

CHAPTER ONE

INTRODUCTION

Background of the Study

The happier workers are at their jobs, the more highly productive they are and the more they are motivated and, as a consequence, the less dissatisfied they will be. Academic staff are the crucial element in educational opportunity structures. A high-quality teaching staff is the cornerstone of a successful educational system. Their job satisfaction is considered as a primary requisite and obligation for any successful teaching and learning process. Research suggests that individuals who are satisfied with their jobs contribute to positive organizational outcomes.

This issue is a complex phenomenon involving various personal, institutional and social aspects. It is believed that, if the academic staff attain adequate freedom, autonomy and enough job satisfaction, they will be in a position to fulfill the educational objectives and national goals. With a view to accomplishing these goals and objectives, management is mandated to adopt a nurturing and participative culture and try as much as possible to eliminate the art of dissatisfaction of the staff within their work because the effects of dissatisfaction reduce the ability to meet students' needs, cause a significant incidence of psychological disorders leading to increased absenteeism, and high levels of claims for stress-related disability (Farber, 1991; Troman & Woods, 2000). Besides, it might appear to be a main factor in teachers leaving the profession in many countries (Huberman, 1993; Woods et al., 1997).

According Zembylas and Papanastasiou (2005), numerous investigations and studies by higher institution sought to identify sources of academic satisfaction and dissatisfaction (eg Farber, 1991, Friedman and Farber, 1992; Kyriacou, 1987; Kyriacou & Sutcliffe, 1979; Mykletun, 1984). From the perspective of most of these studies, academic staff satisfaction is, of course, is related to intrinsic levels of empowerment, ie motivation. In addition, the most important factor found to contribute to job satisfaction among academic staff is working with students. In addition, other factors accompanying the development of warm personal relationships with students, the intellectual challenge of teaching and the autonomy and independence. Hence, academic staff perceived job dissatisfaction as the primary cause such as increased workload, low pay and low status.

To avoid dissatisfaction, according to SRG (N.d), good leaders or managers should apply different decision-making style according to the situation. Thus, decisions should be participative where everyone gives their own opinion. Top managers, administrators and educational policy makers should play a key role in determining the roles in achieving the central purpose of an institution. The extent to which senior managers, administrators and educational policy makers succeed in achieving the higher institution objectives and fulfilling the principles included in the philosophy or mission statement depends on how skillfully a suitable management style is developed and used in a specific situation.

When employees are motivated and satisfied, the manager not only receive great benefits in the short term but also the development of the company in the long term and for the staff or workers, such as higher wages, status and promotion as well as employee's long-term development. These elements motivate workers to perform

efficiently. Besides, it shows a strong association between management and staff, and their interconnection. A management style success will depend heavily on senior management; administrators and educational policy makers own personality and in their training to realize that there are a number of ways of working with people. It should be remembered that the particular management style affects the tone of the institution either negatively or positively.

One aspect of management style that has been promoted as an important component of institutional reform efforts is participative decision-making (PDM). From the point of view of the results carried out worldwide, the effectiveness of the organization is determined by the way people work against each other. The way in which people co-operate with one and another, with the leaders and the community, and the extent of its commitment to their organization, depending on the management style.

Looking to job satisfaction in relation to the psychological needs of academic staff, current theories about the satisfaction of the workers are complementary and interrelated with the psychological theories of the needs and values. Sources of intrinsic satisfaction are elucidated by theories of need, as defined by Maslow (1954), whose study is generally recommended, and managed human needs in the following hierarchical order from the most basic human needs: physical, security, love, self-esteem and self-actualization. According to Maslow's principle, the needs served as motivators until they were satisfied. As a continuation, Herzberg (1972) refined the needs theory by examining the deficiencies in the exact work environments resulting in his Hygiene/Motivators of job satisfaction Theory (Victoria, 2006).

Moreover, according to Victoria (2006), the Hygiene/Motivators of job

satisfaction Theory assumed that people have two categories of needs: one for psychological growth (a motivational component) and another to eliminate unpleasantness (a state of non-dissatisfaction). Herzberg (1967) identified criteria for meaningful work, including (a) opportunities for growth and achievement, (b) recognition for achievement, (c) increased responsibility for one's job, and (d) opportunities to advance to higher task levels. A job enrichment model for classroom academic staff that would meet the intrinsic sources defined by Maslow and the four criteria recognized by Herzberg is needed in the university or in any educational setting as well as workplace environment (Ellis & Bernhardt, 1992).

In line with this, Zembylas & Papanastasiou (2005) contributed by explaining that the motivational component of Herzberg's (1972) theory corresponds with the need for humans to achieve psychological growth. Generally, however, studies have discovered differences in the job satisfaction levels of academic staff, depending on individuality and educational setting characteristics (Spear, Gould & Lee, 2000). Norton and Kelly (1997) and Shann (1998) acknowledged the following factors that contribute to increased academic staff dissatisfaction and to academic staff resigning from their profession:

- “Problems/frustrations with the diversity of administrative routines and accompanying paperwork;
- Concerns about the evaluation of student performance and university grading practices;
- Problems concerning student behaviour and handling of student discipline;
- Problems related to academic staff workload and expectations for assuming extra-curricular assignments;
- Concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels;
- Low pay/salary;
- Few possibilities for career promotion or growth; and
- The declining respect for the profession” Zembylas & Papanastasiou (p. 2. 2005).

The issue of job satisfaction is very important because of its importance to the

physical and mental well-being of employees. Job satisfaction is relevant to human health. The work is an important aspect of the lives of people because most people spend much of their life at work. Understanding the factors that influence job satisfaction vital in improving the welfare of a significant number of people. (Oshagbemi, 1996). In relation to this, there is another factor pondered over by the researchers. It is considered as a part of something that makes any worker or employee satisfied or dissatisfied at work. This factor refers to the personal involvement in making decisions and outcomes of the decisions made by management at work, on job satisfaction of the workers.

Research in schools has indicated that the organizer's personalities and the administrator / director, working methods, the nature of interpersonal relationships and administrative practices or behavior may be some of the main reasons behind the differential behavior of universities (Khetarpal & Srivastava, 2000). Recent reform initiatives have focused on academic and personal autonomy of academic staff and their participation in university-based decision-making. Private sector and university research identifies the importance of workers and empowering academic staff. This autonomy leads to a sense of belonging and workers' independence where workers aim to grow within their job or profession and seek greater responsibility.

In education, the reform of education should provide academic staff with decision-making responsibility and freedom in education, including the option with respect to professional development. The freedom or autonomy can be achieved only in a supportive organization and promotion (Dondero, 1997). Staff autonomy in universities is critical to educational effectiveness. Academic staff autonomy empowers

individuals within the educational parameters to teach according to the changing needs of students and society (Sergiovanni & Moore, 1985).

Importantly, there is a strong relationship between the university reform and empowering academic staff. One possibility to advance the academic staff at universities is through the improvement of academic staff empowerment and motivation. Extending this concept empirically, especially in education, Short and Rinehart (1994) had made the effort to build six dimensions of this concept:

- Decision making,
- Professional growth,
- Status,
- Self-efficacy,
- Autonomy,
- Impact.

Accordingly, academic staff should not only have the means to make a difference, but believe that their efforts and contributions can make a difference (Short & Greer, 1993). During the 80s, attention was paid particularly on the issue of improving the professionalism of academic staff with the sense of raising their participation level in making decisions on classroom environment and the university. In addition, the ability to take effective decisions is vital to the successful performance of teacher's training college. Today, the reform of the educational environment has been proposed and called numerous structural changes and strategic reviews of university governance further to accentuate the need for progress in the process of decision-making skills.

The academic staff empowerment and autonomy have also led to new decision-making situations from senior management and administrators, academic staff are now given more responsibility in such areas as hiring, curriculum, approval, supervision, administration, governance and development which is supposed to make them as one of the university policies and policy makers as well as instilling in their minds sense of belonging and ownership. Empowerment as an approach to leadership and reform is based, first, in the belief that the effectiveness of the organization has improved and is given by the participative decision-making in relation to the problems of practice (Scribner, Truell, Hager & Srichai, 2002).

Recently, research has defined this empowering process according to (a) the types of decision-making in which academic staff are empowered to be involved (Duke & Gansneder; Rice & Schneider, 1994); and (b) the definite processes and contexts that engage academic staff in those decisions (Rinehart & Short, 1994; Short, 1998; Short & Greer, 1993). In particular, research suggests that academic staff empowerment hinges on academic staff participation in decision-making (an essential dimension of empowerment and motivation).

For the empowerment of staff to take place, administrators have to perform many functions within organizations, and know how to handle different situations with their management style. A management style is a leading global method used by a manager. Therefore, an effective manager or leader is about knowing when to use the right management style. The management style must be selective and must rely on people skills, knowledge and resources available. In this case, the government must choose a style that best suits any given situation.

In any case, the goal of any management style should be the way to motivate employees to produce their best performance at work. In an educational environment, academic staff participation in decision-making process produces a very large positive effect for them, such as the satisfaction of as many personal reasons, commitment and professionalism improved (Cortes, 1994). However, the style is not the critical variable for success, but the quality of the manager, the quality of the implementation of a leadership style that is suitable for the organization at a given point in its lifecycle that makes the difference (Mittler, 2002).

In addition, accountability and responsibility for managing individual outcomes defined work and then set the expectation that the individual to take whatever actions, consistent with the moral and corporate values, which are necessary to carry out their responsibilities (Mittler, 2002). Research indicates that poor relations between staff of a department or between teachers and department heads can cause an increase in the level of stress perceived by teachers.

Thus, the weak associations between departmental staff ambiguous, autocratic political and bad connections in the departments are the main source of stress for teachers (Paul, 2003). In this sense, the participation of more academic staff in the decision making process of a university, the more positive view of their expression into the campus environment towards the campus environment, emotional response, association or fraternity in the society and their pleasure at finding the university to be a conducive environment to work in and encouraging to stay long.

Organizational climate is strongly related to the amount of control over individual workers, and the way in which this is exercised is directly affected by its management style. Lecturers see the universities as organizations that is functioning

effectively when there are more professional and when the decision is participative and unanimous (Dondero, 1997). Hence, allowing organizational members to develop and grow professionally, and by creating opportunities for interaction, interdependence, collaboration, and implementation of best practices, an organization maximizes its assets, which in return maximizes organizational outputs and outcomes. In the case of a university, the output and outcome maximized is quality instruction (Darling-Hammond, 2000; Margaret, 2002).

Regardless of what managerial style an organization executes, what is important is the effective flow of communication between all hierarchical levels of the organization. In a situation in which there is a communication breakdown or inadequate communication, no managerial style can operate. A chance or the honour given to the subordinates to participate in the decision-making process really plays a huge role in their lives and has a serious impact on their job satisfaction either positively or negatively.

With this regard, job satisfaction should be taken into consideration and measured as the backbone of educational development and achievement. The level of professionalism and job satisfaction of the staff was seen as an important element in determining staff self-esteem; self-confidence and injecting enthusiasm in the working habits (Quitugue, 1975; Browder, 1994; Dinham, 1994).

In addition, the level of job satisfaction of academic staff or teachers should be of primary concern for middle managers and those in supervisory positions in higher education. The decision-making process and opportunities for staff to participate must be conducted with the approval of the authorities such as faculty boards/senates,

committees, the university senate, task forces, planning committees, the university planning council and so forth (Schuster, 1994).

On the contrary, this participation can be at stake whenever different parties disagree in the running of the university. Therefore, this type of disagreement occurs when the academic staff or teachers demanding the right to make decisions consistent with their field of expertise by searching for workplaces and for participation in the areas of administration and policy (Piland et al. 1998).

The academic staff might be depressed and frustrated when university management supervision is politicized by powerful individuals and they are deprived of participation, and the authorities influence decisions and procedures. As a result, the staff could see it as intimidation; underestimating their status; underrating their value or ignoring their conditions and minimizing their academic freedom (Boice, 1992; Oshagbemi, 1998). At the same time, the policy/decision-makers can see this as interference with their authority and policies in believing that the staff may use the information or the facts they have received and obtained for their own purposes and goals. In this sense, the policy/decision makers will reluctantly or unwillingly allow staff to upgrade their levels and provide chances for decision-making (Oshagbemi, 1998).

Individual autonomy is therefore crucial to the success of the educational reform movement. Besides, staff feel frustrated and depressed when they are unable to participate in decision-making and when the university has been bureaucratized (Schuster, 1994). Furthermore, staff satisfaction is very crucial at the working place and

has a direct impact on their performances and commitment to the educational entity.

Generally, the vision of any educational setting and its mission aim to produce quality education, the advancement of knowledge and a standard acquaintance that will reflect on the students' performances, as well as the enhancement and outcome of staff ability. The enhancement of these qualities is in line with the realization that the academic staff are the knowledge producers and supervisors. In this sense, the assistance should then be considered as the key factors to these successes through the opportunities given to the staff to participate in the decision-making process of the university and its policies. In this situation, various factors may contribute or trigger the satisfaction of the staff in their jobs when they are praised, rewarded with bonuses or compensated by increasing their salary and by appraisals from the administration and the public.

Therefore, management and decision-making styles have a lot to do with the employees' work and their satisfaction. Styles are a combination of what the individual brings with him or her into the organization (e.g. national culture, family or peer influence), the way the organizational culture (rules) is recognized and the way the individual actually exacts his or her role. Managerial style refers to the patterns of behaviour which a manager and the President or Vice Chancellor of a University adopts in order to plan, organize, motivate and control. It relates to the extent to which she/he (Fenwick & Murlis, 1994): listens; sets goals and standards; develops action plans (short and long-term); directs others clearly; gives feedback; rewards and punishes; develops academic staff/other colleagues; and establishes personal relationships with colleagues.

In sum, a proper university management and decision-making style should be applied with the goal of providing a good working environment for the academic staff; motivation and satisfaction; welfare; autonomy and empowerment. These factors lead to effective and efficient teaching and eventually lead to good students' learning outcomes.

Problem Statement

University organizations operate under the management, leadership, and vision of their educational leaders. Leading such educational organizations effectively requires competence, skill and excellent styles. In this massively demanding situation and environment, university leaders or top managers must possess the ability to apply a suitable management style and proper decisions for the betterment of teaching and learning. In relation to this, the success and/or failure of an organization may be directly linked to its management styles and leadership's decisions (Yulk, 1994).

In the Malaysian environment, the universities are predominantly financed and managed by the government through policies and guidelines (Razali, 1986). Different management styles have been used by different vice chancellors in each university. The government influences these styles and the Ministry makes decisions. In relation to this, academic staff have been mandated to follow the rules and obey the policies with the little consideration of the decision-making impact on their satisfaction at the working place. Thus, many complaints have been received from the staff for being ignored and left out of the decision-making process and they have been particularly dissatisfied with the university management and decision-making styles and the influence of politics on academic policies.

In addition, in some public universities, academic staff have complained about being left out after corporatization. This is related to what Suthakar (1997) and Norali (1997) have reported about the academic staff being ignored and excluded from consultation; and that the corporatization exercise was carried out in a feudalistic manner. A report by Abu Bakar (1985) shows that academic staff perceive low satisfaction in the following job facets such as achievement, interpersonal relations, recognition, responsibility, the work itself, working conditions, advancement, job security, status, job and personal life. In addition, he reported that job satisfaction, the possibility of growth, the university's policy and administration, salary, and supervision are all unsatisfactory.

In some of the Malaysian public universities, staff generally seemed unhappy about the university management and decision-making styles as well as seeing rampancy of bureaucracy. They regarded university top managers or administrators and authorities as hierarchical figures in whose presence staff are unable to ask questions or express their opinions. The corporatization process in some public universities has developed a sense of hostility among the staff and as well as the problem of the non-transparency of the policies. Besides, decisions about the curriculum policy in a university or subject area will definitely require a whole staff decision or support for a decision (Harry, 2005).

In terms of job satisfaction, Reyes and Shin (1995) found that academic staff job satisfaction is a determinant of academic staff commitment and is related to academic staff retention. Job dissatisfaction has implications for job performance and organizational effectiveness. Employees who are dissatisfied may exhibit job avoidance behaviour, such as reducing their level of effort (Reyes & Shin, 1995). Academic staff

autonomy and participation in a university's decision and policy-making process leads to their job satisfaction. In this regard, the academic staff seems far from being satisfied about the university environment and issues related to extrinsic and intrinsic motivation, such as value, promotion, posts, salary, achievement and supervision. This could happen in any organization where policies are rigid, and laws and bureaucracy sustained.

In situations where the university staff have been de-motivated and belittled in their creativity, and been subjected to lack of promotion, lack of compensation and "frozen" salaries; the progress of that particular university will be unproductive and its success will be at stake. This issue has created a problem in most western universities among the administrators whereby they were powerless in the renewal of staff contracts when the administrators were influenced by political authority and by decision or policy-makers.

Towards the end of the 90s, several related newspaper articles showed that academic staff have a certain degree of participation in academic decision-making. It happened in the setting-up of the Accreditation Board by the Ministry of National Education, which comprises scholars from various local universities (Yee, 1997 quoted by Mfondoun, 1999). By their involvement in educational policies, local academics express their willingness to work together with the government in terms of the policy-making process for the implementation of total quality management (TQM) in order to achieve quality education at local universities (Abubakar, 1997; Berita 6-8-1997, cited by Mfondoun, 1999).

Actually, this problem is an ongoing one and has become a major concern in Malaysia due to the high level of bureaucracy plus policy, and the overuse of power and

authority in public universities in Malaysia. Besides, in an organization or more precisely a university, policies seemed to be politicized in Malaysia for the high level of sponsorship given by the government to universities in terms of maintenance, development, advancement, renovation, students' scholarship and so forth. Educationally speaking, this has enslaved university autonomy up to date, and mandated educational sovereignty. Eventually, all decisions and commands are in government hands, the academic staff are reduced to interpreting and applying directives received (Razali & Nik Abdullah, 1986). Academic staff are considered as mature members of the university and the key to the university's success. Surely, the outcome of the decision will be bright and the policy will be embraced when the university Management applies better management and decision-making styles.

With this regards, this research is conducted to increase concern on reshaping and developing university management and supervision in public universities in Malaysia. Furthermore, an outstanding effort is required to systematize university administration and denounce some of the rigid policies in order for the university to achieve its goals and mission. Besides, it is about paying university management's attention to the academic staff's empowerment and its importance of implementing university reforms. Hence, it shows the importance of academic staff job satisfaction and its direct causal effect on organizational commitment (Brown & Peterson 1993). In line with this, it indicates that the reformation can be structured and implemented when the staff are part of the system in which they are able to voice their ideas at the university meetings.

This research is conducted, asking the University management and academic

staff to work as a team for the sake of University development. It requests a better management and decision-making styles with the intention of treating the academic staff as humans not as a human resource. The application of management and decision-making styles should be contingent and not rigid. Therefore, this study seeks to fill these gaps by examining and testing empirically the causal relations of management and decision-making styles and their relations to job satisfaction of academic staff at the university level.

Purpose of the Study

- This study will examine the relations and the causality of management and decision-making styles in some public universities in Malaysia.
- Besides, it will investigate the aspects of satisfaction and dissatisfaction that the academic staff have in university (A, B, C, D & E).
- It will explore the types of management styles applied and the types of decisions practised by the university management in five Malaysian public universities mentioned above.

Research Questions

This study was designed to investigate types of management and decision making styles used in selected Malaysian public universities and their relations to academic staff job satisfaction. Thus, the research is about knowing the underlying factors that affect the academic staff's job-satisfaction and the predictors/factors that predict their satisfaction in their working place as well as the inter-correlation among the variables. Therefore, the study attempts to find answers to the following questions:

1. Do the university management and decision-making styles have a direct effect on academic staff job satisfaction in University “A, B, C, D and E”?
2. Which management and decision-making styles are practised or applied by the top management at the five universities?
3. What are the first item indicators and factor predictors for management and decision-making styles as well as job satisfaction in all five universities?
4. To what extent the academic staff agreed and disagreed that their university management style is consultative/participative?

Significance of the Study

The significance of this study is to examine the actual practice of academic staff involvement in the decision-making process and their satisfaction with university management and decision-making Styles. The findings of this study and the conclusion drawn from them will definitely be crucial to those who are involved in or concerned about the improvement of the effectiveness as well as the development of universities in fulfilling their obligations. Besides, findings from Malaysian public universities will be useful and interesting particularly to the educational researchers in terms of the theory development, and applying proper styles of management and decisions.

This study also has practical considerations. It has often been the case that decisions at the top level are passed down to academic staff without considering their views. In the light of the fact that the self-esteem and efficacy of academic staff, which depend very much on their eagerness to participate in the decision making process, it is important to investigate the relationship of their participation in decision-making. To the researcher’s knowledge, this is the first study that attempts to investigate the

relationships between management and decision-making styles in relations to academic staff job satisfaction at Malaysian public universities. Thus, the researcher believes that this study will give some importance to university academic staff by shedding some light on the improvement of academic staff professionalism.

The variables of this study were carefully selected and linked in the causal model to reflect their importance. The path analytical model reflects the interrelationship among the various variables (management and decision-making styles) and their causal effects on academic staff job satisfaction. Several studies focused on the relationship between job satisfaction and the extra role behaviour towards individuals inside and outside the organization. It is also important to study job satisfaction because of its effects on academic staff satisfaction and development.

In Hall, Pearson, and Carroll's (1992) findings, it was found that academic staff that were planning to leave the profession derived less satisfaction and had a more negative attitude towards their teaching as a career. Job satisfaction was also found to be connected with academic staff quality, organizational commitment and organizational outcomes with reference to the following university areas: academic achievement, student behaviour, student satisfaction, academic staff turnover, and administrative performance (Ostroff, 1992; Mathieu, 1991).

As Smylie (1996) noted, academic staff are viewed as both the problem and solution to successful education reform. Since Smylie's observation, research has further solidified our understanding and broadened the knowledge that academic staff quality does indeed lead to improved student achievement (Darling-Hammond, 2000).

Moreover, high quality academic staff are defined as those academic staff who know their discipline, are able to engage students in ways that facilitate knowledge transfer and understanding, viewing themselves as continuous learners, having commitment to university-wide effectiveness and improvement (Darling-Hammond, 2000).

Limitation of the Study

In this study, there are some limitations especially in terms of selecting samples. In this research, “purposive sampling was used as a procedure in selecting sample size and distributing questionnaire. Purposive sampling is non-probability methods where might not represent the population as was argued by some research. According to some researcher, purposive sampling can be done exactly as probability sampling does when there is a certain sections or project areas different from another areas due to variations in landscape, geography, culture etc. Based on this, the researcher might purposively make a section of those areas in getting the representative information about how the differences in these areas influenced or have an impact on people behavior.

Therefore, the sample representativeness of this study is valid with the argument stated above because; the samples were selected from different locations and were very different from another. Besides, the representativeness is there because the academic staff were chosen from various universities, different backgrounds and states to know the effect of influence of university management and decision-making styles on academic staff job satisfaction.

Operational Definition of Terms

Management Styles: In this study, “Management styles” refer to university top management styles. Management styles indicate the types of styles used by

university administrators towards academic staff.

Decision-making Styles: The term “decision-making styles” is defined in this study as the styles applied or the methods used by the top management or senate members of the university at meetings to solve the problematic issues that have occurred and disturbed or traumatized the system.

Participation/Involvement: It is a situation in which staff are given a chance or permitted to join the senate meeting and in the situation where the majority of the academic staff can participate at the lower level in the formulation of decisions and policies.

Job Satisfaction: It is a term that comprises the outward and inner manifestation of an individual by giving them the sense of enjoyment or accomplishment in their work performance. Besides, it is a kind of good or positive expression, which comes from appraisal, compensation, motivation, promotion and the increasing of salaries.

Implication: The word “implication” in this study will carry two meanings: positive and negative. Besides, the words will focus on the effect of management and decision-making styles on academic staff job satisfaction. It is also a term used synonymously to signify a repercussion of the management and decision-making styles on academic staff job-satisfaction.

Academic Staff: In this study, the term refers to the teaching staff at the university level. Besides, this word generally includes senior and junior academic staff.

Pay: Remuneration for work performed in an organization or salary given monthly.

Autonomy: Degree to which an employee exercises discretion over the performance of job tasks.

Malaysian Public universities: it refers to certain universities that are sponsored by the government and mainly for Malaysian citizens such: The University of Malaya (UM),

University Kebangsaan Malaysia (UKM) *Translated as:* (The Malaysian National University), University Putra Malaysia (UPM), University Science Malaysia (USM), University Technology of Malaysia (UTM), University Technology Malaysia (UiTM), University Pendidikan Sultan Idris. *Translated as* The Sultan Idris Education University (UPSI) and others.

In this study, the variables of the study have been determined by using Structural Equation Modelling (SEM). The variables are: management styles, decision-making styles and job satisfaction. Moreover, latent (unobserved) variables were measured by the following predictors (observed variables); management with directive management style, supportive management style, participative management style and achievement management style. Job Satisfaction with the measurement of supervision, relations with colleagues, working conditions, salary/pay, responsibility, work itself, academic staff advancement, security, recognition, relations with the management, relations with the subordinates and policies and decision-making with analytic decision-making style, directive decision-making style, behavioural decision-making style and conceptual decision-making style.

Exogenous Latent Variables

Exogenous latent variables are synonymous with independent variables. In other words, the independent variable has been defined as an unobserved variable in *SEM*. Therefore, the exogenous latent variables of the study are management and decision-making styles. In addition, the factors that measure both exogenous variables are called indicators or observed variables in *SEM*.

Endogenous Latent Variables

Endogenous latent variables are synonymous with dependent variables and, as such, are influenced by the exogenous variables. They could also be defined as observed variables. In this study, the endogenous variable is the job satisfaction of the staff and is measured by the sixteenth dimensions of Herzberg's Theory.

Herzberg's Theory

In this study, Herzberg's theory of motivation was chosen for the suitability of the study. The study tends to look at the motivator factors that could motivate the academic staff in their work. Besides, the research needs to know the level of satisfaction and dissatisfaction among the academic staff in the university whether they have been motivated intrinsically and extrinsically.

Additionally, this research employs Herzberg's theory of motivation because it is the only theory that has completed factors that are related to this study. Thus, it is the only theory that comprehends the fully psychological aspects of workers and explains their emotions towards their works. With this regards, the sixteen factors of Herzberg theory is applied to investigate the effect of management and decision-making styles on these sixteen factors

Motivation-Hygiene theory is considered a major work in the field of job satisfaction that has been attributed to Herzberg and his associates, Mausner and Peterson (1957). The theory is also known as the two-factor theory, and the dual-factory theory. This famous motivation-hygiene theory is built and relied on Maslow's hierarchy of needs theory, which it is shown in the figure below. Additionally, Herzberg's motivation theory is one of the most famous theories of motivation.

Herzberg's theory and research reported that motivator factors lead to satisfaction because of the need for growth and a sense of self-achievement. On the other hand, lack of motivators leads to over-concentration on hygiene factors; considered as negative factors which could be seen and therefore form the root of complaints and concern. Hence, hygiene factors (often referred to as maintenance factors) lead to dissatisfaction of the staff with a job because of the need to avoid unpleasantness.

However, they are referred to as hygiene factors because they can be avoided or prevented by the use of 'hygienic' methods. The important fact to remember is that attention to and awareness of these hygiene factors prevent dissatisfaction but do not necessarily provide positive motivation. Again, they are referred to as 'dissatisfiers' concerning factors associated with the job itself but are not directly a part of it.

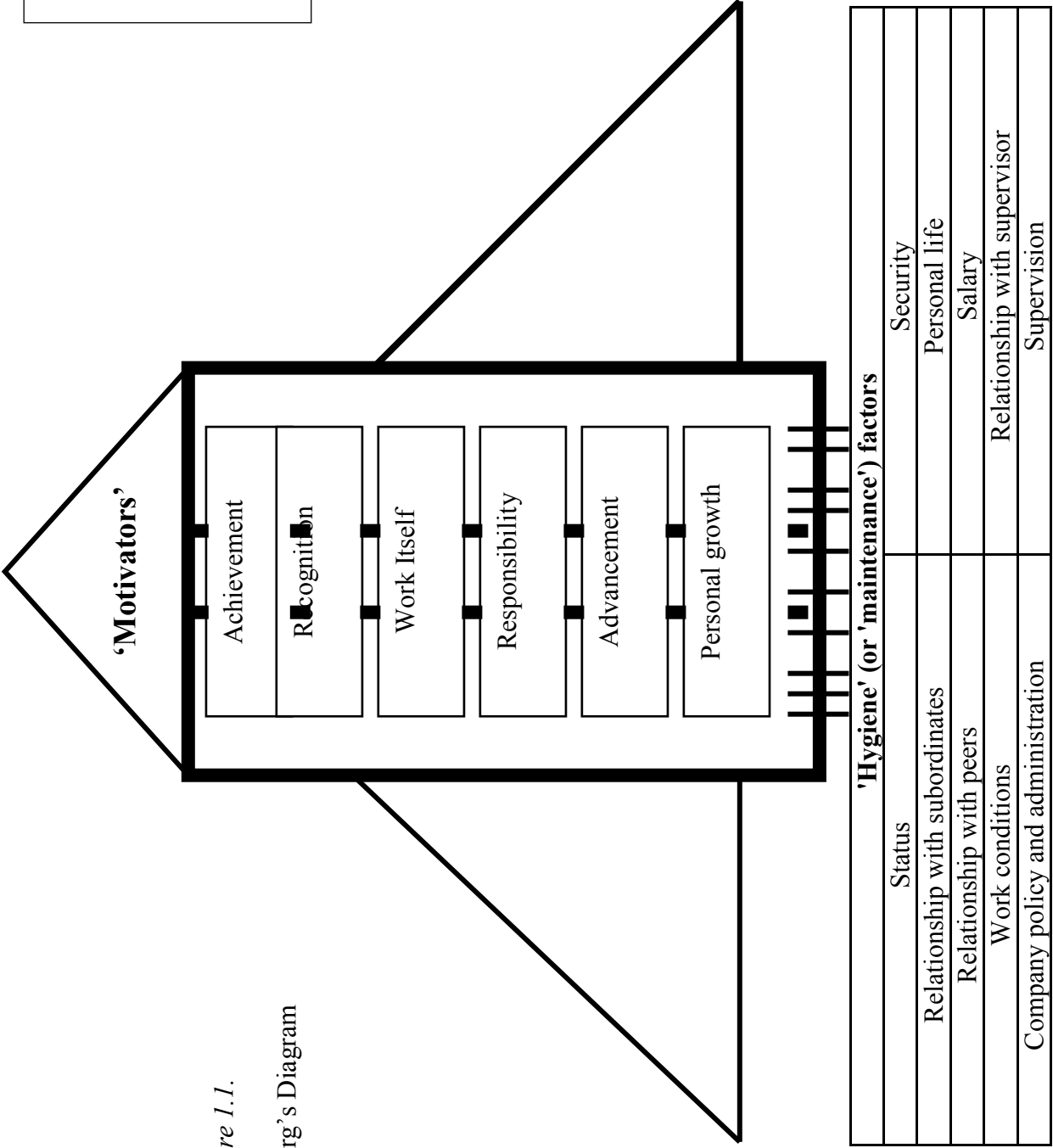


Figure 1.1.
Herzberg's Diagram

Theoretical Framework & Research Model

The research model is shown in Figure 1.5 below. The research model was made and designed with the application of **Likert's Theory** for Management Styles, **Rowe & Boulgarides Inventory** for Decision-making and **Herzberg's Theory** for Job Satisfaction.

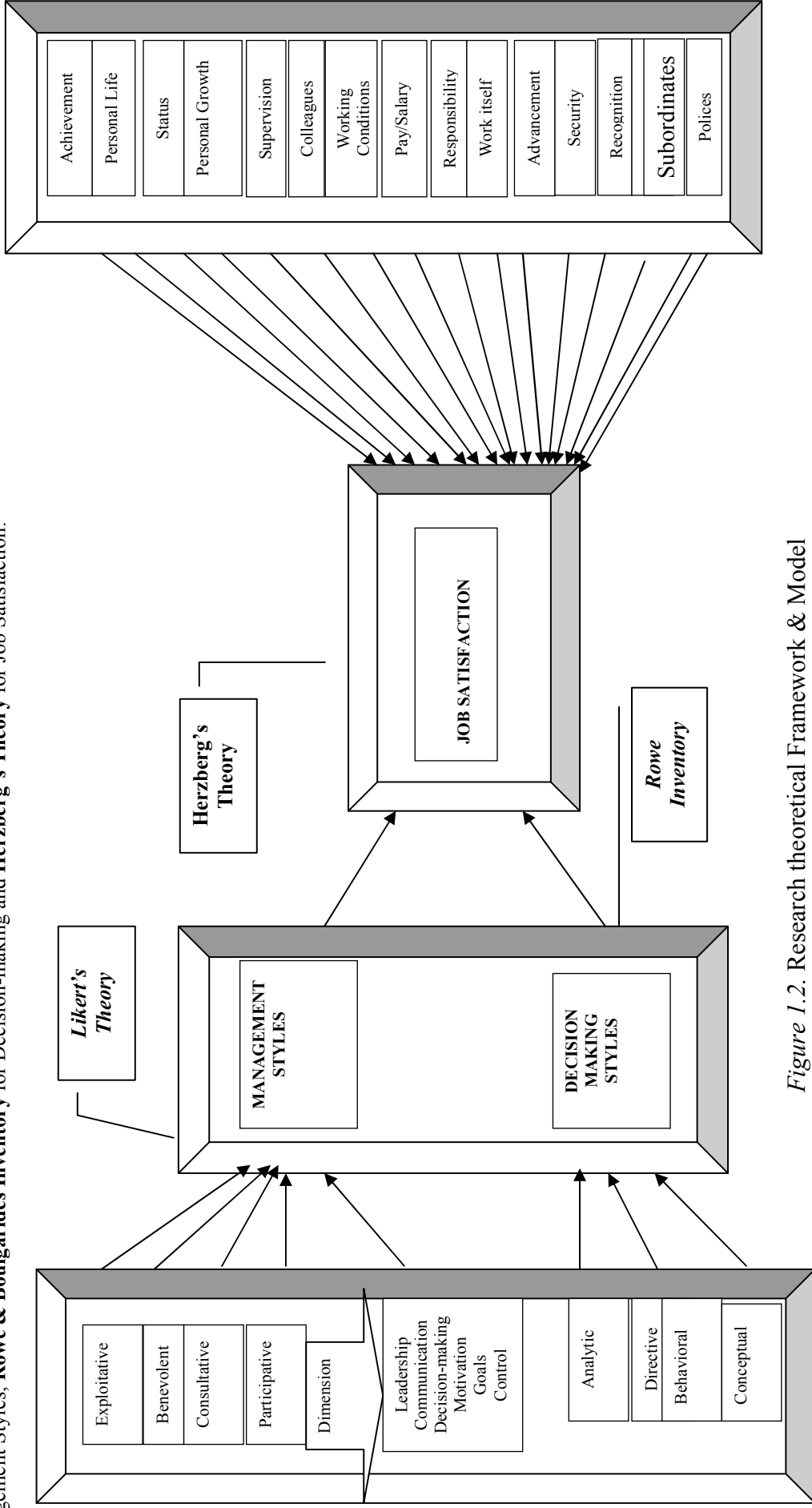
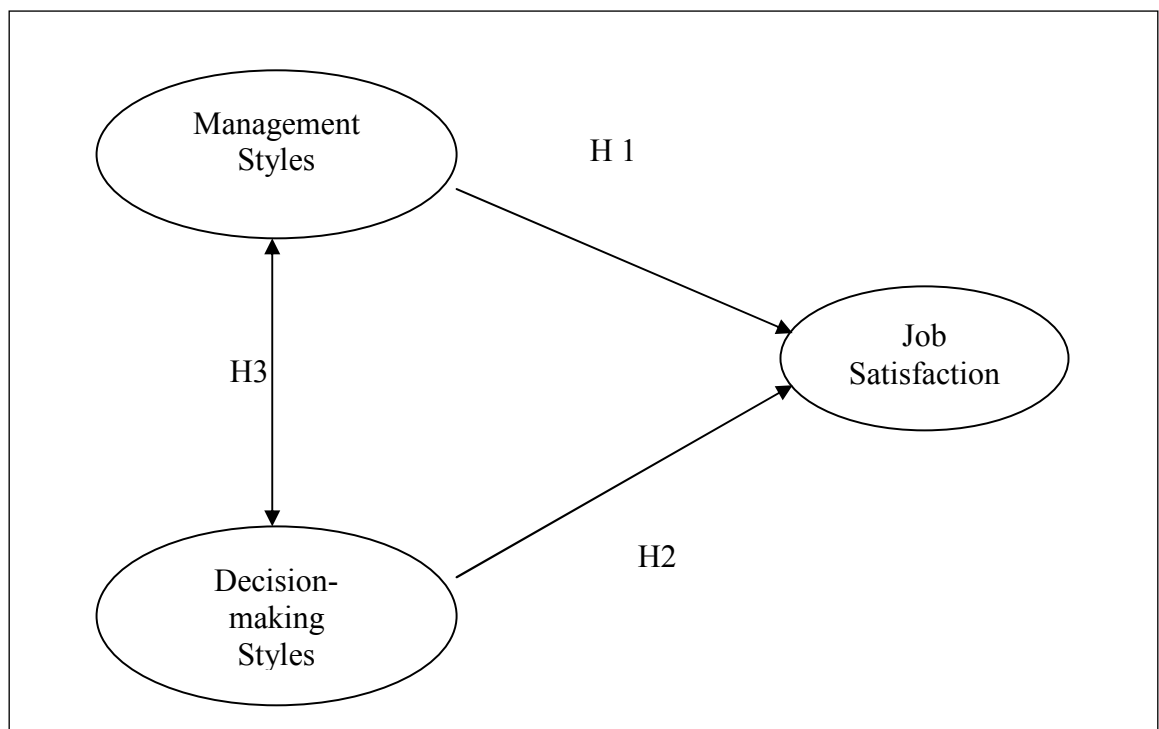


Figure 1.2. Research theoretical Framework & Model

This research is grounded in the Decision Style Model developed by Alan Rowe and Richard O. Mason (1987). According to the model, brain dominance refers to an individual's tendency to think and act according to the characteristics of one side of the brain rather than the other. The technically oriented individual is left-brain dominant, that is, a logical or analytical person. The right half of the model corresponds with those individuals who reason inductively, who think in broad or spatial terms, and who are gregarious and right-brain dominant (Mech 1993).

Figure 1.3

The Hypothesized Model of Management and Decision-making Styles with Job Satisfaction



*Note: Exogenous Construct: Management and Decision-making Styles
Endogenous Construct: Job Satisfaction*

Research Hypothesis

Regarding the hypothesized model, three hypotheses are tested in sense of investigating the causal-relation of management and decision-making styles on job satisfaction as well as the relationship between management styles and decision-making

styles. In the following discussion, each of these six hypotheses are explained and identified.

Management Styles & Job Satisfaction

Excellent management has the potential to create high morale, productivity and a sense of purpose and meaning for the organization and its employees. Empirically, the results of Ting (1997) show that there is a relationship between job characteristics and organizational characteristics. In addition, Ting findings, it was reported that there were correlations between wages, promotions, advancement, opportunity, task clarity and use of skills (job characteristics) with the commitment and the relationship with the supervisor and co-workers (characteristics of the organization), they all had an effect on job satisfaction of workers.

A research conducted by Boyer et al (1994) and reported by Karim and Roger (2005) investigating the cause of dissatisfaction and frustration among the professors in 14 countries (Australia, Brazil, Chile, USA, UK, Germany, Israel, Hong Kong, The Netherlands, Korea, Japan, Russia, Sweden and Mexico) shows that, the professors were highly satisfied with their intellectual lives, teaching and good relationship with their colleagues. This finding shows a great management providing a good teaching environment across the countries for the professors, which has created for them high job satisfaction.

Decision-making & Job Satisfaction

A relationship was found between decision-making styles and job satisfaction of the workers in a research conducted by Zhong-Ming (1994) on organization decision-making and competence utilization among Chinese managers. Thus, with the

decentralized decision-making, the managers found themselves more satisfied. Academic staff involvement in decision-making is positively related to the individual academic staff satisfaction with the profession of teaching (V.F.Peretomode, 2007).

Conclusion

This Chapter One presented the introduction to the study as well as illuminating the background of the research. Besides, the chapter highlighted the problem that will be addressed, the Purpose of the study, Research Questions, Organization of the study, Variables of the study, Research Theoretical Framework/Model, Significance of the study and Definition of terms in the study.