duties, the fulfillment of critical tasks, and their conduct

in the workplace. Job performance of employee can be crucial to an organization since it serves as an imperative mechanism that plays a significant role in the success of the organization.

The classification of job performance can be segmented into three primary types which are task, contextual, and adaptive performances. According to Kluemper, DeGroot, and Choi (2013), task performance pertains to the responsibilities that are formally recognized as part of an individual's job role. Task performance is comprised of multiple parts including the degree to which a person understands the task-related knowledge, the volume and calibre of tasks completed, maintaining current information, the competence of job-related skills, accuracy in work, the capacity to suggest and plan tasks, decision-making, resolving issues, effective written and verbal communication, also resources observation and control (Ramawickrama, Opatha, & PushpaKumari, 2017).

Contextual performance refers to actions that are implicitly recognised as essential to a person's work (Smith, Organ, & Near, 1983). Contextual performance encompasses commitment of employee to behaviours within the organisational, social, and psychological framework in where their principal duties are executed. This includes things such as taking initiative, staying focused on tasks, demonstrating enthusiasm, resourcefulness, proactivity, collaborating and assisting others, maintaining polite communication, enhancing interpersonal connections, and demonstrating dedication to the organisation (Ramawickrama et al., 2017).

Adaptive performance is defined as individuals' ability to adjust to quickly changing work environments (Neal & Hesketh, 1999). An individual's ability to operate adaptively can lead to positive outcomes including increased performance effectiveness

and professional fulfilment. Adaptive performance of employee can also result in learning inside the organisation, coping with change, and meeting evolving consumer expectations (Dorsey et al., 2017). Adaptive performance takes the concept of adaptation a step further by allowing an individual to truly exhibit their ability to adjust via their performance. In addition, adaptive performance refers to the range of behaviors and competencies individuals exhibit in response to present or imminent changes, signifying newly acquired abilities. (Fogaça, Rego, Melo, Armond, & Coelho Jr, 2018).

In higher education, performance is frequently evaluated based on personal skill and competency. Establishing performance metrics entails more than just quantifying output or performing activities within specified timeframes. It also includes aspects such as effective communication, devotion to responsibilities, decision-making skills, and other related characteristics. The evaluation of academicians' performance in higher education institutions entails examining their contributions to teaching and learning, including research, supervision, publishing, and community engagement, all in accordance with their responsibilities and duties, and other relevant qualities. Given the growth in the overall count of universities in Malaysia, academicians may face new challenges as a result of increased competition from other institutions. Academicians have recently experienced job-related stress as they navigate through an era marked by rapid global change. The redesign of curriculum and the implementation of varied multitasking roles have led to increased standards for performance attainment within institutions (Kaur, Noman, & Awang-Hashim, 2018).

The performance of academicians has been examined in numerous studies using performance measures such as teaching, research income generation, publications in prestigious journals, student satisfaction, or patents. These measurements are now

commonly used in academic contexts (Franco-Santos, 2016). In an educational setting, academicians' job performance is evaluated using three criteria namely teaching performance, scholarly publications, and research contributions (Mawoli & Babandako, 2011). Teaching and learning, administrative, research grants, publishing and research, supervision, and professional service are the criteria used in Malaysia to evaluate the performance of academicians (MOHE, 2005). The first indicator to assess performance of academicians is teaching performance. Besides, an academician's ability to convert knowledge can be used for evaluating their teaching abilities. Students' learning achievement is influenced by the expertise of lecturers, the preparedness of instructional materials, and learning management (Sharko, Sharko, Demi, & Baholli, 2015). The teaching methods used by academics should effectively increase the knowledge of the students while being in line with the subject and learning objectives. Research activities are the second measure of an academician's performance. According to Said Sife and Tandi Lwoga (2014), the amount of publications produced over a given time period by a person (the academician), a group (the academic department) and an institution (the university) can be used to measure the quantity of research activity. The third indicator to evaluate academicians' performance is via the number of publications. The number of citations of the academician's papers by other researchers can be used to assess the quality of those publications. Scientific metrics are known as an important tool for assessing the quality of publications (Said Sife & Tandi Lwoga, 2014). Additionally, academicians' participation in community activities has also been considered as an indicator in assessing their job performance. Professional contribution to the community and provision of professional services are encouraged for all academicians. Academicians can assist the community by sharing their knowledge and expertise in a way that benefits both parties.

Malaysia's educational sector is considered extremely competitive due to the ongoing growth of various universities in recent years. Private HEI's business survival is solely dependent on its bottom line and reputation. According to Buckner (2017), there are several elements that affect students' decisions to enrol at a private higher education institution, and one of those aspects was the HEI's ranking that would draw students to enrol. Stakeholders believe that the university will be ranked well in terms of its reputation (Koe & Saring, 2012). Each university has three groups which are students, non-academic employees and academic employee. The academic employee holds a pivotal role as a stakeholder in a university, significantly impacting the university's reputation and ranking. This is due to the fact that qualified and engaged academic employees play crucial role in increasing a university's influence, ranking, and overall contribution to society. The main drivers of university ranking include academicians' research and teaching performance, consultancy services, community engagement, and administrative duties. Academicians are responsible for creating new knowledge and distributing it to their students and others in the community through channels such as public lectures and workshops (Elrehail, Emeagwali, Alsaad, & Alzghoul, 2018). Academicians' performance has a substantial impact on both a university's contribution and its overall performance (Abba, 2018).

Academicians have particular needs that must be met such as independence, comfortable working environment, recognition, job satisfaction, an adequate pay, and etcetera. Conversely, ignoring the effects of these needs will lead to poor academicians' performance. In addition to the higher educational system, performance of academicians as educators can also contribute to high or low educational quality. Indeed, the quality of lecturers influences the educational outcomes of students (Muzenda, 2013) as well as the education institutions to which they belong (Hanapi & Nordin, 2014).

Greater service quality can increase student satisfaction and loyalty, which then assists the education institution produce long-term benefits through repeat purchase behaviour and positive student referrals (Carter & Yeo, 2016). Academicians' dissatisfaction and their poor work performance are harmful to the institution and should be avoided. As a result, any instance of dissatisfaction with regard to the needs of academicians should be addressed by looking into the root causes in order to lessen its effects or change the current circumstances (Sharma & Jyoti, 2009). Academicians' attitudes and work performance are influenced in part by workplace factors such as a favourable and positive work environment, supportive management and leader, pay, work teams and peers, and the job itself. Thus, the institution's management should ensure that their academicians receive proper and necessary treatment at work.

2.2.2 Pay Satisfaction

There are numerous factors that can impact academician's job performance in an institution. According to prior studies, one element that can enhance employee performance is pay satisfaction. Organizations must ensure that their employees are content with their remuneration, as discontent regarding pay can adversely affect retention rates, dedication, and, most significantly, job performance. According to Panaccio, Vandenberghe, and Ben Ayed (2014), employees' satisfaction with their pay is a reflection of how they feel on their remuneration. Their effective performance depends critically on this satisfaction (De Gieter & Hofmans, 2015). The concept of pay satisfaction include various facets of remuneration, including current pay levels, the frequency and scale of pay increments, pay structure and administration, as well as additional perks (Milkovich, Newman, & Cole, 2005).

According to Miceli and Lane (1990), pay satisfaction refers to the extent to which individuals are generally content with their pay. In human resource management, pay is a key factor in fostering job satisfaction among employee. The employee's perception of pay affects them in social, economic, political, and also psychological ways. Many factors influence pay such as an organization's capacity to pay, the state of the labour market, living expenses, productivity, the parties' ability to negotiate, prevailing wage rates, and government regulations. According to Banjoko (1989), pay dissatisfaction develops when employees are dissatisfied with their earnings and want greater pay raises. This could result in a lot of dysfunctional activity such as a strike. Pay satisfaction is defined by Locke (1976) as the state in which one's needs and outcomes are well aligned. Employees content with their earnings tend to be more economically balanced members of society. Employees needs to be satisfied with their pay so as to cover living expenses and be in good financial standing.

According to Green and Baron (1977), an individual's pay satisfaction is a function of their cognitive, emotive, and evaluative responses to their job. Pay satisfaction arises from both intellectual and emotional evaluations that address the discrepancy between employee expectation and what they actually receive (Cranny, Smith, & Stone, 1992).

According to Heneman III and Schwab (1985), pay satisfaction is a subjective perspective on employee's pay. It has an impact on individuals as well as the overall structure of the organisations. Heneman III and Schwab (1979) defined four independent pay satisfaction dimensions including pay levels, benefits, raises, and structure and administration. These dimensions were subsequently used to develop a reliable psychometric scale that evaluates these four aspects of pay satisfaction. Pay level refers to the individual's existing pay package. Indirect pay is part of the benefits package. Raises refer to changes in an individual's pay levels in terms of increments.

Finally, structure pertains to the pay scale hierarchy within an organization, the comparative value of various roles and their compensation packages, along with the policies governing pay and other related complexities.

Lawler (1971) indicates that there are two primary perceptions that influence an individual's degree of pay satisfaction. A person's first perception is of how much they think they should be paid, and their second view is of the exact pay they think they have gotten. According to Lawler, a person's satisfaction or dissatisfaction with their pay is contingent upon how much their expectations for pay differ from what they really get. He states that the actual amount that one should get is impacted by (i) the individual's perceived job inputs (ii) perceived job qualities (iii) perceived non-monetary compensation (iv) the organization's wage history (v) the perceived inputs and outputs of referent others. A person's perception of their pay is more important than their actual pay. In accordance with Adam's Equity Theory (Adams, 1965), it is postulated that an individual's degree of pay satisfaction is related to their sense of equity (Lum, Kervin, Clark, Reid, & Sirola, 1998). In the study conducted by Sweeney (1990), he discovered a curvilinear relationship between equity and pay level satisfaction. Employees would compare specifically based on their input to output ratio. They could believe they are getting underpaid if there is a significant difference between their contribution and the compensation they receive. Consequently, there may be perceptions of inequity which could lead to undesirable attitudes and actions on the part of employees such as absenteeism, attrition, and decreased performance and productivity.

Given that pay serves as a motivating value, a rise in pay frequently results in enhanced performance. According to Taylor and Vest (1992), pay is a major motivator for employee behaviour. Gardner, Van Dyne, and Pierce (2004) discovered in their study "The Effect of Pay Level on Organization-based Self-esteem and Performance" that an

employee's self-esteem is affected by pay level, which in turn influences the employee's overall performance. Thus, there is some correlation between pay and performance. Several factors influence the direct relationship between pay and performance. First, employees' sense an acceptable level of fairness between their pay and work efforts. Second, employees often believe that enhanced job performance will invariably lead to an increase in their pay. Third, increased pay is linked to improved performance. Pay plans are intended to meet employees' needs, such as their desire for stability and self-esteem, as well as to attract, motivate, and retain employees, allowing them to compete with similar institutions and achieve desired performance. Pay satisfaction effects are evaluated in two sections, the first of which includes organizational-focused consequences such as organisational commitment and turnover intent. Whereby, the second section is about the job results including pay satisfaction and job performance.

2.2.3 Leadership

In general, leadership is influencing procedures for setting organisational goals, inspiring followers to act in ways that advance those goals, and exerting influence to enhance group dynamics and culture. According to Thoha (2006), leadership can be defined as the process of influencing followers' perceptions of events, organising tasks to achieve goals, promoting cooperative relationships and teamwork, and obtaining assistance and collaboration from people outside the group or organisation. In the meanwhile, leadership is defined by Kreitner and Kinicki (2007), as a social influence process in which leaders voluntarily enlist the help of subordinates to accomplish organisational objectives. A leader is a person who possesses the power to command others to execute some of his tasks in order to accomplish a goal. Hasibuan (2016) posits that leadership entails the use of one's power and leadership abilities to mentor

and educate subordinates towards the accomplishment of organisational goals. Leadership is viewed as an essential factor of job satisfaction in social interaction and motivation in organisations (Owen, 2001). According to Northouse (2021), organisations that lack effective leadership typically experience delayed progress, stagnation, and a loss of way.

Employee performance is greatly impacted by trust in leadership, regardless of the leadership style used by leaders. Leaders use their influence on others to help an organisation achieve its goals. As a result, a leader's behaviour has a direct impact on work outcomes and how tasks are completed. This emphasises the significance of leadership style in improving individual employee performance. Managers' leadership styles are often reflected in how much authority they delegate, the power structures they use, and how much attention they pay to interpersonal relationships or task orientation (Blake & Mouton, 1985). A leader should choose a style that best serves the needs of the group as a whole while also taking individual members' interests into consideration. Various leadership styles can be used to meet various situations within an organisation, with each kind being most effective when the leader has a clear vision of attainable goals, communicates this vision to others, and establishes strategies to achieve it (Reddin, 1970).

Lee and Chuang (2009), assert that there are various leadership style including transformational leadership which is the main focus of this study. According to previous research findings, transformational leadership has a considerable favourable impact towards variety of employee outcomes (MacKenzie, Podsakoff, & Rich, 2001). Scholars have found a clear positive association between these leaders and enhanced employee performance, dedication, job satisfaction, group and individual successes, efficiency of the organisation and commitment to customers (Budur & Demir, 2019). A

leader that practices transformational leadership recognises that change is necessary, motivates others to support the change via a compelling vision, and exhibits positive behaviour to increase the commitment of the employee at the organisation (Yukl, 1999). According to Prabowo, Noermijati, and Irawanto (2018), transformational leadership is a kind of leadership that prioritises the well-being of employee and strives to achieve a variety of objectives while meeting the organization's goal. It also frequently incorporates visionary thinking, excitement, intellect, and dedication. Employee results are significantly improved by transformative leadership (MacKenzie et al., 2001). According to Putra and Dewi (2019), transformational leadership fosters growth and performance that goes above and beyond expectations.

2.2.4 Work Environment

Sunyoto (2012) defines the work environment as everything that surrounds an employee and has the potential to impact how well he performs the tasks and obligations that have been delegated to him. According to Budiharso and Tarman (2020), a workplace's surrounding area, instruments and materials, along with the employee's work style, and group or individual work arrangements, all represent the working environment. The work environment has an important effect on employee job errors, creativity, collaboration with colleagues, attendance, and service length (Al-Anzi, 2009). In addition, Leblebici (2012) adds that behavioural components of the work environment such as engagement, productivity, morale, and comfort have the ability to influence the employee performance. Working in a harmonic environment where coworkers are friendly, helpful, cooperative and where managers treat everyone fairly can enhance employee performance which in turn can improve organisational performance as a whole (Mariam & Ramli, 2017). According to Raziq and

Maulabakhsh (2015), several work environment aspects might influence job satisfaction including superior support, relationships with coworkers, job safety and security, working hours, and the need for esteem.

Sudiro (2009) classifies the work environment into two main categories namely physical work environment and non-physical work environment. According to Yanuari (2019), the physical work environment includes elements such as colour schemes, lighting, air quality, noise levels, space arrangement, security, and hygiene standards. The non-physical work environment, on the other hand, involves aspects such as work organisation, job responsibilities, leadership support and attention, cooperation and intergroup collaboration, and communication efficiency. Meanwhile, Opperman (2002) describes that working environment is comprised of three major sub-environments which are technical, human, and organisational. First, technical environment is referring to the physical or technical components of a system including tools, machinery, and infrastructure. Technical environment includes the factors that support employee in performing their respective duties. Second, human environment includes coworkers, individuals with whom employee engage on a daily basis, workgroups, interpersonal dynamics, management, and leadership. This work environment has been intentionally designed to encourage casual encounters among employee, which increases the chances of knowledge transfer and idea exchange. Third, organisational environment covers the workplace's systems, procedures, practices, values, and philosophies. It is an area over which management influences, shaping and controlling these elements meet the organization's goals and objectives.

As per the definitions provided by the researchers above, the work environment can be defined as anything that surrounds an employee's workplace, including physical and non-physical that can support employees in executing tasks that have been allocated to

them. The working environment has a significant effect on the behaviour of individuals particularly academicians, and can influence their contributions to their performance within the context of a university. According to Borman (2004), workplace environment elements have a significant influence on employee's performance. A positive and supportive working environment is important in encouraging employees to work pleasantly and motivating them to dedicate themselves fully to their jobs which next leads to better performance. Anandini (2018) asserts that a pleasant work environment will encourage people to feel at ease at work. When employees are pleased with their work environment, they tend to feel at peace in their workplace, resulting in more effective use of work time and enhanced job performance among optimistic employees (Alhamda et al., 2020). According to Ramlall (2003), employee prefer choosing companies that provide a warm and positive work environment and where they feel their efforts are valued. Organisations that are perceived as a good place to work will have a competitive advantage over others. A proper workplace environment helps to prevent absenteeism which improves performance of employee and leads to increased workplace efficiency (Boles, Pelletier, & Lynch, 2004).

2.2.5 Relationship Between Pay Satisfaction and Job Performance

According to Faulk II (2002) and Lum et al. (1998), pay is seen as a significant organisational reward or outcome that enables employee to receive other benefits. To put it simply, it is viewed as a kind of performance motivator as well as a means of attracting and retaining the best employee (Carraher, 2011). One of the factors that directly influences employee productivity and motivation as well as performance is pay (Armstrong, 2010). Besides, employees consider pay as a form of rewarding good performance, and it is frequently linked with how highly the employee is appreciated

by the employer (Lum et al., 1998). It is crucial to incorporate pay satisfaction into employee administration in order to maximise productivity and support high levels of engagement. So, businesses may ensure that employee performance is consistently at the highest level, resulting in the successful attainment of their goals (Dhewy & Adnyani, 2022).

Xu (2018) examined the relationship between employee pay satisfaction and job performance and created hypotheses about the aspects of pay satisfaction and how it influences job performance. As a result, he found that job performance and pay satisfaction have a positive relationship. According to Marbun and Jufrizen (2022), pay satisfaction has a significant influence towards employee's motivation, dedication, and performance. Similarly, a study conducted by Cerasoli, Nicklin, and Ford (2014) discovered that pay satisfaction was positively connected with employee job performance, satisfaction and commitment. Pay satisfaction is correlated with work attitude and performance (Johari, Adnan, Tan, Yahya, & Isa, 2013). In addition, Dyer and Theriault (1976) hypothesis propose that when employee feel satisfied with their pay, they have a more positive opinion of the accuracy of performance evaluations. Based on previous research findings above, it is proven that pay satisfaction and employee's job performance are positively correlated and have a substantial impact on one another.

Pay is one of the most crucial aspects that influence job satisfaction among Malaysian academic staff members which next give an impact towards their job performance aspect (Noordin & Jusoff, 2009). Adhikari and Barbhuiya (2016) discovered that lecturers at the university in India are satisfied with pay and allowance. Based on the research done by Abdulsalam and Mawoli (2012), academic respondents showed moderate satisfaction with their pay. Nevertheless, Akpofure, Grace, Israel, and

Okokoyo (2006) and Donnelly (2006) found that academics in their studies were dissatisfied with the pay they received from their educational institutions. Similarly, Oshagbemi (2000) examined the relationship between UK university lecturers' pay and job satisfaction and the findings revealed that majority of respondents were unsatisfied with their pay. In the global higher education sector, pay is seen as a vital factor influencing academicians' attitudes and behaviours. A well design, competitive and fair pay structure that aligns with contributions and market standard can increase academicians' job performance.

Currall, Towler, Judge, and Kohn (2005) survey found that higher pay leads to greater satisfaction which contributes to better performance. It is important to compensate lecturers in order to encourage them to perform beyond what the university requires of them (Asnawi, 2002). A greater pay package will enable the academicians to fulfil their needs and enhance their focus on their job which then improve their ability and produce excellent performance. Pearson and Seiler (1983), investigated and discovered that high levels of dissatisfaction with academicians due to fringe benefits, pay, and also performance standards. Pay dissatisfaction can be a key source of demotivation for academicians which can result in poor performance, higher turnover and absenteeism. Poor pay system such as low or unfair pay will affect the performance quality of academicians. This is due to the fact that pay is viewed as a reflection of the importance placed on the academician's job. Besides, decreased pay scales and employee salaries are the main causes of resignations among academicians (Schlechty & Vance, 1983).

Employees are satisfied with their pay when they make relevant comparisons and feel equity in their pay. In this regard, equitable pay is an important tool for motivating academicians to perform better. Academicians must be satisfied with their pay in order

for them to increase job performance. In addition, when academics are satisfied with the compensation they receive, there is a high possibility that they will stick in the institution for a very long time and the institution will save the expense of hiring qualified individuals. According to Heneman and Judge (2000), employee who are dissatisfied with their pay exhibit a variety of behaviour which including union sentiment, turnover, intention to quit, poor performance, and tardiness. Skinner (1965) in Reinforcement Theory, asserts that pay is associated with employee performance level and used as a supporting tool as it allows one to achieve primary goals. Since pay satisfaction plays a vital role in influencing the job performance level, thus this study will investigate the influence of pay satisfaction towards job performance of academicians in a private HEI.

H1-Pay satisfaction has significant influence on academicians' job performance.

2.2.6 Relationship Between Leadership and Job Performance

Leadership is one of the aspects that affect the performance of employee (Ahmad, Suseno, Seet, Susomrith, & Rashid, 2018). Leaders provide a good example by emphasising the importance of moral values and integrity. They show compassion and altruism in their acts, which pushes the other employee to perform well (Bai, Lu, & Liu, 2019). The role of leadership is essential in encouraging employees to perform better to achieve the company's goals (Ibrahim & Daniel, 2019). Previous study by Limakrisna, Noor, and Ali (2016) and Anwar, Muspawi, Sakdiyah, and Ali (2020) as well as others also demonstrated that leadership has a significant impact in affecting performance of employee. According to the path-goal theory, which describes the connection between leadership and performance of an employee, a leader's behaviour

towards their subordinates is depending upon various situational factors including the job nature and the traits of the leader.

The leadership style employed in organization has a direct impact on the amount to which predetermined performance goals are met. This was made clear by Rivai (2013), who proposed that a leader's style is a combination of attributes they use to convince followers to achieve organisational goals. It can be concluded that a leader's style has a positive effect towards performance of an employee (Pawirosumarto, Sarjana, & Muchtar, 2017). Many studies have concluded that the most effective leadership style within the organisation is transformational leadership (Nidadhavolu, 2018; Nugroho et al., 2020). According to Astuty and Udin (2020), transformational leadership has a significant influence on affective commitment and employee performance. The finding is backed both theoretically and practically by Li et al. (2019), who discovered that transformative leadership is associated with improved employee performance. Employee performance is impacted by transformational leadership in addition to the quality of work life (Hermawati & Mas, 2017). The research findings concluded that transformational leadership style is interrelated and has high positive influence towards employee performance.

Most leaders nowadays exhibit a transformational leadership style. Accordingly, previous researchers stated that transformational leadership happens when a leader's actions encourage their subordinates to perform at levels that exceed their accepted capabilities. Thus, these leaders can motivate and direct their followers to accomplish unexpected outcomes since they give employees autonomy for certain tasks. In this situation, employee empowerment typically occurs since they are given the authority to make decisions after getting adequate and effective coaching (Hasmin, 2017). Additionally, transformational leaders regularly rely on inspiration and motivation to

effectively motivate those around them both internally and externally, as well as to clearly express any projections for the future. According to research by Toprak, Inandi, and Colak (2015), using transformational leadership in educational institutions has been shown to be effective in creating healthy organisations. Transformational leaders strive to maximise both development and performance of academicians.

The transformational leadership is widely used in higher education (Astin & Astin, 2000). According to Ibraheem, Mohammad, AL-Zeaud, and Batayneg (2011), transformational leadership allows all employees regardless of status, race, or background to contribute optimally towards a shared goal. In this perspective, leaders are deans whereas followers are lecturers in universities. Transformational leadership style can enhance academicians' creativity and motivation toward accomplishing institutional goals. In transformational leadership patterns, academicians will feel a sense of involvement and value from their leaders. Academicians will be more driven to perform better to meet goals and will exhibit greater creativity and initiative when they feel valued. Moreover, transformational leadership promotes power transfer allowing lecturers to focus on their duties and achieve high performance levels. Transformational leaders inspire high performance by changing followers' attitudes, beliefs, and values to achieve compliance (Rafferty & Griffin, 2004). High performing academicians led by qualified university leaders in terms of transformational leadership will generate positive impact on students.

Empirically, a number of previous studies have discovered that transformative leadership has a favourable and large direct impact on academicians' job performance. For instance, Jyoti and Bhau (2015) in their study demonstrated that lecturers' performance at multiple universities in the Indian state of Jammu and Kashmir improved as a result of the distribution of authority and the application of transformational

leadership. The study's results are further supported with the research outcomes by Kusumayani, Natajaya, and Atmadja (2013), which found that leaders' behaviour has a positive and significant impact on educators' performance. However, in the study conducted by Sihombing (2020), the results revealed that transformational leadership has no significant direct influence on the job performance of lecturers. To obtain comprehensive findings on the influence of transformative leadership on academicians' job performance, additional research must be conducted. In Malaysia, there is a limited study in examining the influence of transformational leadership on job performance in higher education context especially for private HEIs. As a result, the aim of this study is to fill a research gap that requires research attention in order to assist in developing the literature and theory of transformational leadership style on academicians' job performance in a private HEI.

H2-Leadership has significant influence on academicians' job performance.

2.2.7 Relationship Between Work Environment and Job Performance

According to Greenhaus and Parasuraman (1994), the work environment encompasses several elements such as physical working conditions, job characteristics, social support, training and development, and communication processes that impact the work and employee motivation and work performance. Improvements in the working environment will increase employee performance, which in turn can affect the employees' health, relationships with coworkers, sense of well-being, and efficiency. Studies by Jayaweera (2015) and Malik, Ahmad, Gomez, and Ali (2011) show that performance is impacted by a favourable work environment in both physical and non-physical ways. Employee motivation and morale are impacted by both the physical and non-physical working environments. In a comfortable working environment, employee

will naturally perform better which next assist the organization achieve its goals. Furthermore, Rahmawanti (2014) discovered that performance of employee can be impacted by the establishment of a positive work environment.

Job performance of employee can be enhanced by providing a pleasant work environment. On the contrary, an insufficient work environment can lead to reduced job performance and consequently lower employee motivation. Budianto and Katini (2015) in their study discovered that the work environment can have a favourable and significant influence on employee performance. The work environment has a direct and indirect effect towards the academicians' ability to deliver high-quality education (Fomunyan, 2018). Physical working environment and healthy relationships among coworkers and superiors were proven to have a direct and indirect positive impact on academician's performance through job motivation (Narasuci, Setiawan, & Noermijati, 2018). According to Badayai (2012), an adequate working environment has a significant impact on employees' performance as well as their well-being, social interactions, and job satisfaction. Taking greater initiative to create an appropriate work environment benefits the entire organisation by improving work conditions, boosting team morale, and motivating employee to fulfil job duties. Consequently, this leads to improved individual and organisational performance as well as a positive effect on employee well-being.

In today's competitive higher education market, institutions can no longer afford to waste the talent of their personnel, especially academicians. Higher education quality can be attained by ensuring lecturer productivity and performance via providing an appropriate work environment. The work environment consists of three important sub-environments which are the organisational environment, the technical environment, and the human environment (Opperman, 2002). The work environment should be given

greater attention because when academicians have a negative view of their surroundings, they can occasionally experience poor performance. A conducive work environment will boost academicians' satisfaction, morale, and productivity which leads to better job performance. Furthermore, the work environment fosters a strong bond between academicians and their surroundings. A healthy, safe, and comfortable work environment encourages academicians to provide the optimal performance. Academicians' performance is determined by the work environment and the type of task they are assigned in a certain time period (Abu-Abdissamad, 2013). According to Ryan and Deci (2000), academicians' creativity can only be stimulated and maintained in a supportive work environment where they are encouraged to demonstrate their abilities and experience. Academicians must be creative in performing their academic duties. In their study on academicians' motivation, Victor and Babatunde (2014) discovered that a favourable work environment as well as non-financial strategies affect employee creativity and innovativeness by allowing them to perform with less pressure. As an academician, the working environment is inextricably linked to the human environment or the social interaction of academic community within their surroundings, organizational environment, as well as the environment associated with learning facilities. According to Syafrina and Manik (2018), academicians who perceive discomfort in their work environment are likely to experience dissatisfaction which could potentially affect their performance. Research conducted by Zhenjing, Chupradit, Ku, Nassani, and Haffar (2022) at one of the tertiary institutions shows that a positive work environment can increase the performance of academicians. Academicians must have a favourable work environment that allows them to execute their tasks efficiently and successfully (Chandra, 2016). This shows that a pleasant working environment will be able to foster a strong desire among academicians to perform their obligation and

enhance their performance to meet the expectation level. In addition, supportive human environment, conducive organizational environment, and proper educational infrastructure have big impact on academicians in achieving job satisfaction and produce high quality of education. Highly satisfied academicians will put their full trust and commitment in performing their works. Employees in a comfortable work environment are likely to feel secure, both internally and externally, thus encouraging optimal performance in their everyday activities.

The impact of work environment has previously been studied for the evaluation of employee performance at various organisational levels, with most studies focusing on technical working environment and little attention paid to human environment and organisational environment. A healthy human environment fosters a sense of belonging and camaraderie among employees, fostering teamwork and collaboration. Employees with strong social ties are more inclined to put forth their best efforts, resulting in increased performance and higher-quality work. Meanwhile, the organisational environment such as supportive systems and practices have an impact on behaviour of employee in the workplace. To address the literature gap, this study aims to investigate the relationship between non-physical working environment specifically in human and organisational environment on academicians' job performance in a private HEI. The results will be of tremendous value to higher education institutions, and it is hoped that it will improve academicians' performance.

H3-Work environment has significant influence on academicians' job performance.

2.3 Underpinning Theory

2.3.1 Vroom's Expectancy Theory

The Expectancy Theory established by psychologist Victor Vroom in the 1960s, is a motivation theory which explains how humans make judgements about various behavioural alternatives. According to Vroom, the level of an individual's motivation to act in a given way is determined by their expectation strength that the action would result in a certain outcome and how desirable this outcome is to them. Unlike Maslow and Herzberg, Vroom emphasises on results over necessities. The theory suggests that the strength of a person's inclination to behave in a certain manner is influenced by their expectation that such behaviour will lead to a specific consequence and their personal interest in that result. Expectancy, instrumentality, and valence are three fundamental components of Vroom's Expectancy Theory. The interaction of these variables creates a motivating force that drives people to engage in specific behaviours.

Firstly, expectancy is an employee's conviction that his efforts will result in the performance, which can be positive or negative (Vroom, 2005). A positive expectancy, also recognized as a high-effort expectancy, is the notion that hard work will result in improved performance (Tyagi, 2010). Employees will be more driven if they think their efforts will lead to better performance. A negative expectancy, also identified as a low-effort expectancy, is the notion that no matter how much effort is expended, poor results would ensue (Tyagi, 2010). Secondly, the concept that performance is positively related to rewards or beneficial outcomes is referred to as instrumentality. According to (Tyagi, 2010), people in a positive instrumentality state, also known as a high instrumentality condition, believe that improving their performance will result in rewards or pleasant consequences. Meanwhile, the idea that there is no correlation between performance

and outcome is referred to as a low-instrumentality situation, or negative instrumentality (Tyagi, 2010). Thirdly, Vroom (2005) defines valence as the value (i.e., importance) that an employee attaches to an outcome or reward. Employee motivation is increased when they see a positive value in an expected outcome. Negatively valued outcomes, on the other hand, are less likely to improve employee motivation. As valences are unique to each individual, managers should handle each employee's valence separately.

Vroom's perspective emphasizes that employees make a conscious decision whether or not to perform on the job. The decision is based on the motivation level which is determined by three factors. Besides, this theory reveals a high association between rewards and the amount of work needed to obtain the reward. According to Vroom's theory, an employee will perform harder if they believe it will result in a better reward. To illustrate, an employee who believes that a favourable performance evaluation will lead to a pay increase is likely to be driven to enhance their overall job performance. However, if the employee does not receive a reward after a positive appraisal, they will be demotivated to keep performing at a high level. To avoid a negative impact, the leader or management must devise a strategic compensation plan that is fair and just in organization which benefits the employee and motivates them to achieve performance and objective to the best of their capacity. Salary is always a great part of compensation that works to encourage employees in delivering exemplary performance. Vroom's expectancy theory can also be applied to evaluate employee behaviours and gain insights into the potential causes of their actions and performances.

The expectancy theory's point of view leads to the conclusion that when a pay plan links performance to rewards, employee performance can rise. Furthermore, when there is a

greater correlation between pay and performance, the theory predicts that employees will perform better. According to Milkovich et al. (2005), well-designed plans that link pay with employee behaviour generally result in better individual and organisational performance. In addition, Vroom's theory provides a thorough grasp of an employee's motivational needs. It implies that once an employee's basic financial demands are met, their concern about lower-order needs decreases. Employees may exceed performance expectations if the pay is adequate. An organization may foster high performance environment by understanding and dealing with the expectation, instrumentality, and valence.

2.3.2 Herzberg Two Factor Theory

Herzberg's theory is composed of two main category namely hygienic factors and motivators (Stello, 2011). According to Herzberg (1974), positive morale is linked to motivators such as advancement, achievement, the work nature, acknowledgement, and personal growth. Negative or unpleasant sensations, on the other hand, are associated with hygienic elements such as business policy, job security, supervision, pay, working environment, and interpersonal interactions with peers (Dartey-Baah & Amoako, 2011). The Two-Factor Theory suggests that individuals are driven by more than only lower-level demands, such as hygienic or external considerations. Even though they cannot serve as direct motivators, hygiene aspects are essential for removing dissatisfaction and fostering an environment that encourages better job performance.

Motivational factors, sometimes referred to as satisfier, are components that are essential to work success. These elements are intrinsically satisfying to employees. Motivators are psychological needs that are viewed as additional benefits. Meanwhile,

hygiene factors can be referred to as dissatisfiers or maintenance factors since they must be addressed to prevent dissatisfaction. Hygiene factors are the basic physical needs that people desire and anticipate fulfilling. Hygiene factors influence employees' willingness to work, whereas motivation factors influence their work quality.

In order to maintain active and productive employees, it is crucial for employers to strike a balance between motivational and hygienic factors, as stated by Herzberg. According to Croucher, Wood, Brewster et al. (2012), the best work environments had high motivational and hygienic factors. The Herzberg two-factor theory was primarily concerned with certain needs for pleasure. Motivators lead to an increase in motivation, whereas a decrease in motivation results in the lack of hygienic aspects. The components in this research paper are predominantly evaluated based on the hygiene factor, specifically focusing on the impact of pay and work environment towards job performance of academicians.

2.3.3 Leader–Member Exchange Theory

Theory of Leader-Member Exchange (LMX) or also known as the Vertical Dyad Linkage (VDL) theory was developed in the 1970s, emphasising the relationship that develops between managers and members of their teams. According to the Leader-Member Exchange (LMX) theory, social exchanges between leaders and followers create special relationships, and the calibre of these interactions inside an organisation can affect the performance of its employees (Graen & Uhl-Bien, 1995; Liden, Sparrowe, & Wayne, 1997). The theory perceives several kinds of dyadic ties between a leader and each follower as making up leadership. Leaders use an individualised approach to each follower, resulting in two groups namely in-group followers and out-group

followers. The in-group is a small circle of dependable followers with whom the leader maintains a distinct, high-quality exchange relationship. Conversely, the out-group is made up of the surviving followers that the leader still communicates with on a regular basis. These diverse social exchange connections are strategically long-term, forming as a result of time and energy limits on the leader, making it difficult to deliver equal resources and attention to everyone in the organisation (Gerstner & Day, 1997).

LMX is an approach that leaders can use to discover new ways to build stronger relationships with their subordinates, thereby improving performance and productivity. A leader with a high-quality relationship can positively impact all aspects of the work experience, including performance and affective results (Gerstner & Day, 1997). Leader power, organisational environment, and coherence within work groups were found to be connected to LMX (Cogliser & Schriesheim, 2000). According to Graen and Uhl-Bien (1991), a life-cycle model with three potential stages can also be used to analyse how relationships develop within a leader-follower dyad. The relationship begins with an examining stage and remains at the out-group level if it does not move to the following step. Mutual trust, loyalty, and respect are created when approaching the second stage. In certain situations, relationships progress to the third stage, in which individual self-interest is replaced by mutual dedication to the mission. As a result, this theory may help strengthen the connection between leadership and job performance.

2.4 Research Framework

According to Schwartz (2006), a conceptual framework is a group of related ideas that are organised to be simple to explain to others. In this study, the independent variables are pay satisfaction, leadership and work environment, meanwhile the dependent variable is academicians' job performance. Figure 2.1 below depicts a schematic representation of the conceptual framework:

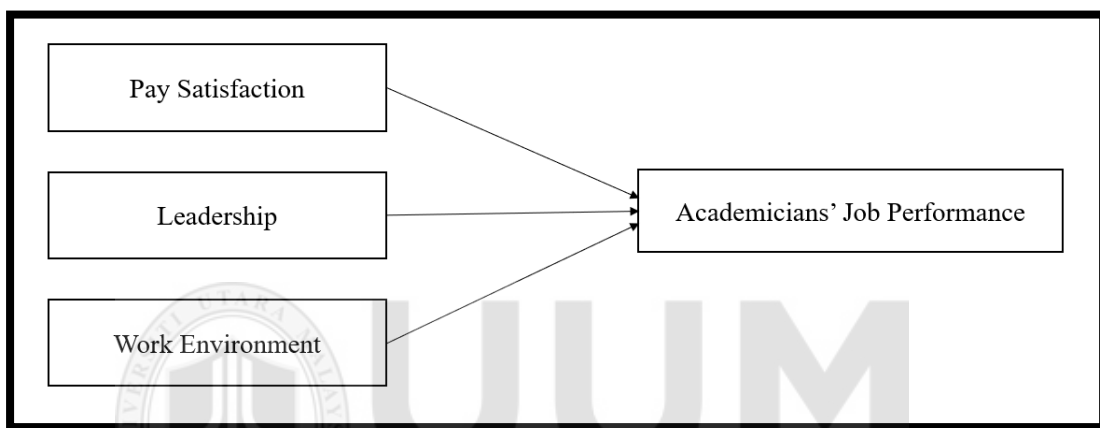


Figure 2.1
Research Framework

2.5 Summary

This chapter gave an overview of existing literature that addressed the relationships between pay satisfaction, leadership, the work environment, and work performance. This chapter has discussed several theories that clearly demonstrate the link between independent variables and dependent variable. Additionally, the research framework and research hypothesis have been developed to investigate further the relationship among the variables. Next chapter will be discussed on research methodologies used to evaluate the research results.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes in detail the research methods employed for the study. This chapter aims to make a connection between the empirical data reported in the following chapters and the conceptual framework created in this study. The population, sample size, sampling methodology, variables' measurement, instrumentation, data gathering techniques, and data analysis methods are all addressed in this chapter.

3.2 Research Design

According to Bryman and Bell (2007), research design is the structure for collecting, evaluating, and converting data into evidence. The study design must provide a strategy for answering the research problem as correctly as possible within the limits imposed on the researcher, such as time and funding. Whereas, Brian (2014) describes research design as a generic technique that connects conceptual research problems. In short, the study design describes the kinds of data that are needed, how they will be collected and analysed, and how they collectively address the research question.

Qualitative research is utilised by researchers to gain a complete understanding of occurrences without the use of numerical measurements (Zikmund, 2003). In contrast, quantitative research relies on descriptive and unqualified data (Sekaran & Bougie, 2016). This study employs a quantitative approach to examine the hypothesis and ascertain the influence of leadership, work environment, and pay satisfaction on academicians' job performance at the University. The academicians' job performance

at the University is the dependent variable for this study, whereas pay satisfaction, leadership and work environment are presented as the independent variables.

This study will also use a descriptive research approach. It is employed since it can characterise the types of current circumstances and conditions and offer benchmarks for assessing them, producing data that is reliable, valid, and credible (Neuman, 2014). The design offers the advantage of evoking a big scale of responses from a large group of people. Moreover, it provides a more accurate picture of occurrences at a given point in time. A descriptive survey approach can be utilised to examine a wide range of social areas such as attitudes, views, demographic data, conditions, procedures, and descriptive data are typically acquired using questionnaires, interviews, and observation.

In greater detail, primary data is gathered by sending out questionnaire to respondents, which includes a variety of written questions regarding topics such as pay satisfaction, leadership, work environment, and job performance at the University.

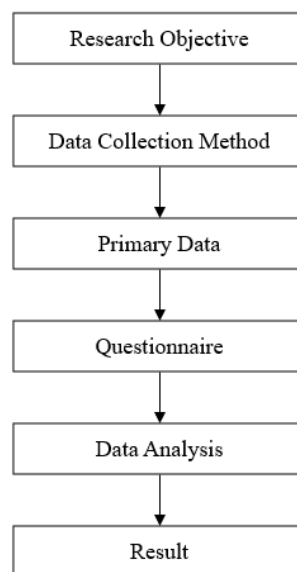


Figure 3.1
Data Collection Method

3.3 Research Population

The target population is the total respondents chosen to participate in the data collection. According to Sekaran and Bougie (2016), population refers to all of the individuals, occasions, or objects that the researcher intends to investigate and that share the same characteristic. The study's population are academic employees at the University. As of October 2023, the university employs a total of 250 academic staff which included all the position levels such as professor, associate professor, senior lecturer and lecturer. However, only 230 academicians are taken as the population for this study due to the remaining academicians with less than 1 year of service are not fulfilling the requirement of the study.

3.4 Research Sample

A sample is a small group of people chosen from a larger population of interest to facilitate data collecting and conclusion formation (Kothari, 2004). Sample sizes are determined by the size of the research population. According to Sekaran and Bougie (2016), it would be nearly impossible to gather information from test, or assess each component in a study investigation comprising hundreds or thousands. Even if it were practicable, the human resources, time, and money required would be extremely costly. For this reason, sampling is necessary to enable study. According to Krejcie and Morgan (1970) sample size determination table, the study requires a sample size of 144.

3.5 Sampling Technique

In this study, a non-probability sampling method is used in gathering data. According to (Etikan & Bala, 2017), the non-probability sampling approach does not offer a basis for determining the likelihood that a particular dimension element would be selected for the research sample. Instead of requiring every member of a target group to participate in a study, non-probability sampling techniques allow participants to self-select or be referred to by the researcher (Stratton, 2021).

Convenience sampling is utilized in this study as a non-probability sample strategy primarily due to its ease of use and accessibility. Convenience sampling is the process of choosing respondents for the study from the target population who satisfy certain practical criteria such as being easily accessible, geographic proximity, available at a specific of time, and eager to participate. It may also comprise easily accessible demographic study subjects. Convenience sampling is an accessible and cost-effective sampling technique in which the researcher chooses participants based on their availability.

3.6 Measurement of Variables

A total of twenty-three questions were chosen to examine the influence of pay satisfaction, leadership, and work environment on academicians' job performance at the University. Among the scale types that are frequently utilised in questionnaires is the Likert scale. A Likert Scale is a kind of psychometric response scale that is frequently applied in surveys to assess a respondent's level of agreement on a statement or collection of statements. A Likert scale is a non-comparative type of scaling in which respondents use an ordinal scale to demonstrate their agreement level towards given

statement. A numerical number or coding is assigned to each level of the scale. The coding starts at one and increases by one for each level. Table 3.1 includes a list of the measurements and their sources.

Table 3.1
Measurement of Variables

Definition	Items	Sources
Variable: Pay Satisfaction Pay satisfaction is the extent to which people perceive generally favourable towards their earnings.	(1) My current salary is adequate for me. (2) Overall, I am pleased with how my increments are determined. (3) I feel satisfied with my most recent pay rise. (4) I feel satisfied with the pay disparities amongst jobs in the company.	Heneman III and Schwab (1985)
Variable: Leadership Leadership is a social influence process where leaders seek and organise the engagement of their followers in order to complete the organisation's goals.	(1) My dean's vision for the future encourages others. (2) My dean is constantly looking for new opportunities for the faculty. (3) My dean serves as an excellent role model to follow. (4) My dean leads by "doing" rather than "telling." (5) My dean motivates the team to work together towards a shared goal. (6) My dean fosters a team culture and spirit among his or her staff.	(Podsakoff, MacKenzie, & Bommer, 1996)
Variable: Work Environment Work environment refers to all aspects in the workplace that influence employees, in both the direct and the indirect ways.	(1) In my institution, praise & recognition will be given for a well-done job. (2) As academician our work schedule is more flexible. (3) High teamwork culture among faculties in my institution. (4) I'm experience a good working relationship with other faculties' staff.	(McCusker, Dendukuri, Cardinal, Katofsky, & Riccardi, 2005)
Variable: Job Performance Job performance refers to the quantity and quality of a job that every employee completes while doing their tasks based on the responsibilities that have been delegated for them by the organisation	(1) I used to keep a good standard of work. (2) I am highly enthusiastic about my work. (3) I used to finish all of my work on time. (4) I used to perform well in order to mobilise collective intelligence for effective teamwork. (5) I used to be able to deal well with organisational changes. (6) I am very at ease with having a flexible schedule. (7) I used to assist my coworkers whenever they asked or needed it. (8) I take an active role in group discussions and work sessions. (9) I used to maintain a strong relationship among coworkers.	(Pradhan & Jena, 2017)

3.7 Research Instrument

Research instruments may consist of scales, questionnaires, examinations, surveys, and even checklists. This study used a closed-ended questionnaire as the instruments. A questionnaire is a type of study instrument that consists of questions together with other prompts intended to gather respondents' data (Foddy, 1993). A questionnaire is utilised because it makes it possible to get data from a lot of respondents quickly and affordably. With the use of this instrument, respondents can freely express themselves and cover the key areas of the study on the influence of pay satisfaction, leadership, and work environment towards job performance. The five sections of the questionnaire for this study are all in English. The questionnaire has five sections and designated as Sections A through E with a total of thirty questions. To create the survey, fixed-alternative questions were employed which meant that each question asked participants to choose one response from a list of two or more options.

Section A contains seven questions about demographic information for respondents to fill out including gender, age, race, marital status, education level, position, and service duration. Sections B through E of the questionnaire in this study have twenty-three questions that assess the independent and dependent variable. The respondents used a 5-point Likert scale, ranging from strongly disagree to strongly agree to score the dependent and independent variables. In order to identify all the independent variables in this study, sections B through D of the questionnaire have fourteen questions. It consists of four questions for pay satisfaction in section B, six questions for leadership in section C and four questions for work environment in section D. The purpose of these three sections is to ascertain whether the dependent variable and the independent

variables have a significant relationship. Lastly, section E of the questionnaire have nine items and represents job performance as the dependent variable.

3.8 Pilot Test

Several authors (Cooper & Schindler, 2005; Saunders, Lewis, & Thornhill, 2009) have agreed that it is critical for reliability and validity to do pilot testing on the questionnaire prior to final administration. It is critical since it minimises non-response rates by highlighting ambiguities and potential traps in the questionnaire (Saunders et al., 2009). A pilot test allows researchers to assess the working potential of the research process in order to determine how to successfully execute the last phase of the study. A researcher may establish and modify a research question, determine the best way to perform the study and evaluate the time and resources needed to accomplish the bigger final stage of the study when piloting a study (Ismail, Kinchin, & Edwards, 2018). In light of this study, twenty respondents from various private HEIs in Malaysia were randomly selected to participate in pilot testing so that required adjustments can be made before the questionnaire is officially sent out. These respondents will not be included in the sample. Table 3.2 displays the variables' reliability as determined by the pilot test.

Table 3.2
Pilot Test Result

Variables	No. of items	Cronbach's Alpha
Job Performance (DV)	9	0.790
Pay Satisfaction (IV)	4	0.945
Leadership (IV)	6	0.929
Work Environment (IV)	4	0.793

Based on the pilot test above, the result shows that the Cronbach's alpha coefficients for all the variables are in the range of 0.790 to 0.945 which demonstrating high consistency of items for each variable. Hinton et al. (2004) suggested four cut-off values

for dependability: low (below 0.5), moderate (0.50-0.70), high (0.70-0.90), and good (0.9 and above).

3.9 Data Collection

Primary data is the main sources for leading the research study. The primary data is gathered directly from the respondents, which makes it a genuine and reliable form of data since it primarily reflects their viewpoints on the topic at hand. The study's fundamental variables are correlated by gathering information from primary sources and measuring that correlation. Zikmund (2003) defined primary data as information obtained for an investigation of the real environment in which an event is occurring. There are several methods for collecting main data. Most researchers use questionnaires as one of their methods since they are useful for gathering data. As a result, a self-administered questionnaire was chosen to collect primary data for current study since it can increase data accuracy and clarity.

The questionnaires are sent to the targeted respondents by using a Google form link. A total of 160 questionnaires were sent to targeted respondents to guarantee that the returned responses met the needed sample size. The targeted respondents are required to complete questionnaire and submit it back through google online platform. The data collection process began when the respondent was briefed of the study's objective and asked to complete a questionnaire. The questionnaire takes ten to fifteen minutes to complete for each respondent. Data collection through questionnaire survey were distributed from 15th October to 31st October 2023. Majority of respondents were kindly willing to fill out the questionnaire.

3.10 Data Analysis Techniques

A data analysis method is the procedure by which a researcher summarises raw data in a way that makes sense and has importance (Cox & Hassard, 2010). Some techniques for data analysis have been used in addition to identifying the relationship among the linked variables to arrive at a conclusion. Statistical Package for Social Sciences is employed to analyse the data and produce the results, as it is the main programme for managing and analysing social scientific data.

3.10.1 Descriptive Analysis

A descriptive analysis provides a samples summary and measures utilised in a study. In any quantitative data study, descriptive statistics play a significant role when combined with various visual analysis. According to Sekaran and Bougie (2016), a description of the phenomenon being studied is provided through descriptive analysis. The average score (mean), degree of variability (standard deviation), and frequency of phenomena occurrence (frequency) are the statistical metrics used to assess descriptive data. Descriptive analysis will be applied to the sample characteristics as well as all of the constructs used in the study. Low scores range from 1.00 to 2.33, moderate scores from 2.34 to 3.67, and high scores from 3.68 to 5.00 (Zikmund, Babin, Carr, & Griffin, 2000).

3.10.2 Reliability Analysis

The reliability test assesses the consistency and stability of data, ensuring its suitability for study purposes. A method for assessing data consistency is Cronbach's Alpha. Cronbach's Alpha approaching 1 shows higher reliability and internal consistency (Sekaran & Bougie, 2016). Reliability is considered high or acceptable when it falls

between 0.70 and 0.80, and fair when it falls between 0.6 and 0.7. Low reliability and consistency are indicated by values less than 0.6.

3.10.3 Correlation Analysis

The direction of the linear relationship between the variables which could be positive or negative will be determined using correlation analysis (Pallant, 2020). When two variables rise at the same time, there is a positive association. This implies that as one variable increases, the other will follow suit. When two measures have a negative correlation, one measure rises while the other falls. A correlation coefficient of 0 denotes no link between the variables, and it ranges from -1.00 to 1.00. Correlation values of 1.0 indicate an optimal positive correlation, whereas -1.0 indicates an optimal negative correlation. Correlation ranges from ± 0.01 to ± 0.09 for very low correlation, ± 0.10 to ± 0.29 for low correlation, ± 0.30 to ± 0.49 for moderate correlation, ± 0.50 to ± 0.69 for high correlation, and ± 0.70 to ± 1.00 for very high correlation.

3.10.4 Multiple Regression Analysis

The study will employ multiple regression analysis to assess the simultaneous effects of numerous independent variables on a dependent variable (Sekaran & Bougie, 2016). Neuman (2014) states that there are two main uses for this analysis: evaluating R-Squared as well as assessing each variable's influence. The form, direction, and intensity of the links between the independent components are revealed by the R-squared measure which quantifies how the independent variables affect or relate to the dependent variable. This study used multiple linear regression to identify the most

important aspects that influence academicians' job performance using three independent variables which are pay satisfaction, leadership, and work environment.

3.11 Summary

This chapter addresses the research design, which makes use of a structured questionnaire and is based on a quantitative methodology. Along with the data collection method, the population, sample size, data measurement, and instrument are covered. Throughout the usage of a pilot research, this chapter also discussed reliability difficulties. Additionally, this chapter explained the statistical approaches utilised for the study, such as multiple regression analysis, correlation analysis, and descriptive statistics. The research finding will be discussed in Chapter 4.



CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter analyses and discusses the study's findings. The data obtained from the respondents was analysed using the Statistical Package for the Social Sciences. The response rate and respondent description are also provided and the variables were analysed by using a variety of methods including descriptive analysis, Pearson's correlation analysis, and multiple regression analysis. Additionally, the analysis will include a review of the hypotheses to ascertain if they are accepted or rejected.

4.2 Response Rate

In total, 160 surveys were distributed to academicians in one private higher education institution. Then, out of 160 questions, 142 questionnaires were completed and returned by the respondents, indicating that 98.61% of responses are accessible for analysis. According to Hair Jnr, Black, Babin, and Anderson (2010), further analysis is deemed necessary due to the response rate of 98.61%, surpassing the 50% criterion. The study's response rate findings are shown in Table 4.1.

Table 4.1
Summary of the Response Rate

Description	Number
Total Population	230
Sample Size Required	144
Total Questionnaire Distributed	160
Total Questionnaire Returned	142
Response rate	98.61%

4.3 Respondents' Demographic Profile

The demographic data about the respondents in the current study is vital for understanding the data segmentation. The respondents' demographic profiles are detailed in Table 4.2 as below:

Table 4.2
Respondents' Demographic Profile

	Demographic Profile	Frequency (n)	Percentage (%)
Gender	Male	63	44.4%
	Female	79	55.6%
Age	21 – 30 years old	7	4.9%
	31 – 40 years old	65	45.8%
	41 – 50 years old	38	26.8%
	51 years old and above	32	22.5%
Race	Malay	57	40.1%
	Chinese	26	18.3%
	Indian	44	31.0%
	Others	15	10.6%
Marital Status	Single	26	18.3%
	Married	111	78.2%
	Widowed	2	1.4%
	Divorced	3	2.1%
Education Level	Bachelor's Degree	1	0.7%
	Master Degree	82	57.7%
	Doctor of Philosophy	59	41.5%
Position	Lecturer	35	24.6%
	Senior Lecturer	64	45.1%
	Associate Professor	23	16.2%
	Professor	20	14.1%
Service Tenure	1 – 3 years	38	26.8%
	4 – 6 years	32	22.5%
	7 years and above	72	50.7%

Table 4.2 depicts the gender breakdown of participants. Out of the total 142 responses, 63 (44.4%) were male, while the remaining 79 (55.6%) were female. This indicates the study's gender distribution was about equal for men and women. Table 4.2 also presents data on the respondents' age range, which is classified into four categories: 1) ages 21 to 30 years old, 2) ages 31 to 40 years old, 3) ages 41 to 50 years old, and 4) ages 51 years old and above. In term of the age distribution, majority of the respondents were among the ages of 31 to 40 years old (45.8%) followed by ages of 41 to 50 years old (26.8%), 51 years old and above (22.5%) and lastly the respondents from age group of 21 to 30 years old (4.9%).

The statistics on the respondents' ethnic distribution are also included in the table. Majority of the respondents were identified as Malay (40.1%), followed by respondents identified as Indian (31.0%), respondents identified as Chinese (18.3%), and the remaining respondents (10.6%) were identified as other races. Regarding respondents' marital status, the predominant group consists of 111 respondents (78.2%) who are married. Approximately 26 (18.3%) respondents are single, 3 (2.1%) respondents are divorced, and the remaining 2 respondents (1.4%) are widowers.

Concerning the education level of the respondents, more than half or 82 (57.7%) respondents have been reported have a Master Degree. Meanwhile, 59 (41.5%) respondents possess qualification in Doctor of Philosophy (PhD) and only 1 (0.7%) respondent hold a Bachelor's Degree. In respect of position categories, 35 (24.6%) of respondents are lecturer, whereas 64 (45.1%) of them are senior lecturer, 23 (16.2%) of them are associate professor and the remaining 20 respondents are professor with (14.1%). Lastly, from the total of 142 respondents, 72 (50.7%) respondents indicated that they have served the University for 7 years and above. Meanwhile, around 32 (22.5%) respondents have been working between 4 to 6 years and the remaining 38

(26.8%) respondents demonstrated that they have worked with the University between 1 to 3 years.

4.4 Descriptive Analysis

Descriptive analysis involves examining and summarizing data in a way that constructively describes, illustrates, or summarises data elements. This method seeks to reveal patterns and meet the conditions inherent in the dataset. It is a crucial step in statistical data examination as it offers a comprehensive summary of how the data is spread out. Descriptive analysis helps to find and correct mistakes and outliers, as well as recognise commonalities between variables. This phase lays the groundwork for following statistical analysis. Table 4.3 provides details of the descriptive analysis.

Table 4.3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.	Skewness	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Deviation	Statistic	Std. Error	Statistic
PS	142	1.00	5.00	3.4454	.94020	-.563	.203	-.334
LS	142	1.17	5.00	3.7077	.76110	-.620	.203	.436
WE	142	1.25	5.00	3.8468	.69627	-.885	.203	1.152
JP	142	2.56	5.00	4.2754	.44518	-1.036	.203	1.780
Valid N (listwise)	142							

Based on the data revealed in Table 4.3, job performance as dependent variable achieved a highest mean value of 4.27. Meanwhile, the mean values for the independent variable varied between 3.4 and 3.8. Both independent variables leadership and work environment scored the high level of mean values with 3.70 and 3.84 respectively. The independent variable for pay satisfaction showed lower mean value with 3.44 which considered as moderate level.

The data demonstrate that every instrument utilised had a standard deviation score lower than 1.00. According to Sekaran and Bougie (2016), there is a little degree of

dissimilarity in the judgements supplied by the respondents. Job performance as dependent variable has the lower standard deviation value of 0.44, whereas standard deviation value for independent variables is much higher inclusive pay satisfaction, leadership and work environment. The independent variable for pay satisfaction scored the standard deviation value of 0.94. Meanwhile, the independent variables for both leadership and work environment scored the standard deviation value of 0.76 and 0.69 respectively.

Table 4.3 also summarises the skewness for every variable in this study. Job performance as dependent variable has a skewness value of -1.036, while the independent variables also have the following negative skewness values: pay satisfaction -0.563, leadership -0.620, and work environment -0.885. The dependent and independent variables' skewness values both fall between -1 and +1, which is important to observe. With a skewness value of zero being considered normal, this suggests that the computed values generally resemble a normal distribution.

In the kurtosis analysis, job performance as dependent variable produced a positive result of 1.780. Leadership and work environment, were the independent variables (IVs) showed positive findings as well with 0.436, and 1.152, respectively. Meanwhile, the pay satisfaction exhibited negative results of -0.334. Since the kurtosis values for the dependent variable and independent variables are within the range of -3 to +3, they are regarded as excellent. The kurtosis curve is not unduly peaked or flattened when the usual kurtosis value is 0.

4.5 Reliability Analysis

Cronbach's Alpha has been utilised to assess the questionnaire's reliability in this study.

Table 4.4 reveals the details and Cronbach's alpha ratings for all survey instrument.

Table 4.4
Reliability Analysis

Variables	Number of items	Cronbach Alpha Value (α)
Pay Satisfaction	4	0.897
Leadership	6	0.929
Work Environment	4	0.684
Job Performance	9	0.841

As indicated in Table 4.4, the dependent and independent variables' Cronbach's Alpha values ranged from 0.929 to 0.684. All variables are considered accurate if the Cronbach Alpha value exceeds 0.60. Scores are divided into four categories: below 0.6 is poor, between 0.60 to 0.70 is acceptable and fair, between 0.70 and 0.80 is good, and over 0.80 is considered as very good (Sekaran & Bougie, 2013).

According to the Table 4.4, leadership has six items with a Cronbach Alpha value of 0.929 classified as the highest value among the other variables, followed by pay satisfaction has four items with a Cronbach Alpha value of 0.897, and the least is work environment has four items with a Cronbach Alpha value of 0.684. Whereby, the dependent variable, job performance which has nine items produced Cronbach Alpha value of 0.841. It can be said that each variable in this study has a reasonable and acceptable level of reliability.

4.6 Pearson's Correlation Analysis

Pearson Correlation analysis was utilised to analyse the relationship among IVs such as pay satisfaction, leadership, work environment, and DV is job performance. It assesses the level of correlation between variables and determines if the link is positive, negative, or non-existent. A correlation value greater than 0.50 is required to be considered significant. The relationship is stronger as the number approaches one. According to Pallant (2020), a perfect correlation is defined as +1 or -1, meaning that the value of one variable could be precisely ascertained by knowing the value of the other. Table 4.5 below illustrates the correlation between the dependent and independent variables.

Table 4.5
Correlations Analysis

		PS	LS	WE	JP
PS	Pearson Correlation	1	.223**	.647**	.333**
	Sig. (2-tailed)		.008	<.001	<.001
	N	142	142	142	142
LS	Pearson Correlation	.223**	1	.180*	.251**
	Sig. (2-tailed)	.008		.032	.003
	N	142	142	142	142
WE	Pearson Correlation	.647**	.180*	1	.482**
	Sig. (2-tailed)	<.001	.032		<.001
	N	142	142	142	142
JP	Pearson Correlation	.333**	.251**	.482**	1
	Sig. (2-tailed)	<.001	.003	<.001	
	N	142	142	142	142

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4.5 demonstrates a positive correlation ($r = 0.333$, $p < 0.01$) between pay satisfaction and job performance which demonstrating that the two variables are correlated. According to Pallant (2020) correlation table, the relation between these two variables falls under moderate level. The findings for the second IV showed a positive correlation among leadership and job performance ($r=0.251$, $p<0.01$). As the value of 0.251 is in the range of 0.10 and 0.29, the correlation is therefore deemed to be low.

There is also a positive relationship between work environment and job performance ($r = 0.482$, $p < 0.01$) demonstrating that these two variables are correlated. The r value showed that the correlation is classified as moderate level. Based on the overall analysis report, the correlation strength among the variables is satisfactory and weak.

4.7 Multiple Regression Analysis

The influence of two or more independent variables on a single dependent variable is examined using multiple regression analysis. To put it simply, this analysis is meant to evaluate the combined effect of several independent variables on a dependent variable simultaneously. According to Neuman (2000), R-squared and the significance of each variable have been discovered using this test. R-squared is applicable in determining the impact of independent variables (IVs) on or in relation to the dependent variable (DV). Consequently, it improves comprehension of the nature, direction, and relationship among the independent variables and the dependent variable.

The independent variables in multiple regression analysis serve as plausible explanations for the observed data, whereas the dependent variable in the analysis represents the outcome variable. Table 4.6 provides further information on multiple regression analysis.

Table 4.6
Multiple Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.510 ^a	.261	.244	.38696	.261	16.205	3	138	<.001

a. Predictors: (Constant), WE, LS, PS

b. Dependent Variable: JP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.280	3	2.427	16.205	<.001 ^b
	Residual	20.664	138	.150		
	Total	27.944	141			

a. Dependent Variable: JP

b. Predictors: (Constant), WE, LS, PS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.797	.224		12.483	<.001		
	PS	.002	.046	.005	.049	.961	.570	1.754
	LS	.099	.044	.170	2.255	.026	.948	1.055
	WE	.287	.061	.449	4.670	<.001	.581	1.723

a. Dependent Variable: JP

Table 4.6 indicates that the IVs (pay satisfaction, leadership, and work environment) explains only 26.1% of the variance in job performance ($R^2 = 0.261$) which is quite weak percentage. Simultaneously, the ANOVA exhibited a significant correlation at the 0.001 ($p < 0.05$) level.

The coefficient analysis showed in Table 4.6 demonstrates that among the three variables, only two (2) exhibit a significant relationship with the dependent variable (job performance). Leadership ($p = 0.026$) and work environment ($p = 0.001$) are statistically significant, with p -values < 0.05 . Also, there is insignificant relationship among the pay satisfaction and job performance with the significance value $p = 0.961$, which is bigger than 0.05 ($p > 0.05$). Besides, based on the Table 4.6, the findings for standardized coefficients beta demonstrates that all three variables received positive beta values. The beta value for pay satisfaction, leadership and work environment are $\beta = 0.005$, $\beta = 0.170$ and $\beta = 0.449$ respectively.

4.8 Summary of Hypothesis Analysis

Based on the data analysis and findings, three main hypotheses were developed and tested. The findings support two hypotheses while rejecting one. Table 4.7 displays the results of hypothesis testing as well as an explanation of the testing process.

Table 4.7
Summary of Hypothesis Testing

Hypothesis	Descriptions	Results
H1	Pay satisfaction has significant influence on academicians' job performance.	Rejected
H2	Leadership has significant influence on academicians' job performance.	Accepted
H3	Work environment has significant influence on academicians' job performance.	Accepted

H1 - Pay satisfaction has significant influence on academicians' job performance

The relationship between pay satisfaction and job performance is examined using the Pearson Correlation Coefficient and regression analysis. The result shows that pay satisfaction and job performance have a positive correlation ($r = 0.333$, $p < 0.01$). Nevertheless, the findings of the regression analysis showed that the relationship between job performance and pay satisfaction is not significant, with a significance value of $p = 0.961$ larger than 0.05 ($p > 0.05$). H1 is therefore rejected.

H2 - Leadership has significant influence on academicians' job performance

The relationship between leadership and job performance is examined using the Pearson Correlation Coefficient and regression analysis. The results indicate that leadership and job performance have a positive correlation ($r=0.251$, $p<0.01$). Furthermore, the findings obtained from the regression analysis also indicate a

significant relationship between leadership and job performance, with a significance value below 0.05 ($p = 0.026$). It implies that leadership has influence on academicians' job performance. In conclusion, H2 is accepted.

H3 – Work environment has significant influence on academicians' job performance

The relationship between work environment and job performance is examined using the Pearson Correlation Coefficient and regression analysis. The result demonstrates that job performance and work environment have a positive correlation ($r = 0.482$, $p < 0.01$). Similarly, the results gained from the regression analysis further support this and demonstrating a significant relationship between work environment and job performance, with a significance value below 0.05 ($p = 0.001$). It reveals that work environment has influence towards academicians' job performance. Therefore, H3 is accepted.

4.9 Summary

This chapter gave statistical analysis findings to clarify the hypothesis generated previously in the study. Descriptive analysis, reliability testing, Pearson's correlation analysis, and multiple regression analysis have all been performed in order to gain the results. The next chapter presents the findings summary, discussions, limitations, recommendations, and conclusion.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter will present a summary of the important findings presented in the investigation, address the study's limitations, and provide suggestions for future study. The primary focus of the discussion will be the theoretical and practical outcomes that this study has produced. This research aims to identify factors influencing job performance of academicians in a private university in Perak.

5.2 Discussions

This study aims to examine the relationship between pay satisfaction, leadership and work environment, and the job performance among academicians in the University. Examining academicians' job performance is crucial because when academicians do not perform satisfactorily, it has an impact on the university's entire operations. The goal is to attain the research objectives and address the developed research questions at the beginning of the study.

In achieving the first objectives of the study, a positive correlation has been found in the researcher's investigation of the relationship between pay satisfaction and job performance. However, multiple regression findings revealed that there is no significant link among these two variables. So, basically the academicians' job performance is not much influenced by pay satisfaction. According to Sekaran and Bougie (2016) a low or weak correlation between these variables may result in an insignificant association during regression analysis. Therefore, the first hypothesis (H1) is rejected. Meanwhile, the correlation analysis for the other independent variables revealed that both leadership

and work environment have a positive correlation with job performance. The study's second and third objectives were achieved when the multiple regression analysis showed that the correlations between these variables had a significant influence on job performance. The report indicated that the work environment had the strongest correlation of any of the study's independent variables. Thus, the second (H2) and third (H3) hypothesis are accepted.

A further explanation of the findings will include references to existing literature and study findings relevant to the variables investigated in this study. The evaluation of the hypotheses was based on the empirical analysis, which indicated whether or not they were supported.

5.2.1 Relationship Between Pay Satisfaction and Academicians' Job Performance

In terms of the first hypothesis on pay satisfaction, the result showed that pay satisfaction and academicians' job performance obtained a significance value of $p = 0.961$ larger than 0.05 ($p > 0.05$). Consequently, the result did not support the hypothesis because of the insignificant relationship between pay satisfaction and job performance among academicians. Stated differently, pay satisfaction would not influence academicians' job performance. This finding contradicts the results reported by Carraher (2011), who stated that pay serves as both a performance motivator and a strategy for attracting and retaining best employee. Moreover, according to Armstrong (2010), pay is among the factors that have a direct effect towards employee productivity, motivation, and performance. Previous research from various industries has also demonstrated that pay satisfaction has an influence towards employee job performance.

Since the findings of the study indicated that pay satisfaction has insignificant influence towards academicians' job performance, it is implying that pay satisfaction may not always have significant influence on academicians' job performance. There are several reasons that could be contributed to the result. Firstly, the respondents may perceive that they are getting underpaid due to imbalance between job demands and their salary. This finding is proportional with the study performed by Sweeney (1990) where the researcher discovered that pay equity is associated with pay level satisfaction. Secondly, the increment procedure practiced by the University might be lacking or inappropriate such as involvement of favouritism element in organisation which could lead to discontent among the respondents. Thirdly, the amount of pay rise may not up to the expectation of the respondents and this could be due to the University's low budget capacity to pay the increment. Lastly, the respondents may feel that there is an aspect of pay disparities among the same job level because of the ineffectiveness of salary benchmark system in the University.

5.2.2 Relationship Between Leadership and Academicians' Job Performance

The study's findings have shown that leadership and academicians' job performance have a meaningful connection. The correlation analysis conducted using SPSS showed a positive correlation between leadership and academicians' job performance. Furthermore, the multiple regression analysis demonstrated that the leadership has significant influence towards job performance. In other words, an effective leadership style would shape good performance among the academicians in the University. These findings stay in line with the outcomes reported by Ahmad et al. (2018), Limakrisna et al. (2016), Anwar et al. (2020); Bastari and Ali (2020) and several others, all of which have demonstrated that leadership significantly influences employees' job performance.

Employee performance is heavily impacted by trust in leadership, regardless of the leadership style employed by leaders. As a result, a leader's attitude has a direct influence towards job performance of employee and task completion. There are different types of leadership styles to suit various situations in an organisation and all of these types function effectively when the leader has a clear idea of what they want to achieve, shares that vision with others, and devises plans to get there (Reddin, 1970). Furthermore, leader's style has a positive impact towards job performance of employee (Pawirosumarto et al., 2017). Transformational leadership is frequently employed in higher education (Astin & Astin, 2000). Thus, the transformational leadership style was used in this study to examine how leadership influences academicians' job performance.

Based on the results from various studies, the most successful leadership style within an organisation is transformational leadership. Transformational leadership has an influence towards job performance of employee and work life quality (Hermawati & Mas, 2017). In addition, Li et al. (2019) discovered that the employee performance is improved by transformational leadership. Jyoti and Bhau (2015) in their study, found that lecturers' performance at many universities in the Indian state of Jammu and Kashmir improved as a result of authority distribution and the use of transformational leadership. The findings gained from this study also associated with previous studies, where the outcome demonstrated that the transformational leadership style is interconnected and has a significant positive influence towards academicians' job performance. Transformational leadership promotes power transfer and autonomy allowing academicians to feel a sense of involvement and value from their leaders which next drive to better performance.

5.2.3 Relationship Between Work Environment and Academicians' Job Performance

Based on the study's findings, academicians' job performance is positively and significantly influenced by their work environment. The findings consistent with past study performed by Jayaweera (2015), Budianto and Katini (2015) and Malik et al. (2011), who found that the work environment had a positive relationship with employee performance. Sunyoto (2012) describes the work environment as everything that encircles an employee and may influence how well he performs the responsibilities and duties assigned to him. Employees would naturally perform better in a comfortable and engaging working environment and supporting the organisation in achieving its goals. A pleasant and harmonic work environment has a substantial impact on individual behaviour especially among academicians and can influence their contributions towards university performance.

According to Ramlall (2003), employees prefer to work for organisations that offer a pleasant work environment and make them feel valued. Two main types of work environment have been explained in literature review which are physical and non-physical work environment. Both types of work environment have an impact on employee motivation and morale. A supportive and pleasant work environment in academic setting would encourage academicians to perform their task efficiently that can lead to improved job performance. This study emphasizes specifically on the non-physical work environment involving human and organizational environment. A supportive human environment creates a sense of belonging and camaraderie among academicians which encourages teamwork and cooperation. Performance of employee is significantly impacted by the work environment, relationships within the team and coworkers (Anitha, 2014).

Meanwhile, the organisational environment such as supportive systems and practices influences academicians' behaviour in the workplace. According to the data analysis, the work environment had the highest correlation with job performance of academicians compared to the other two variables. This analysis demonstrated that the importance and necessity of establishing a favourable non-physical work environment for enhancing job performance of academicians cannot be underestimated. It is believed that dissatisfied academicians due to discomfort in their non-physical work environment may lead to negative impact on their overall performance. Additionally, work environment may have direct and indirect effects on academicians' ability to offer high-quality education. Thus, the University's management must prioritise enhancing the work environment by evenly addressing psychological and physical factors in order to enhance the job performance of academicians.

5.3 Implications of Findings

This section addresses the study's implications which may be useful especially to the University and education industries. It encompasses both theoretical and practical implications. The aim of the study is to examine the factors that influence academicians' job performance, particularly in the context of private higher education institutions. To gain deeper insights into improving the job performance of academicians, this study further examines the relationship between pay satisfaction, leadership, and work environment on job performance.

5.3.1 Theoretical Implication

As for theoretical implications, Herzberg's Two-Factor theory has been explored in this study. This theory helps to understand the elements that drive academicians' performance especially in terms of pay and work environment. According to Herzberg's Two-Factor theory, pay satisfaction and work environment are categorized under hygienic factors. Despite the findings showing pay satisfaction is not associated with academicians' job performance, the University must continue to maintain proper and adequate pay management. This is because any mishandling of the hygiene component can induce dissatisfaction among academicians. Dissatisfaction feeling among academicians may bring to low degree of job performance. In addition, the findings have revealed that academicians' job performance is positively and significantly influenced by their work environment. Most academicians believe that having a pleasant and good working environment will help them to perform their duties better. By focusing on providing a conducive work environment, the University may create a workplace culture that ensures academicians' satisfaction while also boosting their performance. The theory has proved its effectiveness and should be considered for implementation by the private universities to increase the academicians' job performance.

This study has also added further knowledge in the leadership style area. According to the findings, leadership has shown a significant influence towards job performance of academicians. Leadership style reflects an individual's capacity to influence individuals or groups. Furthermore, several studies that have been conducted previously also revealed that the leadership style is one of the factors that have a substantial influence towards individual job performance. The transformational leadership style was used for

this study in order to analyse leadership's influence on academicians' job performance. Transformational leadership has a strong concern for the followers' performance and development. In the study, leaders are referred to as deans of faculty, whereas followers are represented by academicians at the university. Deans who employ a transformational leadership style are able to win over their subordinates' trust and respect by conveying a clear vision, acting with resolve, and displaying a sense of authority. Additionally, academicians will also be highly motivated to achieve better by the dean's strong encouragement. Deans who prioritise the collective good over self-interest show great teamwork within the team, potentially improving academicians' performance and in turn, produce high quality of education.

5.3.2 Practical Implication

This study offered insights into the factors influencing academicians' job performance in Malaysia's private higher education sector. Three independent variables were examined in this study namely pay satisfaction, leadership and work environment. The outcomes gained from this study could provide guidance and valuable information especially to the University's management. Moreover, the study's findings provided an in-depth understanding of academicians' job performance at the University which next could assist the University management to produce strategic plans in motivating the academicians to achieve performance goals. Academicians are regarded as important asset to higher educational institutions, hence their job performance should be monitored and improved continually. Higher academicians' job performance leads to better university performance in terms of creating high quality of education and producing more employable graduates. As excellent graduates are being produced, the university's reputation will continue to grow. Additionally, the ranking of the university

will improve as well if the academicians are able to achieve good performance notably in research and publication. According to Hassel and Ridout (2018), academics who perform their job responsibilities effectively assist their university achieve its goals, while underperforming academics have the opposite effect.

According to the findings presented in this study, it can be assumed that pay satisfaction may not be a factor that influences the job performance of academicians at the University. Nevertheless, the study demonstrates that other factors such as leadership and work environment are discovered to be significantly correlated with the job performance among academicians at the University. This demonstrates that the quality of leadership and the work environment are more important in determining and improving job performance among the University's academicians compared to pay satisfaction. In developing the academicians' job performance strategies, the University management should put greater attention on leadership style and work environment. Deans in the University should adopt and improve transformational leadership styles in academic settings since it has a favourable impact on academicians' job performance.

On a regular basis, the deans of each faculty must enhance their leadership skills through attending workshops and training. The transformational leadership style is preferred because it reflects democratic practice, in which academicians are adequately led by the dean while also having discretionary power to accomplish their duties. Besides that, the University could use the findings to improve the other policy area such as job promotion policy by adding leadership assessment as one of the requirements for academicians to get promoted. One of the elements that has been linked to management career growth is leadership skills (Claussen, Grohsjean, Luger, & Probst, 2014). The university would benefit from strategically investing in the growth of academic leaders

with high potential and elevating those with the most developed leadership skills to enhance performance.

Meanwhile, in work environment aspect, the University management must establish and support a positive work environment to prevent any toxicity issues that can affect academicians' psychological well-being. In a pleasant work environment, academicians will be able to perform better. One of the initiatives that the University can adopt is by strengthening the employee engagement via various employee activities such as service appreciation events, community service, and sports competition. All those activities could help academicians to mingle with each other and at the same time encourage positive relationship. The University can also promote work flexibility towards academicians by imposing blended learning in teaching courses whereby online learning can be combined with traditional classroom methods. Additionally, the University could offer staggered hours option to academicians in which they are allowed to start, break and finish at different time than a typical working day. This is useful especially for academicians with other commitments during working day.

Additionally, the study's findings are expected to contribute as information base in education sector in Malaysia. Majority of the studies on job performance were conducted in other industries such as manufacturing, retail, and other services. As a result, less studies were found in the education sector. As higher education sector has grown rapidly in Malaysia, it is crucial to conduct more studies involving the education sector. Furthermore, the academic profession is critical to the continuation of learning and teaching activities in higher education. Studies on analysing job performance of academicians are highly relevant since it is important to the success of the educational sector. Yusoff, Ali, and Khan (2014) investigated job performance among educators and

concluded that it is a crucial aspect of organisational effectiveness. The performance and quality of academics provide a role in preserving the quality of higher education. Thus, it is imperative to improve the academicians' job performance in order to strengthen the overall higher education system and ensure the sustained excellence and competency of Malaysia's tertiary education and teaching sectors. Focusing on academicians' excellence, quality, and efficiency can lead to major reforms in the higher education sector.

Finally, this research will provide considerable value and knowledge to other private higher education institutions (PHEIs), the Ministry of Higher Education (MOHE), and the Malaysian community as a whole. Higher education institutions hold a crucial role in increasing the country's global competitiveness by providing high-quality, relevant education and training, as well as promoting lifelong learning. The study's outcomes can be utilised as a blueprint for performance management at all PHEIs, assisting the university management in more effectively allocating resources by concentrating on elements that significantly affect academicians' job performance and preventing time and money waste. Academicians' job performance will improve as a result of enhanced leadership demonstrated by deans and combined with a favourable working environment within the university. Given the existence of a positive and significant influence of leadership and work environment towards academicians' job performance at university, management of the university should prioritise improvements in human capital, resources, work environment, and including the quality of the learning process. This will enable the university's management to retain high-quality academicians while also allowing the university to compete on a global scale, thus increasing the university's ranking.

Furthermore, the study's findings will assist the government especially MOHE in identifying vital areas that need to be improved and execute corrective actions to enhance academicians' performance in private universities. As an example, to encourage leadership development opportunities among academicians in higher education, MOHE could organise professional leadership conferences or seminars. Aside from that, the study findings also offer positive contributions to the Malaysian community. Reputation of private colleges and universities is mostly determined by the performance and quality of their academicians. In other words, academicians' performance improves in direct proportion to the institution's overall quality. Private universities rely heavily on their reputation to secure student admissions. Prospective students prioritise universities with a good reputation since it increases their chances of getting better career possibilities in the job market. With a good track record of academicians and university performance, parents can make educated judgements when selecting the best private universities for their children, eliminating concerns on the education quality that their children will receive. High performed academicians have an important role in leading and educating students, eventually contributing to the development of a well-functioning society. Additionally, researchers examining similar topics on job performance might gain insights from this research, potentially expanding their scope by involving more private universities.

5.4 Limitation of the Study

A few limitations have been recognized while conducting this study. Firstly, it was discovered that there is a lack of research especially in the scope of private higher education institutions in Malaysia. The majority of the studies that have been performed by previous researchers were mostly emphasized on the job satisfaction of

academicians with little discovery on the topic of academicians' job performance. Since there is a shortage of references, it was difficult to discover relevant studies on academicians' job performance in private higher education. Secondly, because of the time constraints, this study is limited to investigating only one private higher education institution. Furthermore, it is impossible to identify whether the study's findings could be applicable to academics at public universities. Thus, while the variables investigated in this study have been found to influence academicians' job performance, it is crucial to emphasise that the findings cannot be directly extended to academics in the public sector because academicians from public university were not included in the sampling.

Thirdly, the limitation was getting the number of respondents. Google Forms was used for the online data collection procedure, and the respondent's email address was made a mandatory field. A few responders were refused to complete the questionnaire due to confidentiality concerns about their email addresses. As a result, the email address section has been removed in order to preserve respondent data and enhance the response rate.

5.5 Recommendation for Future Study

The study's findings and limitations provided direction and knowledge for future studies. Thus, there are a number of recommendations that can be made for future investigation in the similar field. First, future study may involve more private and public Malaysian universities. One of the advantages of gathering data from more private and public universities is that it will improve the comparability of the study outputs. This is due to the fact that the study's findings are currently limited to Malaysia's private higher

universities only. As a result, it is not possible to determine if the same factors influence the academicians' job performance in public universities.

Next, the researcher may choose to use a qualitative method in the research design in order to gain a greater understanding and response rate. Conducting survey interviews is the most practical way to alleviate any concerns that targeted respondents may have. This will give researchers an opportunity to provide the respondents with a verbal explanation of the survey. This is because sending out questionnaires by email could make respondents feel insecure because of the possibility of spam or improper use of their personal data. Researchers' presence to explain the situation may contribute to better findings. Furthermore, targeted responders will be less likely to just avoid the questionnaires.

In addition, future research must explore additional variables to obtain a better understanding of the main factors influencing academicians' job performance. Conducting research using a broader range of variables is advantageous, as evidenced by the results of this study's simple linear regression (R-square), which suggests that other variables may have a greater impact on job performance of academicians. There are many other factors that are not involved in this study such as job satisfaction, employee engagement, job stress, and training and development that could become possible factors that contribute towards influencing job performance of academicians.

5.6 Conclusion

The aim of this study was to examine on how academicians' performance at the University are influenced by factors such as pay satisfaction, leadership and work environment. Based on the findings, it can be concluded that only two (2) variables are significantly influencing the academicians' performance which are leadership and work environment. The study's findings were consistent with those of prior research, which found that leadership and work environment are crucial factors in determining job performance. However, it is vital to note that one variable which is pay satisfaction has demonstrated an insignificant influence on the job performance of academicians. This suggests the necessity for additional investigation in future study to delve deeper into its effects.

Generally, the study provided valuable insights on academicians' job performance at the University. Significantly, the results could aid the university management in devising strategies to address independent variables such as leadership and work environment, which are identified as key factors contributing to the job performance of the University's academicians. Furthermore, academicians have a significant role in shaping future leaders who will eventually contribute to the strength of the whole country. Consequently, the study's findings have major impact not only for the education sector but also for Malaysian community as well. Additionally, future researchers should consider the limitations and recommendations presented in this study. In sum, this study provided valuable analyses laying the groundwork for future studies on academicians' job performance in Malaysian higher education institutions.

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APPENDIX A



QUESTIONNAIRE SURVEY

Dear Respondents,

I am currently pursuing my Master Degree at University Utara Malaysia, specifically in Human Resource Management programme. I am conducting a study on ***“The Influence of Pay Satisfaction, Leadership, and Working Environment on Academicians’ Job Performance”***. Therefore, I would like to invite you to be part of this study by providing your valuable response towards this questionnaire. The survey will take approximately 10-15 minutes to complete. Please be informed that all the information collected are strictly for academic purpose only and your confidentiality and anonymity are assured.

I greatly appreciate your participation in this study. Thank you in advance for your time and kind assistance in participating in this study.

Sincerely,

Nur Masyitah Kamaruddin
Master of Human Resource Management
School of Business & Management
College of Business, UUM

Section A: Demographic Information

This section intends to get information on the respondents' demographic background.
Please specify your answer by choosing the relevant answers provided.

1. Gender:

☐ Male ☐ Female

2. Age: *Short answer google form

☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above

3. Race:

☐ Malay ☐ Chinese ☐ Indian ☐ Others

4. Marital Status:

☐ Single ☐ Married ☐ Widowed ☐ Divorced

5. Education Level:

☐ Bachelor Degree ☐ Master Degree ☐ Doctor of Philosophy

6. Position:

☐ Lecturer ☐ Sr. Lecturer ☐ Assoc. Professor ☐ Professor

7. Service Tenure: *Short answer in google form

☐ 1-3 years ☐ 4-6 years ☐ 7 years and above

Section B: Pay Satisfaction

Please circle the most appropriate option that best indicate your agreement level about the following statements.

	Strongly Disagree (SD) 1	Disagree (D) 2	Neutral (N) 3	Agree (A) 4	Strongly Agree (SA) 5
Questions	SD	D	N	A	SA
1. My current salary is adequate for me.	1	2	3	4	5
2. Overall, I am pleased with how my increments are determined.	1	2	3	4	5
3. I feel satisfied with my most recent pay rise.	1	2	3	4	5
4. I feel satisfied with the pay disparities amongst jobs in the company.	1	2	3	4	5

Section C: Leadership

Please circle the most appropriate option that best indicate your agreement level about the following statements.

	Strongly Disagree (SD) 1	Disagree (D) 2	Neutral (N) 3	Agree (A) 4	Strongly Agree (SA) 5
Questions	SD	D	N	A	SA
1. My dean's vision for the future encourages others.	1	2	3	4	5
2. My dean is constantly looking for new opportunities for the faculty.	1	2	3	4	5
3. My dean serves as an excellent role model to follow.	1	2	3	4	5
4. My dean leads by "doing" rather than "telling."	1	2	3	4	5
5. My dean motivates the team to work together towards a shared goal.	1	2	3	4	5
6. My dean fosters a team culture and spirit among his or her staff.	1	2	3	4	5

Section D: Working Environment

Please circle the most appropriate option that best indicate your agreement level about the following statements.

	Strongly Disagree (SD) 1	Disagree (D) 2	Neutral (N) 3	Agree (A) 4	Strongly Agree (SA) 5
Questions	SD	D	N	A	SA
1. In my institution, praise and recognition will be given for a well-done job.	1	2	3	4	5
2. As academican our work schedule is more flexible.	1	2	3	4	5
3. High teamwork culture among faculties in my institution.	1	2	3	4	5
4. I'm experience a good working relationship with other faculties' staff.	1	2	3	4	5

Section E: Employee Performance

Please circle the most appropriate option that best indicate your agreement level about the following statements.

	Strongly Disagree (SD) 1	Disagree (D) 2	Neutral (N) 3	Agree (A) 4	Strongly Agree (SA) 5
Questions: Task Performance	SD	D	N	A	SA
1. I used to keep a good standard of work.	1	2	3	4	5
2. I am highly enthusiastic about my work.	1	2	3	4	5
3. I used to finish all of my work on time.	1	2	3	4	5
Questions: Adaptive Performance	SD	D	N	A	SA
1. I used to perform well in order to mobilise collective intelligence for effective teamwork.	1	2	3	4	5
2. I used to be able to deal well with organisational changes.	1	2	3	4	5
3. I am very at ease with having a flexible schedule.	1	2	3	4	5

Questions: Contextual Performance	SD	D	N	A	SA
1. I used to assist my coworkers whenever they asked or needed it.	1	2	3	4	5
2. I take an active role in group discussions and work sessions.	1	2	3	4	5
3. I used to maintain a strong relationship among coworkers.	1	2	3	4	5

Thank you.

