Navigating Malaysian Academic Landscape: Unravelling the Dynamics of Motivation Factors on Academic Staff Job Satisfaction in Private Universities

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Abstract
This study aimed to investigate the factors influencing job satisfaction among academic staff in private universities in Malaysia. By examining both extrinsic and intrinsic motivators, the research sought to clarify the complex interactions between various elements that affect job satisfaction. Eight independent variables were identified: salary, job security, working conditions, company policies, achievement, career advancement, responsibility, and personal growth. A quantitative methodology was employed, using cluster sampling to collect data from 161 academic staff members through Google Forms. The findings revealed a strong correlation between extrinsic factors and job satisfaction such as salary, job security, company policies, and career advancement. In contrast, intrinsic factors like personal growth and responsibility showed insignificant relationships with job satisfaction. This research contributes to a deeper understanding of the factors that influence job satisfaction among academic staff in private universities, providing valuable insights for institutions looking to enhance employee retention and productivity.
Keywords: Motivation Factors, Academic Landscape, Academic Staff, Job Satisfaction , Private Universities

Introduction
Motivation and job satisfaction have been recognized as important parameters linked to the enhanced employee performance and effectiveness of academics in higher education institutions. This is especially pertinent to Malaysia's private universities, which prioritise educational quality and academic excellence, and sift is necessary to know what inspires, motivates, and engages academic staff. Academic staff hold an essential position in preparing

students for the future through teaching, learning, research, and scholarly work. Their motivation and commitment are the foundation of a vibrant learning environment that encourages evidence-based academic excellence and prepares engaged graduates. It is important to note that the academic environment is not without challenge and universities create a culture of excess for lecturers in the form of heavy workloads, limited resources, and administrative complexities. These factors underscore the need to explore the various elements which affect academic staff motivation and satisfaction.

Job satisfaction is defined as the degree of contentment employees feel regarding their roles and the organizations they are part of (Jameel & Ahmad, 2019). It is a measure of how satisfied people are with their careers (Khan, Bhatti, Hussain, Ahmad, & Iqbal, 2021). Education is a fundamental sector in any country, concerned with matters that affect national interests. To function effectively, an educational institution must meet public expectations. Educational systems are largely sustained by the dedication, professionalism, and efforts of teachers as well as academic personnel. They are more likely to experience job satisfaction in supportive and uplifting environments (Noordin & Jusoff, 2009). Creating a positive university environment not only enhances faculty member job satisfaction but also elevates academic quality and productivity. A positive work environment that promotes shared values and goals is essential for achieving job satisfaction. This creates a conducive atmosphere for success. To keep faculty members informed about organizational decisions and processes, deans and department heads must maintain a respectful, open, and constructive relationship. Participation and job satisfaction are enhanced through inclusive engagement. Many studies describe job satisfaction as the evaluation made by employees regarding both the beneficial and detrimental aspects of their employment (Jameel & Ahmad, 2019). It encompasses all areas of satisfaction, including salaries, career advancement opportunities, working conditions, supervisory relationships, and interactions with colleagues. The academic staff is the most important aspect of a university, and thus, institutions should prioritize employee satisfaction. Job satisfaction, as per the expectation discrepancy theory, is a response that represents the difference between expected and actual outcomes. In this study, job satisfaction is defined as a measure of whether employees are satisfied with their work environment, organizational culture, or simply their level of personal engagement.

Tertiary education plays a critical role in fostering growth, development, and poverty alleviation. Nonetheless, the notable turnover intention among academic staff within universities has yielded various detrimental effects that compromise the quality of education provided to students. Educators in higher education hold pivotal roles as mentors, nurturers of students, role models, and knowledge disseminators. Research conducted by Halid et al. (2020) highlights a significant prevalence of elevated turnover rates among educators in specific Malaysian universities, a concern underscored by Masud & Daud (2019). Factors such as stress and job dissatisfaction, as emphasized by Li et al., often prompt individuals to leave their positions. Studies by Falahat et al. (2019) demonstrate a notable increase in the annual turnover rate in Malaysia's education sector, rising from 13.2% in 2013 to 20% in 2017. Moreover, the escalation in turnover rate among academic staff in Malaysian universities has led to labor shortages. GuiXia and Rashid's (2019) research unveils a distinct variation in turnover rates between private and public universities in Malaysia, with private institutions reflecting a turnover rate exceeding 26%, while public universities exhibit a notably lower rate of 11%. Workplace stress presents a long-standing concern for academic professionals,

notably within the private education sector grappling with personnel scarcities due to financial limitations. Consequently, educators in this sector face increased workloads and elevated pressure. Furthermore, studies from various Malaysian universities indicate that the competitive dynamics among institutions have heightened the management's pressure on its academic staff. The fierce competition among universities vying for higher excellence rankings inadvertently places additional performance expectations on employees, elevating stress levels associated with their professional duties.

Despite the considerable amount of research conducted on workplace stress, the issue remains unresolved. Although the Ministry of Education has made significant efforts to enhance the educational sector, workplace stress among private university academics continues to be a problem. This situation has been further exacerbated by the transformative impacts of the Industry 4.0 revolution and the Covid-19 pandemic. These events have necessitated a shift in the education system towards virtual teaching and learning methods, including online conferences and workshops. As a result, lecturers are now required to possess proficiency in information technology and reliable internet access, which can impact their emotional well-being while conducting online classes. These adaptations to their roles are likely to increase stress levels among academics as they strive to adjust to these new teaching methodologies. Consequently, stressed academics may experience a decline in teaching quality and commitment, resulting in reduced information sharing, less positive reinforcement, and diminished interaction with students. Ultimately, this hinders their educational objectives.

This study aims to address the existing gap in the literature by examining the motivational factors that influence job satisfaction among academic staff in private universities in Malaysia. The findings of this research hold significant implications for practitioners in the field. The study of motivational factors and job satisfaction among Malaysian private university academics enriches both practical and theoretical insights. From a practical perspective, various stakeholders need to understand academic staff motivation and satisfaction levels within Malaysian private universities. University administrators acquire useful knowledge about elements which boost or constrain teaching staff motivation and commitment levels. The identified understanding allows administrators to establish effective work environment policies which support lecturers and enhance engagement alongside job satisfaction. Students as well as other members of the university community experience benefits from instructors who demonstrate both high motivation levels and commitment. Students tend to succeed better when academic staff demonstrates enthusiasm combined with subject dedication and passion. Quality education and impactful research outcomes emerge as a direct result of lecturers who maintain deep dedication together with internal drive. The study may even pave the way for government policy-making about academic recruitment and retention. In theoretical lens, Herzberg's theory supports academic knowledge through its structured method to study educational motivational elements in harmony. The theory extends motivational research to specific workplace sectors while generating explanations designed for educators in private universities. Through this theoretical framework academic institutions can discover methods to boost job satisfaction levels and improve performances and establish a positive academic setting for their students. The application of this concept in Malaysian private universities enhances academic motivation research while developing concrete solutions to create successful educational institutions thus representing valuable

knowledge for academic researchers as well as university managers. Finally, it will feed into the discussion around the challenges and opportunities that higher education in Malaysia faces. Future research may take on the study's limitations, how far these conclusions can be generalized, and related questions so we can take this line of inquiry further. Therefore, this paper endeavors to delve deeper into Herzberg's Two Factor Theory to conduct a comprehensive analysis of the determinants of job satisfaction. The identification of the research gap is based on a thorough review of prior literature. A novel conceptual framework has been developed to provide insights to private universities on strategies to motivate academic staff, thus improving their overall workplace satisfaction.

Literature Review
Job Satisfaction
Job satisfaction - all work-related psychological correlates like feelings of fulfilment or pleasure that emanate from one's job - is positively correlated with conferment development and general wellbeing. Therefore, indicators of job satisfaction may be positive relationships with other workers, more freedom to take vacation time, and adequate resources. Job satisfaction has a great impact on the success of organizations. This holds true for higher education institutions (HEIs), where a measure of performing teaching staff is considered important (Khan & Iqbal, 2020a, 2020b). Productive people correlate to the higher productivity of the whole organization, and this is substantiated by Zaid et al. (2020), who mention that in HEIs, department heads control the provision of services and they could have great influence on the mood of employees. If there are problems pertaining to teaching staff who are dissatisfied or disengaged, it raises serious questions concerning the management of the institutions of higher education (Clark et al., 1996). Job satisfaction has three dimensions: intrinsic, extrinsic, and general reinforcement factors (Gunlu et al., 2009). Thus the views of university personnel regarding their roles in the office play a significant role in the overall growth and development of the institution, since these predispositions influence the quality of their work output and overall job satisfaction quite significantly. Making the employees find their careers really fulfilling is one primary goal for all employers. The level of satisfaction among university employees has a strong influence on their behaviors and emotional states (Ghasemy & Elwood, 2022). Some determinants that contribute to job satisfaction include the institution's vision, management practices, motivational level, policies and strategies for remuneration and reward, and relationships. Luthans (2005) found a high correlation between motivation, self-esteem, and job satisfaction. The desirable situation was where both motivation and self-esteem on the part of academic staff were high because this would influence job satisfaction positively, resulting in a favorable attitude taken towards their job and thereby the whole institution. Intrinsic satisfaction includes factors of job accomplishment, opportunity to use skills, and self-efficacy, authority, and engagement in work (Gunlu et al., 2010). Extrinsic satisfaction generally includes the career path, organizational policies, interpersonal relationship with the supervisor, technical support - accessibility from the supervisor, pay, and recognition factors. Overall job satisfaction arises by combining both intrinsic and extrinsic factors (Junaid, et al, 2021). Various studies mention a correlation between job satisfaction and productivity for employee performance.

Job satisfaction has received increasing interest in the field of work and organizations. Many experts believe that the pattern of employees' satisfaction with their jobs significantly affects their behavior in terms of productivity, effort, absenteeism from work, and consequently,

turnover rates. Furthermore, job satisfaction is regarded as a significant marker of overall personal well-being that can also predict employees' behavior regarding their intention to leave an organization. Job satisfaction and motivation levels of the academic staff are crucial as far as the quality of educational institutions and the development of students' learning are concerned (Stanovska et al., 2017). Competitiveness in the educational sector widely depends on the levels of happiness and satisfaction of individuals from their jobs in relation to the levels of engagement and commitment. Strategic human resource management aims at the attraction and retention of academic staff - most prominently, those who are exceptionally talented - alongside performance evaluation (Kumar, 2020). Employee motivation and well-being are emerging as foundation blocks of modern human resource management, since an effective incentive system is crucial for organizations wishing to secure a competitive advantage and enhance corporate value (Javeria et al., 2013).

In general, continued evaluation of the job satisfaction level all across the settings of the educational system is a basic function for growth worldwide. The institution's effectiveness can be assessed through its teachers' job satisfaction, which profoundly affects their effectiveness of work and, consequently, the quality of services provided by the institution. Consequently, successful organizations prioritize creating conditions for job satisfaction that engender a sense of belonging, an important precursor of the staff's loyalty and commitment toward the goals of the institution. Job satisfaction factors among faculty members in higher education institutions are the engines for the improvement of educational systems in creating higher efficiency and effectiveness for the teaching-learning processes. In addition, the psychological pathway is believed to enhance employee well-being and, in the long term, render greater productivity and provide its faculty with a)social and psychological safety and professional recharging as they perform their various roles in their institutions. Available empirical evidence on job satisfaction about academic workers indicates that satisfied workers have a propensity toward creativity and innovative thinking - they will be capable of proposing revolutionary solutions in scientific work (Khan & Iqbal, 2020). A dissatisfied worker, on the other hand, is an additional source of frustration and stress. It seems to sap him or her of vitality and hence also diminishes effectiveness and tends to detrimentally affect the education process.

Numerous studies have highlighted important examinations of the job satisfaction-dissatisfaction relationship with factors such as job performance, quality of life, and occupational burnout. Supportive evidence suggested that prolonged performance of scientific work is linked with a well-arranged working environment (Hayat, et.al, 2020). Some studies asserted that the satisfaction levels of academic members were related only to the ongoing condition of their present institution and the length of their service there, while satisfaction levels did not visibly relate to the length of time spent teaching in higher education. Studies in Australia have shown that, although the general experience is one of job satisfaction and was accompanied by multiple identified stressors, there is a small number among researchers who seek jobs outside the higher education system. According to different authors' studies, job dissatisfaction does not need to be permanent but changes as new motivational forces are met; for example, by providing mental support in the workplace (Ali & Tatlah, 2022). It might be expected that enhancement of psychosocial resources would be beneficial for researchers' work efficiency.

Extrinsic Motivating Factors

Extrinsic sources of motivation are things that come from outside a person and have a significant impact on their motivation and behavior. These external factors are important in promoting and sustaining motivation in different settings, such as educational settings and schools. Extrinsic motivation is characterized by the pursuit of specific rewards or results and is often defined as engaging in an activity as a means to achieve a goal. The motivation is to give or make sacrifices in the present with the expectation of receiving a reward in the future. Examples of extrinsic motivation include financial incentives, performance reviews, opportunities for social interaction, and a positive work reputation. These factors can be described as "extrinsic performance value", which refers to the benefits a person's performance derives from the external environment (Olofinkua, 2020). These factors include salary structure, career advancement opportunities, incentive systems, quality of interpersonal relationships, and job complexity (Chang, et.al, 2020). External factors influence employee behavior. With proper management, using these things at the right time, place, and intensity will improve performance. External influences are shaped by the work environment. When the motivation to work comes from external sources, it is called extrinsic positivity. Mere motivation, determination and intelligence are not enough to achieve good performance. It is important that the external factors that reinforce these factors are present and properly managed in the workplace. These characteristics include a positive physical work environment, belonging to a supportive team, receiving praise from colleagues and supervisors, and working in a project-based rather than an authoritarian framework. External factors are important in determining how employees adapt to their work.

The factors that have been identified to influence employees' effective job performance include salary, recognition, opportunities for promotion, and job security (Tella & Ibinaiye, 2020,). A study conducted in the Nigerian educational sector by Ulabor, Chima, and Hakeem (2014) revealed that many lecturers are motivated by the aspiration to earn competitive salaries. Furthermore, Obalum and Fiberesima (2012) emphasized the significance of medical allowances as incentives for Nigerian workers, given the perceived limited and luxurious nature of medical facilities. Tella et al. (2007) and Arowolo (2020) found that dividends can serve as a motivational strategy to improve lecturers' productivity, commitment to work, and overall job satisfaction. Similarly, research carried out by Mateko and Nirmala (2017) in Lesotho indicated that salary has a significant impact on lecturers' job satisfaction. In a study by Hashim and Mahmood (2011) which examined job satisfaction among lecturers in Malaysian public and private higher education institutions, it was observed that the attrition rate among lecturers, especially in private institutions, was considerably high. The study included 387 participants and employed a specially designed instrument for individual-level analysis. The findings revealed that lecturers in both public and private sectors expressed satisfaction with the content and nature of their job, although salary was ranked as the least satisfying aspect. Hashim and Mahmood recommended the provision of grants and increased compensation for research, sabbaticals, and conference attendance. They also highlighted the importance of fostering strong interpersonal relationships among colleagues and leaders, as well as creating a supportive work environment to enhance lecturers' motivation.

Work environment significantly affects an employee's satisfaction (Yusuf et al., 2021). Ginika et al. (2021) argue that any work environment that inspires the employee can be a motivator for performing more and increasing productivity. According to Sobaih et al. (2020), the spirit,

quality, and design of workplaces have implications on job satisfaction and should not be forgotten. Workspace conditions include temperature, humidity, ventilation, lighting, noise level, cleanliness, and equipment, including public address systems, computers, and teaching resources. Good working conditions will draw the educator towards their role in a more free and confidence-filled manner. However, very poor conditions bring frustration and dissatisfaction. To back up this perspective, Sharififard et al. (2020) assert that many teachers in public schools lack motivation and job satisfaction on account of low salary and poor environmental conditions in their workplaces. Poor working conditions generally lead to feelings of annoyance and regret, and hence it creates discontent among teachers due to frustration. In a similar perspective, Yousaf (2020) noted that lack of job satisfaction and motivation among many public school teachers is solely due to poor pay and the poor working conditions. The overall atmosphere of the workplace is essential, as it has a direct impact on teacher performance. Hence, it is very important that educational leaders create strong and sustaining environments for enhancing instructional delivery. These needs must be met for countries to develop quality educators whose capacities will measure up to global standards, especially in science and technology.

Within the university context, job security is a very important aspect of the academic staff's quality of life, as it is a strong determinant of job retention or job search for them. This requirement is also very important with regard to the employers since it serves as a retention and recruitment strategy for the academic workforce (Zembat et al., 2020). Job security, in fact, acts as the security measure because of the social and professional dimensions: it provides academic staff with a sustained employment and income base to enable their families to be sustained. According to Owenvbiugie et al. (2020), the effects of job insecurities spill over into various aspects of life beyond the workplace such that they may have ill effects on the behavior of the academic staff per se, thereby affecting the larger community at the institution. Company policy certainly plays a very big role in shaping extrinsic motivation in employees. This policy would create a general framework within which employees can comprehend fulfillment by employers of obligations on health, safety and employee relations. Furthermore, company policy gives guidance on matters that could result in severe complications and/or legal issues as pertains to compliance with laws and regulations. Raza et al. (2020), for instance, set forth how sound corporate policies serve the well-being of employees, fair treatment, and compliance with applicable laws and regulations as far as the overall, and even partial, organizational and managerial policies and guidelines are concerned. The quality of those policies would greatly affect the experience of individuals in an organization positively or negatively. One of these critical extrinsic motivational factors that the research focuses on is organizational administration and supervision as they play a very important role in influencing individual performance at work. Job performance outcomes would also be defined by interpersonal relationships among colleagues, between managers and employees, and even between organizational leaders and employees.

Intrinsic Motivating Factors
Intrinsic motivation is the motivation resulting from self-interested motive that does not depend on extrinsic rewards or threatened penalties (Ryan & Deci, 2000; Oudeyer & Kaplan, 2007). They arise when assigned activities at work align with a specific interest, value or perceived calling of that person (Yesuf et al., 2023). According to Ryan and Deci (2000), the employee's self-motivation leads to higher involvement, productivity, and creativity as well

as increased job satisfaction – factors that are important for individuals and organizations to thrive. While the kind of motivation arising from incentives such as money or a promotion is significantly different, the kind of motivation provided by intrinsic motivation is stable for the long term and satisfaction. In fact, intrinsic motivation has received much support regarding its effectiveness in enhancing creativity (Yesuf et al., 2023), in knowledge sharing (Lin, 2007) and on overall employees' performance in different organizational sectors (Shaikh et al., 2019).

Autonomous factors related to instruction are especially significant to job satisfaction. Ssesanga & Garrett (2005) found in Uganda that actual teaching duties, considered as the primary mission of professors, give meaning and satisfaction in their careers. In this case, as in the case of compensation, satisfaction is maintained by incentives that include interacting with students, and gains from knowledge. Although the employment of such intrinsic incentives may be effective without much extrinsic reinforcement, their effectiveness may, however, wane off due to burnout or top-level demoralization. Houston et al. (2006) highlighted the conflict of demand between workload and self-fulfillment. It commonly resounds in academic staff's discourse that their values, interest, and callings or tasks, including the pursuit of teaching and research, do not match the institutional regime. Trying to focus too much on the scores or too much on paperwork can undo satisfaction. This is symptomatic of a broader systemic problem of how one deals with institutional drivers against individual incentives hence it requires techniques that look at intrinsic incentives while working with extrinsic systems.

The psychological concept of achievement motivation is vital for managers to understand as it drives behavior towards achieving goals or directed behavior. In organizational settings, it strongly influences job performance, with research indicating that higher motivation intensity improves work efficiency within a specific range (Alrawahi et al., 2020). This has been confirmed by several scholars who have established the link between achievement motivation and job performance. Moreover, a meta-analysis (Van Iddekinge et al., 2018) showed that intrinsic motivation positively affects both job satisfaction and job performance in the public administration sector. In today's rapidly changing environment, with disruptions affecting businesses, technology advancing at a fast pace, and customer needs being unpredictable, employees who prioritize their own growth are highly valued by their employers. By maintaining a development mindset, individuals can develop the ability to tackle challenges, learn from setbacks, and continually seek opportunities for self-improvement (Göktepe et al., 2020). The importance of personal development goes beyond achieving professional goals as it is also crucial to the success of organizations. Companies that prioritize and support the personal growth of their employees benefit from higher levels of job satisfaction, lower turnover rates, and a dynamic workplace culture. Such firms become hotbeds of innovation fostering an environment where ideas are generated and emerging opportunities are eagerly explored. Career development has become increasingly appealing to organizations aiming to enhance performance and productivity. Organizations have always prioritized the career planning of their employees since they are among their most valuable assets, highlighting the importance of retaining them for prolonged periods. Employing effective career development practices is crucial for continuously updating and improving employees' knowledge, skills, attitudes, and competencies. It ensures that employees are adequately prepared before advancing to higher positions within the organizational

hierarchy. Investing in employees' career advancement is pivotal for sustaining and enhancing the skills, knowledge, and capabilities of both individual employees and the organization collectively.

The concept of work responsibility refers to the duties and obligations assigned to an employee to complete specific tasks within the time frame set by the organization (Uyanne et al., 2020). It is believed that by assigning work responsibilities to each employee, work can be done more efficiently and workers can improve their productivity. The work responsibilities of employees are measured through various indicators, including their level of awareness of their job scope, ability to complete tasks on time, diligence in carrying out duties, willingness to take risks, and dedication to completing their work (Stefurak et al., 2020).

Mabaso (2017) supports the study that both intrinsic and extrinsic rewards have positive relationships with job satisfaction and organizational commitment. Even though intrinsic motivation concerns like recognition and autonomy are the best, they should be backed up by reasonable tangible incentives for broad satisfaction. In the same respect, Aljumah (2023) indicated that leadership has an intermediary role in the relationship between motivation and satisfaction. Ramasamy and Mengling (2024) focused on the Chinese educational sector pointing out that to reduce turnover intentions, intrinsic satisfaction needs to be taken into consideration. Their conclusions are consistent with overall literature supporting the centrality of work contexts to promote intrinsic motivation. Lootens (2009) built an increased understanding by being prescriptive in the distinction that exists between institutional and demographic antecedents of satisfaction among community college faculties, and the need for strategic approaches to address the particular needs of part-time and full-time employees.

Herzberg's Motivation-Hygiene Theory
The most prominent principle in employee satisfaction is the adoption of the Motivation-Hygiene Theory by Frederick Herzberg in 1959. He introduced the theory about forty years ago to satisfy staff and to bring changes at work. Hence, the researcher believes that this theory mainly represents the theory of job satisfaction because when working conditions affect people or something associated with the job, they show two outcomes: satisfaction and dissatisfaction. Specific workplace aspects encourage the job satisfaction of employees (Lixcel & Lantican, 2021). According to the theory as in Figure 1, motivation and hygiene form the two basic elements of job satisfaction which determine employee retention. Each of these would then be further subdivided into job content or motivation factors, and job context or hygiene factors. Job content comprises internal motivators whereby personal growth, recognition, achievement, and emotional fulfillment are included, while job context comprises external motivators such as salary or benefits, and working conditions (Mehrad, 2020). These motivators for job satisfaction deal with many levels of human needs ranging from basic necessities to self-actualization (Yousaf, 2020). This general human need plays a vital role in improving an individual's development concerning the conditions of the environment. According to the theory, motivation-hygiene truths must be perceived as indispensable for those attributes which meet some basic needs and possibly aid self-improvement (Noorollahi, 2021). It explains those issues that lead to job satisfaction and as a result, trigger different reactions in people in the workplace. In addition, Herzberg's theory is in tune with the primary needs that Abraham Maslow (1943) enunciated and established in

the modalities of satisfying the needs. Indeed, job satisfaction as an important need is fed through many factors both behavioral and social. In line with such a theoretical framework, individual's needs are arranged in a structured approach similar to Maslow's pyramid hierarchy, which prioritizes the fulfilment of lower-level needs (Yue et al., 2022). Moreover, the fulfilment of individual needs depends on identifying effective factors, while Herzberg's Motivation-Hygiene Theory avers that job satisfaction acts as the crucial in and of itself as a primary organizational factor. It further argues that various elements play a role in affecting the perceptions and feelings people hold regarding their jobs (Sankaran & Bui, 2023). Employees who are satisfied with their job perform better in the workplace. Furthermore, job satisfaction and job dissatisfaction need to be considered as two different states which depend on different factors, according to the view proposed by Herzberg.
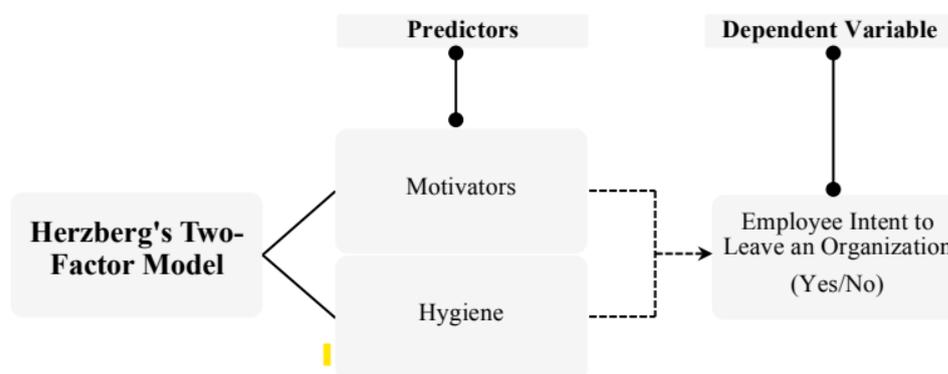

Figure 1: Graphical depiction of Herzberg's two-factor model.

Theoretical Framework
In the previous section, Herzberg's Two Factor Model was identified and discussed. The formulation of the current framework is by the work of Sledge et al. (2008). The theoretical framework used in this study (Figure 2) shows the measures of extrinsic and intrinsic motivation incentives that influence academic staff job satisfaction such as salary, job security, work conditions, company policy, achievement, personal growth, career advancement, and responsibility. Herzberg's Two Factor Theory has been used as a framework to enable the researcher to show the effects of motivating factors on job satisfaction among academic staff. Some previous researchers have forecasted that extrinsic and intrinsic motivation factors had a direct impact on the job satisfaction of academic staff. Out of the various organizational variables in the matrix, job satisfaction has been selected in this study, as a dependent variable that examines work quality, communication competency, and productivity. These dimensions are used in this study because of the actual work problems of private universities in Malaysia. This research utilized the extrinsic motivation factors of Sledge et al. (2008).

Employee motivation continues to be a contentious issue that determines the amount of work offered by employees in an organization. This can influence the performance of the organization. Both intrinsic and extrinsic motivations can foster employee satisfaction that ultimately results in improved productivity and quality of work.

Based on the theoretical framework, the following hypotheses were formulated

H1: Salary has a significant positive influence on job satisfaction.

H2: Job security has a significant positive influence on job satisfaction.

H3: Company policy has a significant positive influence on job satisfaction.

H4: Work conditions have a significant positive influence on job satisfaction.

H5: Achievement has a significant positive influence on job satisfaction.

H6: Personal growth has a significant positive influence on job satisfaction.

H7: Career advancement has a significant positive influence on job satisfaction.

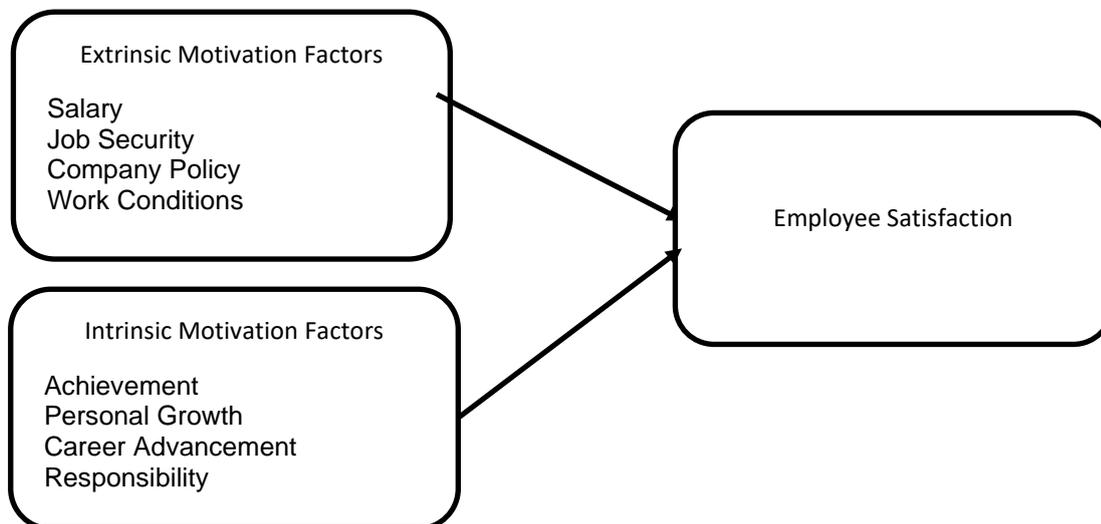H8: Responsibility has a significant positive influence on job satisfaction.

Extrinsic Motivation Factors

Salary
Job Security
Company Policy
Work Conditions

Intrinsic Motivation Factors

Achievement
Personal Growth
Career Advancement
Responsibility

Employee Satisfaction

Figure 2: The Influence of Extrinsic and Intrinsic Motivating Factors on Job Satisfaction. Adapted from Sledge et al., 2008.

Methodology

This research conducts quantitative analysis to examine the correlation between data sets within a sample. The study is grounded in theoretical reasoning and a literature review, making the quantitative method the most appropriate choice. It explores hypotheses derived from the conceptual framework using a cross-sectional study approach, capturing data within a month. The research problem is addressed through insights gathered from academic staff at private universities in Malaysia. The sampling technique employed is cluster sampling, selecting specific private universities in Malaysia. The target population is categorized into clusters based on the geographic locations of private universities in Malaysia. The study specifically focuses on local private universities in Malaysia, with 161 academic staff members participating out of a population of 276. The sample includes 20 respondents from 8 local private universities and 1 additional respondent from one of the universities. The respondents represent various departments. These universities are chosen due to reported low motivation

levels among employees. To ensure a comprehensive representation, local private universities from different states across Malaysia are selected, warranting a sizable sample of 161 respondents. The selection of elements within the clusters is guided by the geographic distribution of private universities in Malaysia, encompassing regions like the Northern Region (Kedah, Penang, Perak), East Coast Region (Pahang), Southern Region (Melaka, Johor Bahru), and Central Region (Selangor, Kuala Lumpur). Private universities in Sabah and Sarawak are excluded due to challenges in obtaining timely responses. This study primarily relies on primary data collected through a questionnaire developed for the research and distributed via Google Survey to 161 academic staff members from local private universities in Malaysia.

Results And Discussion

Demographic Profile

The research indicates an imbalance in the gender distribution of faculty members, with 38.5% male and 61.5% female participants. This skew towards females could potentially impact findings on motivation and job satisfaction, given potential differences in priorities among male and female staff. A significant portion of participants are married (69.6%), followed by singles (28%), with a small percentage being divorced (1.9%) and a negligible number falling into other categories (0.6%). Marital status may play a role in influencing job satisfaction and motivation based on personal priorities. The age breakdown reveals a majority in the 36-45 age group (39.1%) and 46 and above (33.5%), with a smaller representation in their 20s and 30s (26.1%), and a minimal percentage under 25 (1.2%). This hints at a focus on mid-career and senior academics within the study. In the realm of education, the majority hold a Master's degree (57.1%), followed by Doctorates (38.5%), with a smaller contingent possessing a Bachelor's degree (4.3%). This composition reflects a highly educated workforce typical of academia.A significant percentage (56.5%) are affiliated with professional organizations, showcasing active engagement in professional development. The majority of faculty members are permanent staff (70.2%), as opposed to contract employees (29.8%), a factor that could impact job satisfaction and motivation. Among the academic staff, Lecturers comprise the largest group (60.2%), with fewer Associate Professors (6.2%) and Professors (1.9%). Most staff members earn above RM5501 (62.7%), while a smaller proportion fall in the RM4501-RM5500 bracket (23%) and even fewer in lower salary ranges. In terms of tenure, a considerable number of staff members have less than 5 years of experience (34.2%), followed by those with 5-10 years (19.9%) and over 20 years (18.6%). This distribution offers an opportunity to explore the interplay between salary, experience, and job satisfaction.

Descriptive Analysis

Table 1 presents a statistical overview of key factors influencing job satisfaction among academic faculty. Among academics, career development (mean 3.70) and work conditions (mean 3.64) hold considerable importance, emphasizing the value of opportunities for advancement and a favorable workplace setting. Conversely, salary (mean 3.30) appears to have a comparatively lesser impact as a motivator. The standard deviations (ranging from 0.728 to 0.916) indicate a moderate degree of variation in responses, reflecting diverse perspectives within the academic community. These findings suggest that non-financial aspects such as career development and a supportive work environment play a more substantial role in influencing job satisfaction among academics than salary considerations

alone. This underscores the significance for institutions to focus on fostering a nurturing and progressive environment to attract and retain skilled academic professionals.

Table 1
Descriptive Statistics of the Study Variables

Construct	N	Min	Max	Mean	SD
Achievement (AC)	161	1.00	5.00	3.4783	.91574
Career Development (CA)	161	1.00	5.00	3.7003	.78949
Personal Growth (PG)	161	1.00	5.00	3.4860	.89584
Responsibility (RS)	161	1.00	5.00	3.5652	.74305
Salary (SA)	161	1.00	5.00	3.2966	.87509
Job Security (JS)	161	1.00	5.00	3.4845	.81582
Work Conditions (WC)	161	1.00	5.00	3.6377	.72805
	161	1.00	5.00	3.5311	.82857
Company Policy (CP)	161	1.00	5.00	3.4534	.79215
Employee Satisfaction (ES)					

Reliability Analysis
Table 2 illustrates Cronbach's Alpha values, which measure internal consistency reliability, for various constructs in the study. The values range from 0.951 to 0.960, indicating high reliability across all constructs. This implies that the items within each construct consistently measure the same underlying concept. Importantly, the reliability remains stable even when any individual item is removed, underscoring the scale's robustness. Interestingly, removing the salary item results in a slightly higher alpha value (0.960), suggesting a potentially lower correlation with other items in its scale. These results strongly affirm the reliability and internal consistency of the study's measures, ensuring the data collected is robust and dependable.

Table 2
Reliability Analysis

Construct	Cronbach's Alpha if Item Deleted
Achievement (AC)	0.954
Career Development (CA)	0.954
Personal Growth (PG)	0.955
Responsibility (RS)	0.954
Salary (SA)	0.96
Job Security (JS)	0.951
Work Conditions (WC)	0.956
Company Policy (CP)	0.954
Employee Satisfaction (ES)	0.951

Multiple Regression
Table 3 depicts the outcomes of a regression analysis, exploring the correlation between various predictors and a dependent variable associated with job satisfaction among academic faculty. An elevated R-squared value of 0.860 signifies that 86% of the variability in the dependent variable is elucidated by the predictors integrated into the model, indicating a robust model fit. The adjusted R-squared value of 0.852 offers a more cautious estimation, considering the predictor variables involved. The standard error of the estimate at 0.30429 illustrates the average variance between the observed and predicted values, reflecting the precision of the model. The substantial F change value of 116.542 and the p-value of 0.000 point to the predictors significantly enhancing the model's capacity to elucidate the variability in the dependent variable. In sum, the findings highlight a robust link between the predictors and job satisfaction, with the model adeptly clarifying a noteworthy proportion of the variation.

Table 3
Regression Analysis

R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
0.927	0.86	0.852	0.30429	0.86	116.542	8	152	0

Anova Analysis
The ANOVA analysis (Table 4) presents a summary of the regression analysis findings, delving into the factors impacting job satisfaction among academic staff. The regression component, with a sum of squares at 86.327 and 8 degrees of freedom, signifies the portion of variance elucidated by the predictors in the model. Conversely, the residual section, with a sum of squares of 14.074 and 152 degrees of freedom, represents the unexplained variance. The notably high F-statistic of 116.542 and a p-value of 0 highlight the model's significant impact. This suggests that the predictors collectively elucidate a considerable amount of variability in

the dependent variable, indicating their robust influence on job satisfaction. These outcomes affirm that the factors considered in the model hold substantial importance in shaping job satisfaction levels among academic staff.

Table 4
Anova Analysis

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	86.327	8	10.791	116.542	0
Residual	14.074	152	0.093		
Total	100.401	160			

Hypothesis Testing Result
Extrinsic Motivating Factors and Academic Staff Satisfaction
Table 5 shows the connection between extrinsic motivational factors and the satisfaction of academic staff. H1 demonstrates a robust positive correlation with satisfaction, with a significance value of 0.001, implying that higher pay tends to enhance contentment. Financial compensation is a crucial aspect and a primary driver in any occupation. Elevated salaries are likely to offer a feeling of stability, and acknowledgment, as well as aid in enhancing one's overall quality of life, all of which can significantly enhance job contentment. H2 also displays a notable positive association, with a significance value of 0.000, indicating that secure employment elevates satisfaction levels. Contractual roles or precarious job outlooks can induce stress and impede professional contentment. Stable employment offers a foundation of security, enabling academics to dedicate themselves to their research and teaching without the persistent fear of potential unemployment.

Similarly, H4 plays a significant role, with a significance value of 0.000, suggesting that favorable policies contribute to increased satisfaction. These policies may cover aspects such as research funding, promotion processes, workload standards, and initiatives promoting work-life balance. Implementing favorable policies can nurture feelings of equity, openness, and assistance within the academic setting, thereby enhancing a constructive and gratifying work atmosphere. However, H3 on their own does not significantly impact satisfaction, with a significance value of 0.249, possibly overshadowed by other influencing factors. This statement implies that factors like salary, job security, and company policy have a greater impact on overall job satisfaction than the work conditions assessed in the study. It may also suggest that the elements of the work environment examined in this research are possibly less significant for academic staff compared to other determinants.

Table 5
Path coefficient for Extrinsic Motivating Factors and Academic Staff Satisfaction

No	Relationship	Significance Value	Decision
H1	SA --- ES	0.001	Supported
H2	JS --- ES	0.000	Supported
H3	WC ---ES	0.249	Not Supported
H4	CP ----ES	0.000	Supported

Intrinsic Motivating Factors and Academic Staff Satisfaction
Table 6 outlines the results of the hypothesis tests that investigate the correlation between intrinsic motivation factors and employee satisfaction (ES) among academic staff. H5 affirms a noteworthy positive association between achievement (AC) and employee satisfaction, indicating that academic staff experiencing a sense of accomplishment tend to express higher job satisfaction levels. H6 proposes a notable positive correlation between career development opportunities (CA) and employee satisfaction, indicating that when academic staff have growth and advancement prospects, their job satisfaction tends to increase. Contrarily, H7 suggests no statistically significant relationship between personal growth (PG) and employee satisfaction, indicating that personal growth opportunities may not significantly impact job satisfaction among academic staff. Finally, H8 hints at no statistically significant relationship between responsibility (RS) and employee satisfaction, suggesting that the level of responsibility assigned to academic staff may not notably affect their job satisfaction.

Table 6
Path coefficient for Intrinsic Motivating Factors and Academic Staff Satisfaction

No	Relationship	Significance Value	Decision
H5	AC--- ES	0.021	Supported
H6	CA --- ES	0.013	Supported
H7	PG --- ES	0.532	Not Supported
H8	RS ----ES	0.456	Not Supported

Conclusion & Recommendation
This study explored the influence of both extrinsic and intrinsic motivation factors on the job satisfaction of academic staff in Malaysian private universities. The results indicate that extrinsic elements, particularly salary, job security, and supportive policies, significantly contribute to enhanced job satisfaction levels. These outcomes are in line with expectations, as financial stability, job security, and institutional support are fundamental for overall well-being and professional fulfillment. While the study did not find a significant impact of work conditions on satisfaction, it is essential to consider that other factors may have overshadowed their influence. In terms of intrinsic factors, achievement and career development opportunities were identified as key predictors of job satisfaction. This underscores the importance of acknowledging academic accomplishments and providing clear pathways for professional advancement within the academic setting. Nevertheless, the research did not establish significant relationships between personal growth, responsibility, and job satisfaction among academic staff. This implies that although these aspects are vital for individual growth, they may not directly correlate with overall job contentment within the specific context of this investigation.

To enhance job satisfaction among academic staff in Malaysian private universities, several key recommendations are proposed. Firstly, implementing competitive salary structures and conducting regular salary assessments are crucial to ensure equitable remuneration for academic staff, recognizing their valuable contributions to the institution. Secondly, strengthening job security by providing secure employment contracts and minimizing reliance

on short-term agreements is essential to decrease uncertainty and cultivate long-term dedication among staff. Thirdly, developing and implementing transparent and well-defined policies on research funding, promotion procedures, workload expectations, and work-life balance initiatives are vital. Fourthly, cultivating a culture of achievement by acknowledging and incentivizing academic accomplishments through avenues such as awards, promotions, and public acknowledgments will motivate staff and foster a culture of excellence. Fifthly, investing in career development by offering diverse opportunities for professional growth, including workshops, conferences, mentorship schemes, and research collaborations, is crucial to enrich career prospects and enhance professional skills. Finally, continuous monitoring and evaluation of the impact of current policies and initiatives on employee satisfaction are essential. Conducting regular surveys, gathering feedback from staff, and adapting policies as needed to address identified deficiencies will ensure ongoing improvement. By implementing these recommendations, private universities in Malaysia can cultivate a more enriching and fulfilling work environment for academic staff, leading to heightened job satisfaction, increased efficiency, and enhanced institutional prosperity.

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