

Beyond the Lecture Hall: Unveiling the Impact of Extrinsic Factors on Academic Staff Job Satisfaction in Private Universities in Malaysia

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Abstract

This study delves into the influence of external factors on the job satisfaction of academic staff in private universities in Malaysia. It examines the impact of elements such as salary, work conditions, career development opportunities, and job security on the overall job satisfaction of faculty members. A total of 161 academic staff members from 8 private universities in Malaysia took part in the research, offering perspectives on how extrinsic factors affect their job satisfaction. The research adopts a quantitative approach, utilizing surveys to gather data on motivational factors and satisfaction levels. The results reveal that salary, job security and company policy significantly enhance job satisfaction, with work condition playing a relatively less impactful role. The study underscores the significance of fostering a supportive and conducive work environment, and suggests policy adjustments to enhance the job satisfaction of academic staff. By shedding light on how extrinsic factors influence the academic experience, this study provides valuable insights for private universities aiming to retain competent and engaged faculty members.

Keywords: Extrinsic Motivation Factors, Lecture Hall, Academic Staff, Job Satisfaction, Private Universities

Introduction

Over the past few decades, there has been growing interest in academic staff's job satisfaction (Zhu, 2012). Research has found that academic staff who are satisfied with their job will be more motivated, resulting in ripple effects on job performance and organisational commitment. Furthermore, academic staff motivation is also related to their professionalism and teaching capability in a particular higher education institution (HEI) (Manogharan et al., 2018). Academic staff's job satisfaction is the key to ensuring higher performance. In addition, it was found to be a negative predictor of turnover intention as well (Orpina et al., 2022). There has been a research surge related to academic staff motivation since the late 1990s due to its influence on a number of variables including student motivation, staff well-being and education reform (Mohammadi & Karupiah, 2020). Job satisfaction refers to how positively an employee feels about his or her job after evaluating the job's characteristics. It

is one of the most important employees' attitudes related to the job. Zhu's (2012) literature review on job satisfaction revealed that since the 1980s, the meaning of job satisfaction had been expanded to include multiple perspectives encompassing not only an affective but a cognition component. The inclusion of cognition dimension implies that job satisfaction involves a measurement of working conditions, work output and opportunities for development to compare how it satisfies individual needs. The significant role that job satisfaction plays should not be downplayed as empirical evidence found that employees who are more content with their jobs are more likely to assist their organisation in achieving their goals more effectively (Carvalho et al., 2020). Mishra (1978) found that job satisfaction was derived from a set of factors controlled by the management which include wages, working conditions, benefits, security and opportunity for promotion. However, various challenges lie in attempts to enhance academic staff's job satisfaction. High workload remains a concern. Other than teaching duty, academic staff are often loaded with various other duties including supervision, research, consultation and administrative work (Abdul-Rahman et al., 2018). The growth of multitasking over the years might have led to unfulfilled expectations and job tension, leading to academic staff's growing dissatisfaction with the job. Various studies have reported burnout among academic staff. Take for example, Ooi, et.al (2022) found that academic staff's higher burnout level was higher than non-academicians, which in turn contributed to lower job satisfaction.

A promising study done by Boston College and University of Cambridge (2023) found that employees were 71% less burned out, 39% less stressed and 48% more satisfied with their job than before the trial. Additionally, they took less sick time. 60% also said it was easier to balance work and responsibilities at home, while 73% reported increased satisfaction with their lives (Nuramal, et.al, 2023). Fatigue was down, people were sleeping more, and mental health improved all while increasing productivity for the companies surveyed despite the shorter hours. Although this may seem like a stretch for higher education, some institutions have already shifted to this model with success, including D'Youville College in New York. This has also provided the additional student-serving benefit that administration and staff were able to stagger their schedules and extend their hours to be able to better serve non-traditional students.

The study of extrinsic factors affecting academic staff job satisfaction in Malaysia's private universities is crucial due to the expansion of their services rapidly over the years directly attributed to national development, the understanding for exploration of extrinsic factors that contribute to job satisfaction among academic staff working in Malaysia's private higher education institutions remains a top priority. As these private institutions encounter challenges such as high turnover and limited resources, thus it is essential to understand the importance of how salary, job security, working conditions, and organizational policies affect educators' satisfaction with their jobs in order to ensure academic excellence and institutional stability. Recent research found that extrinsic motivators, notably in form of compensation, career advancement and supportive leadership were positively correlated with job satisfaction on academic staffs (Ong, 2023). In addition, the academic context of many private universities is often characterized by large class sizes and lack of adequate resources (Ravesangar et al., 2025) which complicate the discussions about external factors that influence motivation and retention. Research findings provide university administrators with essential guidance to enhance institutional policies while helping policymakers develop

strategies based on academic realities and empowering lecturers through advocacy for better working conditions which leads to improved student results from an engaged academic workforce. The research examines critical factors which help establish an enduring and superior private higher education system throughout Malaysia.

Private Higher Education Scene in Malaysia

According to Hamid (2022), tertiary educated workforce contributes positively to GDP growth at the macro level. This reflects the important role HEIs play in producing knowledge workers in fuelling a country's economic growth in line with Mawardi (2020) assertion that tertiary level human capital drives economic growth. The expansion in Malaysia's higher education sector began in the early 1990s pushed by various factors such as a local demand for skilled employees, external pressures from a financial crisis, and an aspiration to position Malaysia as a world-class higher education hub. The number of students enrolled in private HEIs has increased from 261,043 to 537,434 over a ten-year period from 2010 to 2020 (Department of Statistics Malaysia, 2021a). Over the same time period, the number of academic staff in PHEIs has increased from 8,928 to 28,570 (Department of Statistics Malaysia, 2021b). As of 30th September 2024, a total of 63 private universities, 35 university colleges, 11 branch campuses of foreign universities and 279 colleges in the country (Ministry of Higher Education Malaysia, 2018). This implies that PHEIs will continue to play a critical role in the development of Malaysia's higher education industry, local economy and development of the country. Table 1 provides a breakdown of the PHEIs according to category in Malaysia.

Table 1

List of Private Higher Education Institutions in Malaysia as at 30th September 2024

No	Categories of PHEIs in Malaysia	Total
1	Universities	63
2	Branch campus of foreign universities	11
3	University colleges	35
4	Colleges	279
	Total	388

Source: Ministry of Education Malaysia (2018)

In order for PHEIs to achieve continuous excellence, it is crucial to ensure that the job satisfaction of the academic staff, the backbone of a HEI, remains at an optimal level. However, there are many studies reporting a high turnover rate or low attrition rate in Malaysian PHEIs (Manogharan et al., 2018). Despite job satisfaction's known impact on academic staff retention and performance, unfortunately many private universities in Malaysia do not engage in much effort to improve academicians' job satisfaction (Sinniah et al., 2019). Furthermore, the shortage of lecturers has remained a significant problem for this sector, and many studies have reported that Malaysian PHEIs has been experiencing high turnover among academic staff for many years (Foo et al., 2023; Matharu et al., 2023; Orpina et al., 2022).

With Sustainable Development Goals (SDGs) being the way forward for most organisations, PHEIs are left with no choice but to jump on the bandwagon to keep up with the sustainability trend. SDG 4 aims to achieve equitable and fair access to education and lifelong opportunities for all by 2030 (United Nations, 2024). In line with this goal, Malaysia has outlined a mission of creating a more sustainable quality higher education system to develop individuals' potential to fulfil the country's aspiration in its Malaysian Higher Education Action Plan 2022 to 2025 (Ministry of Higher Education Malaysia, 2022). This iterates the need to address the issue of academic staff's job satisfaction because it has multiplier effects on the students and HEIs.

Although there are numerous studies on academic staff's job satisfaction, this study was conducted in a post-Covid-19 pandemic, an era defined by technological disruption and a changing work culture (Aljumah, 2023). The numerous challenges face during the pandemic might have shaken up people's values on extrinsic rewards such as salary, job security, company policy and working conditions in the face of uncertainty. Hence, this study offers a fresh perspective on the significance of extrinsic factors in determining academic staff's job satisfaction.

Literature Review

The concept of job satisfaction is multifaceted and cannot be fully captured by one single definition. Often, it is viewed as the positive emotional response that results from an assessment of one's work and work experience (Ihsani and Wijayanto, 2022). Al-Maamari and Matriano (2020) define job satisfaction as a combination of environmental factors and psychological conditions that allow individuals to genuinely acknowledge their satisfaction with their work. The experience of job satisfaction is influenced by various factors that contribute to the sensation of contentment (Dreer, 2021). Central to job satisfaction is the feeling of comfort that people experience while working. Job satisfaction fluctuates during the course of work and can be impacted by mood and emotions. Mood states are often longer-lasting, possess a causal object, and are temporary. Situations that elicit emotions at work are more easily remembered than negative moods. Intrinsic and extrinsic job satisfaction are two key components of job satisfaction. Extrinsic job satisfaction includes factors outside of the job itself such as pay and management practices, while intrinsic job satisfaction pertains to reactions that impact people's emotions and feelings towards job-related features such as autonomy, expertise, and job variety. Job satisfaction can also take the form of employee fulfilment and job descriptions (Inayat and Jahanzeb, 2021). To summarize, job satisfaction is a complex construct that involves various factors, both internal and external to the job, that contribute to a sense of contentment and fulfilment in one's work.

As regards human resources management, job satisfaction is a crucial topic that has been extensively researched, particularly in public research universities (Ahmed, et.al, 2010). Job satisfaction refers to the positive emotions derived from performing a job and the motivations that influence staff attitudes and beliefs (Munawaroh, et.al, 2020). Wau (2021) emphasized the role of job satisfaction in staff performance and activities, highlighting the significant association between these factors in the educational setting. Notably, job satisfaction can manifest in different behavioral reactions and has a direct impact on staff performance in the work environment (Chong, et.al, 2019). Universities are seen as important

hubs for knowledge production and training across various fields. Academic staff, who are primarily responsible for teaching and research, are crucial resources for educational programs. Therefore, their job satisfaction is of utmost importance for the success of higher educational institutions. A healthy climate at universities, according to Basalamah, et.al (2021), not only leads to increased job satisfaction among academics but also enhances their performance. A positive working environment can be influenced by multiple factors, including healthy working conditions, positive relationships with colleagues, supportive research and teaching environment, appropriate salaries, opportunities for growth, and more. Job satisfaction can create a range of responses in academic staff and can influence an individual's behavioral and organizational changes. Job satisfaction can be affected by various factors like organizational vision, management, motivation, pay, benefits, and co-workers' behavior, each of which can result in either low or high levels of satisfaction. Azman and Abdullah (2021) study found that pay, promotion, work, supervision, and fellow workers are the primary determinants of job satisfaction. While job satisfaction varies among academic staff, universities must consider it a vital factor and develop organizational policies that monitor and enhance it. The importance of job satisfaction for academic staff in universities, particularly in Malaysia, cannot be overstated (Isa and Palpanadan, 2020). Academic staff's positive attitude and approach towards their job and workplace are crucial in achieving desirable outcomes especially given the expanding number of universities in Malaysia. Job satisfaction is a critical organizational factor that must be addressed to support academic staff in their physical and mental well-being. Studies have shown that job satisfaction is influenced by various factors, including policies, salaries, and administration (Ratnasari, et.al, 2019). Improving academic staff's job satisfaction is vital to enhance their performance, leading to optimal scientific outcomes (Malek, et.al, 2020). Malaysian private universities recognize the significance of job satisfaction as an essential organizational tool and its impact on staff productivity (Ong, et.al, 2020). Encouraging motivator factors is a stepping stone to increase job satisfaction in the workplace.

Extrinsic sources of motivation refer to external influences that significantly impact an individual's motivation and behavior. These external factors play a crucial role in fostering and maintaining motivation across various environments, including educational institutions and workplaces. Extrinsic motivation entails seeking specific rewards or outcomes, engaging in activities to attain particular goals. It involves investing effort or making sacrifices in the present with the anticipation of future rewards. For instance, extrinsic motivation encompasses financial rewards, performance evaluations, opportunities for social interactions, and the establishment of a positive professional reputation. In a particular study, these motivators are termed extrinsic performance value, denoting the advantages that an individual's performance gains from factors external to them (Schunk, et.al, 2020). According to Herzberg (1964), there are two separate factors influencing job satisfaction and job dissatisfaction, namely motivators and hygiene factors respectively. Extrinsic motivation is the motivation to do something to attain an external goal (Aziz and Arif, 2020). The source of motivation originates from outside the person. According to Herzberg's Two-Factor Theory, extrinsic factors are termed hygiene factors which include salary, interpersonal relationship, policies and administration, supervision and working conditions (Chen, et.al, 2012). They are important to prevent job dissatisfaction as an inadequate provision of hygiene factors at the workplace will contribute to employees' dissatisfaction over their work. On the other hand, intrinsic motivation is the motivation to perform something for its own reason, to just enjoy

the work itself. Task motivation originates from within an individual. According to Herzberg's Two-Factor Theory, intrinsic factors are termed motivation factors which include advancement, work itself, possibility of growth, responsibility, recognition and achievement (Hartati, 2020), which will contribute to employees' job satisfaction. Studies have found that people who are intrinsically motivated are more likely to become more creative in their jobs. Both extrinsic and intrinsic job motivation contribute to job satisfaction and job performance.

Salary stands out as the paramount factor influencing job satisfaction under management's purview (Mishra, 2013). Similarly, Ahmad's (2018) investigation among academic staff at two private universities in Iraq revealed that financial rewards ranked as the second most crucial element affecting job satisfaction. As Mishra (2013) points out, while higher wages contribute to increased job satisfaction, it may not necessarily encompass the satisfaction of all employees. Various studies have indicated a negative impact on job satisfaction when employees receive inadequate salaries, whereas a positive correlation exists between high salaries and enhanced job satisfaction (Asaari, et.al, 2019). Aljumah's (2023) examination in Saudi Arabia highlighted that the satisfaction of managers in both small and medium enterprises (SMEs) and large enterprises with their compensation significantly bolstered their extrinsic motivation. Additionally, Stankovska et al. (2017) noted contentment among academic staff at a public university in the Republic of Macedonia with their remuneration, leading to heightened job satisfaction and motivation. In the context of Malaysia's higher education sector, Mahzan and Nordin (2021) delved into research on private colleges in Kuala Lumpur, unveiling that lecturers in small colleges often received lower salaries that did not align with their academic credentials. Correspondingly, Manogharan, et al. (2018) emphasized that PhD holders in Malaysian private universities prioritized salaries over promotions and recognition, underscoring the prevalent issue of merger academic staff salaries at private institutions. Job security is multifaceted, encompassing both objective elements like full-time employment and contract stability, alongside subjective aspects where employees perceive their workplace as a stable environment for their careers (Ahmad, 2018). Mishra (2013) indicated from previous research that employees desire continuity in their jobs, with job security playing a pivotal role in enhancing job satisfaction. Job security also has a substantial influence on job satisfaction. Studies have shown that a significant correlation exists between job satisfaction and job security, with employees expressing greater contentment with their roles when they perceive enhanced security. Permanent employees have been noted to report higher levels of job satisfaction, compared to their counterparts in contract roles. Additionally, lecturers experience increased job satisfaction when promotional opportunities are available (Abbas and Iqbal, 2020). Academic staff demonstrate heightened commitment and motivation when they believe that advancements can occur within a short timeframe. However, it is important to note that a significant number of educators have reported dissatisfaction with the promotion process within their careers. Moreover, Sukmayanti, et.al (2023) research has established a positive relationship between job security, career advancement, and overall career success.

Working conditions refer to a job's physical surroundings and facilities, which may include the amount of work, space, ventilation, tools, temperature and safety. A good environment will contribute to employee satisfaction. In addition, a comfortable working condition will result in employees experiencing less fatigue (Mishra, 2013). In the education industry, social conditions of the workplace such as the organisational culture, leadership and relationship

among colleagues might be more important in influencing academic staff's job satisfaction (Ong et al., 2019). Company policies encompass a wide array of organizational guidelines that impact employees, including communication and authority, as discussed by Alshmemri et al. (2017). Naeem (2013) highlighted the importance of clear and fair promotion policies that consider employees' input, noting a positive correlation with job satisfaction. Research by Jing and Photchanachan (2022) revealed that employees' perceptions of human resource policies related to aspects like recruitment and compensation significantly influence job satisfaction. Furthermore, the study indicated a positive association between job satisfaction and organizational commitment, emphasizing the pivotal role of company policies in shaping job satisfaction and fostering positive outcomes for the organization. Additionally, Stankovska et al. (2017) found that academic staff expressed satisfaction with operational procedures, ranking them fifth in terms of mean score among various extrinsic and intrinsic factors.

Herzberg's Motivational – Hygiene Theory

Herzberg's Motivation-Hygiene Theory, proposed in 1959, is a major theory in the field of job satisfaction and workplace. This theory suggests that job satisfaction and dissatisfaction are influenced by various job-related factors. The theory is divided into two major parts: motivation and job satisfaction, each with job content or motivation factors and job context or hygiene factors. Job content includes personal growth, accomplishment, and acknowledgment, while job context includes external motivators such as salary and work conditions. These motivators generate job satisfaction which can improve different levels of human needs such as self-actualization. Certain factors in the work environment can lead to job satisfaction according to Herzberg, which is treated as a primary human need that should be met like other essential needs such as water, shelter, and food. Some theories such as Maslow, McClelland, and Alderfer have also focused on individual demands (Kovac̃evic and Blagojevic, 2022). Maslow referred to job satisfaction as a primary human need that should be satisfied alongside other essentials. The role of basic human needs in enhancing individuals' selves towards environmental conditions has been highlighted by Fatimah, Amiraa, and Halim (2011). Herzberg's Motivation-Hygiene Theory identifies factors that affect primary needs and improve self, contributing to job satisfaction as demonstrated by individuals' reactions in the workplace. This theory aligns with Abraham Maslow's hierarchy of needs and emphasizes the importance of satisfying lower-level needs before higher-level ones (Alrawahi, et.al, 2020). Job satisfaction is a key need influenced by various factors in an individual's personal and social life. In instances where employees are content with their job, motivators come into play, but the removal of these motivators does not automatically lead to dissatisfaction. This scenario underscores Herzberg's theory, highlighting the distinction between job satisfaction and dissatisfaction as two separate phenomena. Moreover, motivators impact various aspects of job conditions, manifesting signs of job satisfaction at different levels in the workplace. These motivators influence the states, performance, opinions, and reactions of employees, shaping them either positively or negatively. Theoretically, motivators play a crucial role in altering job satisfaction in the workplace, significantly impacting the overall satisfaction levels among employees. These influential motivators have a profound effect on fundamental human needs (Ganesh and Liu, 2022). As per Herzberg's Motivation-Hygiene Theory, these effective factors for job satisfaction serve as pivotal drivers for enhancing job content, focusing on the significance of internal factors within the work environment.

Theoretical Framework

The previous section discussed Herzberg's Two Factor Model and its application to academic staff job satisfaction. This paper's theoretical framework, developed by Sledge, Miles, and Coppage (2008), explores the impact of extrinsic motivation factors on job satisfaction among academic staff. These factors include salary, job security, work conditions, and company policy. The study adopts Herzberg's Two Factor Theory to examine the effects of motivating factors on academic staff job satisfaction. The study focuses on job satisfaction as a dependent variable and examines dimensions such as work quality, communication competency, and productivity. These dimensions are chosen based on the specific work problems faced by private universities in Malaysia (Figure 1). The research draws on the extrinsic motivation factors identified by Sledge, Miles, and Coppage (2008).

Employee motivation continues to be a contentious issue that determines the amount of work offered by employees in an organization thereby improving the performance of the organization. Therefore, either intrinsic or extrinsic motivation encourages the state of employee satisfaction that ultimately results in satisfaction and production quality. To develop the hypothesis, it was formulated in the following manner;

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 condition has a significant positive influence on job satisfaction

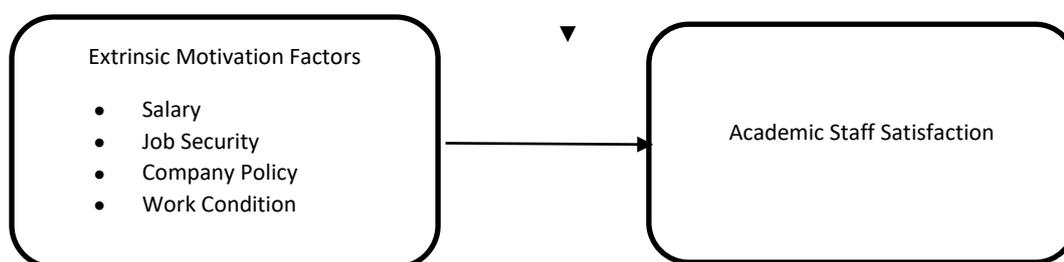


Figure 1: The Influence of Extrinsic Motivating Factors on Job Satisfaction

Source : Adapted from Sledge, Miles and Coppage, 2008

Methodology

This type of research uses quantitative techniques to determine the relationship that exists in a sample between variables or Data Sets. Hence, the research is theoretically reasoned and the literature review makes the quantitative method most suitable for the study. Cross-sectional approaches are used to test hypotheses developed from the conceptual framework, and data are collected within one month. The research problem is solved in the following way, basing our analysis on the data collected from the academic staff working for the private universities in Malaysia. The sampling method used in this study is cluster sampling with using specific private universities in Malaysia as the target of research. Target population is divided in clusters in relation to geographical distribution of private university in Malaysian context. The study is limited to the Local Private Universities in Malaysia, with 161 respondents from the population of 276 academic staff. The target sample consists of 20 respondents, working in 8 local private universities, and 1 extra respondent from one of them, which includes different departments. These universities are selected because the literature shows a

decrease in motivation among employees. However, private universities in Sabah and Sarawak are excluded from the study due to difficulties in responding to questionnaires in a timely and effective manner utilizing the academic staff population. Consequently, the local private university respondents from different states of Malaysia were chosen to provide a broad representation, and this required the sample size of 161 respondents. The sub-sectors selected within the clusters are based on the presence of private universities in specific regions, namely the Northern Region (Kedah, Penang, Perak), East Coast Region (Pahang), Southern Region (Melaka, Johor Bahru), and Central Region (Selangor, Kuala Lumpur). This research mainly employs primary data which are collected by a self-designed questionnaire, and the questionnaire is available online through Google Survey to encourage 161 participants from the academic staff of the private universities in Malaysia.

Results & Discussion

Demographic Findings

The research findings indicate a gender imbalance among faculty members, with female participants comprising a majority at 61.5%, potentially influencing research outcomes concerning motivation and job satisfaction due to inherent differences in priorities. Marital status also appears to be a relevant factor, with 69.6% of participants being married and potentially impacting their job satisfaction and motivation. Participants aged between 36-45 comprise the largest group (39.1%), followed by those aged 46 and above (33.5%), with relatively fewer participants in their 20s and 30s (26.1%). The majority of faculty members possess a Master's degree (57.1%), with a significant portion affiliated with professional organizations (56.5%). Permanent employees make up the majority (70.2%) compared to contract staff (29.8%). Lecturers account for the largest group (60.2%), with most faculty members earning above RM5501 (62.7%). Furthermore, the majority of staff members have less than 5 years of experience (34.2%). These findings provide a foundation for the exploration of the relationship between salary, experience, and job satisfaction. Overall, the research suggests a highly qualified and experienced academic workforce.

Descriptive Analysis

The Table 2 covers five key variables: Salary (SA), Job Security (JS), Work Condition (WC), Company Policy (CP), and Employee Satisfaction (ES), each rated on a scale of 1 to 5 by 161 academic staff members. The average ratings for these variables suggest a generally moderate perception of the factors influencing employee satisfaction. Work Condition stands out with the highest average score of 3.6377, followed by Job Security at 3.4845, Company Policy at 3.5311, Salary at 3.2966, and Employee Satisfaction at 3.4534. The standard deviations (SD) indicate the variability in responses, with Salary having the highest variability (0.87509), followed by Company Policy (0.82857) and Work Condition (0.72805), reflecting diverse opinions among respondents on these aspects. In contrast, Job Security (0.81582) and Academic Staff Satisfaction (0.79215) show moderate variability, suggesting a more consistent perception among academic staff. The results highlight favorable views on Work Condition and Job Security, essential for overall satisfaction. Despite Salary receiving a lower average score, its higher variability suggests differing impacts on individuals based on expectations or requirements. Improvements in work conditions, job security assurance, and addressing salary concerns could significantly enhance employee satisfaction. Further analysis, such as correlation or regression studies, may provide insights into the strength of these relationships.

Table 2

Descriptive Statistics of the Study Variables

Construct	N	Min	Max	Mean	SD
Salary (SA)	161	1.00	5.00	3.2966	.87509
Job Security (JS)	161	1.00	5.00	3.4845	.81582
Work Condition (WC)	161	1.00	5.00	3.6377	.72805
Company Policy (CP)	161	1.00	5.00	3.5311	.82857
Academic Staff Satisfaction (ES)	161	1.00	5.00	3.4534	.79215

Reliability Analysis

The Cronbach's Alpha (Table 3) values indicate a robust internal consistency and reliability for the factors associated with academic staff motivation and satisfaction within private universities in Malaysia. Ranging from 0.951 to 0.956, the values encompass Salary (0.96), Job Security (0.951), Work Condition (0.956), Company Policy (0.954), and Employee Satisfaction (0.951). These results suggest a close interconnection among these factors, effectively gauging academic staff satisfaction. The elevated Cronbach's Alpha values imply that when considered collectively, they offer a dependable assessment of academic staff motivation in private Malaysian universities. Specifically, the strong reliability of Work Condition (0.956) and Company Policy (0.954) underscores their significant impact on academic staff satisfaction. Amidst financial constraints, infrastructure challenges, and institutional policies encountered by private universities in Malaysia, these outcomes propose that enhancing job security, improving work conditions, and aligning company policies with staff requirements could substantially enhance overall staff satisfaction. Moreover, Cronbach's Alpha for Salary (0.96) emphasizes the critical role of fair compensation in motivation, exerting a significant influence on staff retention and performance. In essence, the findings underscore a profound correlation among these factors, underscoring the necessity for a cohesive strategy to elevate academic staff satisfaction within Malaysia's private university domain.

Table 3

Cronbach's Alpha Results

Construct	Cronbach's Alpha if Item Deleted
Salary (SA)	0.96
Job Security (JS)	0.951
Work Condition (WC)	0.956
Company Policy (CP)	0.954
Employee Satisfaction (ES)	0.951

Multiple Regression

The information detailed in Table 4 outlines the outcomes of a regression analysis likely examining the correlation between multiple independent variables and a dependent variable concerning job satisfaction within academic faculty. The substantial R-squared value of 0.860 signifies that 86% of the variations in the dependent variable are elucidated by the included

predictors, indicating a robust model fit. The adjusted R-squared value of 0.852 offers a more cautious evaluation, considering the predictor variables' influence. The standard error of the estimate, recorded at 0.30429, represents the average difference between the anticipated and observed values, indicating the model's precision. Additionally, the noteworthy F change value of 116.542, coupled with a p-value of 0.000, implies that the predictors notably enhance the model's capacity to clarify the variability in the dependent variable. In essence, these findings highlight a substantial connection between the predictors and job satisfaction, with the model proficiently addressing a significant portion of the variance

Table 4

Regression Analysis

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

Anova Analysis

The ANOVA Table 5 presents a thorough analysis of the regression study, which examines the factors that likely affect the job satisfaction of academic employees. The section labeled Regression displays a sum of squares equal to 86.327 and 8 degrees of freedom, indicating the overall variance explained by the predictors in the model. Conversely, the Residual section, with a sum of squares equal to 14.074 and 152 degrees of freedom, represents the unexplained variance. The very high F-statistic of 116.542 and a p-value of 0 indicate a significant effect of the model in accounting for job satisfaction. This points out that the predictors included in the model, collectively, explain a significant proportion of the dependent variable's variability, highlighting their importance in influencing job satisfaction levels among academic personnel. These findings confirm that the factors considered in the study are crucial determinants of job satisfaction among academic staff.

Table 5

Anova Analysis

<i>Source</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
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 6 provides an analytical examination of the relationship between extrinsic motivational factors and the satisfaction levels of academic staff. According to Hypothesis 1, increased financial remuneration results in improved job satisfaction, as evidenced by a strong positive correlation with a significance value of 0.001. Higher salaries offer stability, recognition, and a better quality of life. Increased salaries do more than just offer financial security; they also function as a means of acknowledging the contributions of academic personnel, ultimately enhancing their job contentment. The monetary rewards frequently lead to an enhanced

standard of living, enabling academic staff to address both personal and professional requirements, thereby nurturing a feeling of gratitude and satisfaction in their roles. Consequently, it is evident that competitive compensation plays a vital role in enticing and retaining top-tier academic professionals within the fiercely competitive realm of education. Hypothesis 2 also presented a significant positive relationship, indicating that job security positively affects satisfaction levels, with a significance value of 0.000. Academic staff satisfaction heavily relies on job security, a crucial driver of extrinsic motivation. Providing a stable work environment reduces financial concerns and allows staff to fully concentrate on research and teaching without the stress of potential job loss, ultimately promoting professional fulfilment. Hypothesis 4 revealed that supportive policies are associated with increased satisfaction levels, as shown by a significance value of 0.000. These policies may include research funding, promotion criteria, workload expectations, and work-life balance initiatives, fostering a positive and rewarding workplace. To maximize motivation and job satisfaction, it is essential to establish policies and practices that support and reward employees. Examples of such policies include promotion criteria, research funding accessibility, manageable workload expectations, and work-life balance initiatives. Implementing these policies can help create a supportive and positive workplace environment. Besides, Hypothesis 3 did not exhibit a significant effect on satisfaction levels, as demonstrated by a significance value of 0.249. The conclusion drawn from the study suggests that individuals within the academic staff may prioritize tangible elements, such as monetary rewards, job security, and institutional backing, over intangible factors such as the physical or environmental characteristics of their workplace. This implies that they may value factors that offer practical benefits more than those that offer psychological or aesthetic benefits. This finding suggests that salary, job security, and institutional policies exert a more substantial influence on job satisfaction than working conditions. It also implies that the work environment factors evaluated in this study may not be as crucial for academic staff compared to other determinants.

Table 6

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

Conclusion & Recommendations

The study demonstrates the critical impact that external motivational elements have on the job satisfaction of academic faculty members in private universities in Malaysia. The article reveals that financial compensation, guarantees of job security, and supportive policies implemented by the institutions have a substantial positive correlation with the overall satisfaction levels of staff. Comparatively, the influence of working conditions appears to be less impactful. Precisely, having competitive salaries is crucial in providing financial stability and recognition, which is a significant factor in attracting and retaining skilled academic professionals. Additionally, the sense of job security is crucial as it mitigates concerns about

job loss and enables faculty to concentrate more on their professional responsibilities and academic research. Furthermore, institutional policies like providing clear promotion criteria, opportunities for research funding, and work-life balance initiatives culminate in a positive work environment and further enhance satisfaction levels. In contrast, while workplace conditions are essential, their effect on job satisfaction appears to be less significant compared to tangible elements such as compensation and job security. This conclusion suggests that faculty members tend to value practical benefits over the aesthetic or physical attributes of their workplace.

Based on the findings, it is recommended that private universities in Malaysia prioritize increasing financial compensation to improve the satisfaction of academic staff. This is because higher salaries are found to contribute to a better quality of life and greater job contentment. Another critical factor is job security, which allows academic staff to focus on their professional responsibilities without the stress of job uncertainty. Universities should also implement supportive institutional policies that include clear promotion pathways, research funding, manageable workloads, and work-life balance initiatives that foster a motivating and supportive environment. While work conditions are essential, they should not be prioritized over compensation and job security. Additionally, universities should invest in ongoing professional development for academic staff to enhance their skills and adaptability in a rapidly changing educational landscape. By focusing on these areas, universities can create a more satisfied and motivated academic workforce, leading to improved staff retention and overall institutional success.

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