CHAPTER FIVE

SUMMARY, DISCUSSION, RECOMMENDATION AND CONCLUSION

This chapter summarizes and discusses the findings of this study in comparison with others, comparing findings with findings and theories with theories. Besides, this chapter indeed makes some useful and resourceful recommendations for coming studies and researchers as well as presenting the conclusion of the study.

Summary

University "A"

Demographic Variables

The findings show that (n=218) of the academic staff participated in this research, of whom (n=111) were male and (n=107) were female exhibiting the sense of equality. For the academic staff position, the majority of the academic staff who participated were lecturers, followed by senior lecturers, Assoc. Professors, Professors and Assistant Professors. Also, the majority of the academic staff held doctorates and had above 11 years of teaching experiences. In terms of administrative posts, the majority were not holding any administrative posts followed by those who were Heads of Department and Coordinators. For the academic staff faculties, the majority of the academic staff were from the Social Sciences, followed by the Faculties of Education, Engineering and others with the majority from the Department of Laws, Languages and Sciences and Mathematics, Educational Maths & Science, Economics, Educational Management, Physical, Geology and others.

University "B"

According to the findings, (n=218) of the academic staff participated in this research of whom (n=113) were male and (n=103) were female, which somehow showed the sense of equality. For the academic staff positions, the majority of the academic staff who participated were lecturers followed Assoc. Professors, Professors, Assistant Professors and Professors. Also, the majority of the academic staff were doctorate holders, and had above 11 years of teaching experience. In terms of administrative posts, the majority were not holding any administrative post followed by Coordinators. For the academic staff faculties, the majority of the academic staff were from the Faculty Science and Technology followed by the Faculties of Social Sciences, Islamic Studies, Engineering and others with the majority from the Departments of Syariah, Languages and Linguistics, Fundamental of Education, Industrial Computing, Maths, Physics, Geology and others.

University "C"

Referring to the findings, (n=231) of the academic staff participated in this research of whom (n=96) were male and (n=135) were female. For the academic staff positions, the majority of the academic staff who participated were lecturers followed by senior lecturers, Assoc Professors and Professors. Also, the majority of the academic staff held doctorates, and had above 11 years of teaching experience. In terms of administrative posts, the majority were not holding any administrative post followed by Coordinators. For the academic staff faculties, the majority of the academic staff were from the Faculty of Sciences followed by the Faculties of Economics and Management, Education, Modern Languages and Communication and others and the majority were from the Departments of

Syariah, Languages and Linguistics, Fundamentals of Education, Industrial Computing, Maths, Physics, Geology and others.

University "D"

The findings show that (n=202) of the academic staff who participated in this research, (n=85) were male and (n=117) were female. For the academic staff positions, the majority of the academic staff who participated were lecturers followed doctorate holders, Professors and senior lecturers. Also, the majority of the academic staff were Master's holders, and had below 10 years of teaching experience. In terms of administrative posts, the majority were not holding any administrative post, followed by Heads of degree programmes, coordinators and others. For the academic staff faculties, the majority of the academic staff were from the Faculty of Education followed by Laws, Sport Sciences, Engineering, Applied Science, Office Management Technology and others and the majority were from the Departments of TESL, Sport Sciences, Laws, Finance and others.

University "E"

For University "E" (n=245) of the academic staff who participated in this research, (n=121) were male and (n=124) were female. For the academic staff positions, the majority of the academic staff who participated were lecturers and others. Also, the majority of the academic staff were Master's holders, and had below 10 years of teaching experience. In terms of administrative posts, the majority were not holding any administrative post, followed by coordinators and others. For the academic staff faculties, the majority of the academic staff were from the Faculty Cognitive Science and Human Development, followed by Social Sciences, Languages & Linguistics, IT & Communication and others

and the majority were from the Departments of Malaysian Studies, Special Education, Music, Information Technology, Counselling and others.

Ideal Situation of University Management Styles in Five Malaysian Public Universities

Descriptive Analysis

For the ideal situation, all the academic staff in all five public universities idealized that; management styles of the University should be participative or consultative. The academic staff responses on participative and consultative styles were unanimous and majority of the endorsements was towards the right side of the scale. According to the scale, if the endorsement of the scales were towards the left side, it indicates that the respondents perceived the ideal management styles are authoritative but if their responses were towards the right side, it shows the ideal situation is participative and consultative.

In these present findings, the majority of the respondents believed that the management styles of the University management should be participative and consultative. The present findings supported the previous findings on the ideal situation of management styles. Thus, of most of the research conducted in the world using Likert's management styles, most of the ideal situations were found to be consultative, ranging from participative to consultative management styles.

Current Situation of University Management Styles in Five Malaysian Public Universities

The current situation of the University management styles at all five universities ranged from the middle to the right according to the academic staff. This indicates that

university management styles are considered as either participative or consultative by the academic staff. Besides, it shows that all dimensions of the five management styles (Leadership, Motivation, Communication, Decision-making, Goals and Control) were tools for motivating staff.

Decision-making Styles at five Malaysian Public universities

University "A"

At University "A", there is a huge number of the academic staff that disagreed that the University asks for best solutions from them, provides a good working environment, enabling them to have personal growth while half of the them agreed that the University relies on their feelings when making decisions. Besides, almost half of the academic staff disagreed that the University is good at solving problems, seeing many possibilities, is good at interacting with staff, handling tasks, is polite towards academic staff and very high number of the academic staff agreed that the University management is aggressive and their decisions are not flexible.

Areas of concern about University decision-making styles at University "A":

1. Problem of good working environment

2. The problem of personal growth

3. Relying in their feelings in making decisions

4. Little problem solving skills

5. Unable of seeing many possibilities

6. Little interaction with staff

7. Somehow not good at handling tasks

8. Somehow impolite towards staff

9. Somehow strict in dealing with staff

10. Decisions not flexible

Dominant Styles

Looking into University "A" management decision-making style findings, the results show that the Analytic Decision-making Style was the dominant style, followed by the Behavioural Decision-making Style. As analytic decision-makers, the University management are perceived somehow as autocratic decision-makers, using little information when making decisions and considering few solutions. They are more or less aggressive and efficient; effective in the hierarchical structures that maintain the status quo or when change is predictable.

In addition, any management that adopts this style depends on hierarchical policies and decisions as well as being low in cognitive complexity. This kind of management has a slim chance of transforming their University into professional learning communities and in making the transition from a task oriented to people oriented mode. Management with this style may be characterized as intellectual with the ability to deal with new and complex situations, analyze details and predict outcomes. This style is criticized for being dogmatic and impersonal as well as focusing sometimes on short-term problem solving and having difficulty in making tough decisions.

The combination of analytic and behavioural decision-making styles at University "A" indicates that the situation is autocratic rather than participative, and tends to solve problems through the use of feelings and instinct. Being analytic decision-makers as a dominant style in making decisions and behavioural decision-makers as a back-up, it shows

that the University management is low in cognitive complexity indicating that they seemed to be balanced in terms of task and people orientations. They base their decisions on less information and consider fewer alternatives when making decisions. The University management tolerated less ambiguity and focused on short-term results when making their decisions. Besides, given adequate support and the collaborative nature of their behavioural style approach, the University management has a good chance of transforming their University into a professional learning community.

University "B"

From the descriptive analysis, a considerable number of academic staff disagreed on the statement about whether management decisions help or assist them in their field and almost half of the academic staff believed that management decisions do not encourage them to have independent action. Besides, more than half of the academic staff agreed that management does not involve them in their decision making. Almost half of academic staff agree that the management decisions do not help them to be productive in their work, and they do not ask for suggestions from the academic staff and more than half of academic staff agreed that the University is not using new approaches, is not good at solving difficulties, does not see many possibilities, is not good at interacting with the staff and the University decisions are not flexible.

Areas of concern about University decision-making styles at University "B"

1. Somehow management decisions are helping academic staff in their jobs
2. Lack of independent action
3. Little involvement in decision-making
4. Lack of helping to be productive in their job
5. Somehow not allowing suggestions regarding academic issues from academic staff

6. Old approaches

7. Lack of skills in solving difficult problems

8. Unable of seeing many possibilities

9. Poor interaction with academic staff

10. Decisions are not flexible

Dominant Style

The findings of the decision- making styles showed that the Behavioural Decision-making Style has been a dominant style of the management at University "B", followed by the Conceptual Decision-making Style. This could be summarized as the academic staff perceived University management decision-making styles as Behavioural in nature whereby the management focuses on social decisions, is supportive, and accepts loose control. The University's decisions concern the organization and development of the people. The University system generally prefers warmth, empathy, and is open to face-to-face communication. They counsel and persuade rather than direct, use limited data, maintain a short-range focus, and avoid conflict.

The mixture of both styles shows that university management decisions are typically "People Oriented." As a backup, since the conceptual decision-making style has become the second most dominant, the combination of these styles (Behavioural & Conceptual) indicates that the University management's decisions exhibit a combination of high and low cognitive complexity. This is an indication that University management shares a great tolerance for ambiguity and has a tendency to use more information and consider more alternatives when making decisions. Eventually, these university decision styles could be criticized for focusing on short-term problem solving and having difficulty

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in making tough decisions as well as being idealistic with a strong emphasis on values and ethics.

University "C"

From the academic staff perspective, the descriptive analysis results on decision-making styles at University "B" has yielded a tremendous result in terms of the University's decision-making styles whereby the decisions seemed to be flexible and tolerable. Besides, there is some considerable number of the academic staff who said they are not involved in decision making and some agreed that University management never waits for the academic staff when making decisions.

Areas of concern about University decision-making styles at University "C"

- Little involvement in the decision-making

- Somehow never wait for academic staff when making-decisions.

Dominant Style

Behavioural Decision-making Style has been a dominant style of the University management at University "C", followed by the Conceptual Decision-making Style. The academic staff perceived the University management decision-making style as behavioural decision-makers whereby the management focuses on social decisions, is supportive, and accepts loose control. The University's decisions concern the organization and development of the people. The University system generally prefers warmth, empathy, and is open to face-to-face communication. They counsel and persuade rather than direct, use limited data, maintain a short-range focus, and avoid conflict.

University management decisions are typically "People Oriented." Since the conceptual decision-making style has become the second most dominant, the combination

of both of these styles (Behavioural & Conceptual) indicates that the University management decisions exhibit a combination of high and low cognitive complexity. This is an indication that the University management shared a great tolerance for ambiguity and a tendency to use more information and consider more alternatives when making decisions.

In sum, these University decision styles could be criticized for their focus on short-term problem solving and difficulty in making tough decisions as well as being idealistic with a strong emphasis on values and ethics.

University "D"

From the result, it seemed the University decision-making styles are acceptable and considered as flexible by the academic staff. The result yielded a very good result and shows how peaceful decisions are at University "D". Only very few lecturers agreed that University management never waits for the academic staff in making decisions and they do not have freedom in making their own decisions.

Areas of concern about University decision-making styles at University "D"

1. Never wait for academic staff in making decisions
2. Little freedom in making their own decisions

Dominant style

The findings of the analysis of decision-making style show that the Behavioural decision-making style was the dominant style of the University management followed by the Analytic Decision-making Style. Being behavioral decision-makers, University management generally prefers warmth, empathy, and is open to face-to-face communication. They counsel and persuade rather than direct, use limited data, maintain a

short-range focus, and avoid conflict. The University management in terms of decision-making is low in terms of complexity and the need for affiliation.

The second style (Backup) confirmed shows that the University management are problem solvers and intellect-orientated. They have a greater tolerance for ambiguity and a cognitively complex personality. Their decisions focus on technical decisions with a need for details, information, many alternatives and intellectuals with the ability to deal with new and complex situations, analyze details, and predict outcomes. The combination of behavioural and analytic decision-making styles at University "D" indicates that the situation is autocratic rather than participative, and they tend to solve problems through the use of feelings and instinct, they are low in cognitive complexity and seem to balance between people and task orientations.

University "E"

At University "E", few areas of the University management decision-making were criticized by the academic staff. Some academic staff or a considerable number of academic staff agreed that there is no help from the management side for personal achievement and decisions are made without waiting for or consulting the academic staff. Besides, half of the academic staff agreed that the University management is not somehow good at seeing possibilities; there is a lack of interaction between staff and management as well as discipline towards the academic staff.

Areas of concern about University decision-making styles at University "E"

1. Little help from the management for personal achievement

2. Decisions without input from the academic staff

3. Unable to see many possibilities

4. Lack of interaction between management and academic staff

5. Discipline towards academic staff

Dominant Style

From the reports of the analysis, Conceptual decision-making style was the dominant style of the University management followed by the Analytic style. Being conceptual decision-makers, University management is creative, has a risk taking orientation and a high tolerance for ambiguity and high cognitive complexity. The University management's decision style focuses on social concerns and connecting with people. They are perceived as people-oriented, open, and truthful. University management likes to share power and does not look to control the situation. For being conceptual decision-makers, they are labeled as idealistic with a strong emphasis on values and ethics.

Analytic decision-making style was the second dominant style and considered as a backup decision-making style. Therefore, with the combination of conceptual and analytic decision-making styles, University management decisions exhibit a combination of high and low cognitive complexity. This is an indication that University management shares a great tolerance for ambiguity and has a tendency to use more information and consider more alternatives when making decisions. In terms of leadership styles, they are most likely to succeed in implementing and sustaining a professional learning community.

Management Styles of five Malaysian Public universities

Predictor and Indicator

University Management Styles at University "A"

The findings on University management style indicated that decision-making was the dominant management style which shows that the academic staff were concerned about the University management decisions which mostly were made at the top level not from the bottom to the top. Thus, management style in terms of decision-making was highly rated and raised by the academic staff whereby the usual direction of information flowing was sometimes down and up or rather downwards only. In addition, there was a great response by the academic staff on the decision-making of the management styles, perhaps on the level of the decisions, involvement in the decision and its contribution to staff motivation. This response could be positive or negative. This could be logical and rational because management is the decision-maker and management styles normally have an impact on the decision-making process and implementation.

University Management Styles at University "B"

The findings show that Communication was the dominant of the management styles followed by decision-making. This means that there was a great emphasis from the academic staff on communication between staff and management and involvement or decisions made by the management. It seemed the communication was not effective enough and it was believed that the decisions were made mostly at the top.

University Management Styles at University "C"

In terms of university management styles, leadership of the management was the dominant style followed by communication. This is a sign of good management whereby the academic staff were free to talk about their jobs with the management, and there was acceptance of their ideas and motivation. Also the communication is effective whereby the lecturers can communicate freely with the management.

University Management Styles at University "D"

To determine university management styles, the findings show that Communication has been confirmed as the dominant style of the University management followed by Leadership. The academic staff believed that the downward communication was accepted from the academic staff by the management. They accurately communicated with the management.

University Management Styles at University "E"

Based on the findings of management styles, the findings indicated that Communication and Decision-making from the management were the dominant factors of the University management style. It was believed by the academic staff that there was accurate communication between staff and management. In terms of making the decisions, it was perceived by the lecturers that they were involved in the decisions related to their work only and other decisions and policies were made mostly at the top.

Academic Staff's Job Satisfaction in five Malaysian Public Universities

Job Satisfaction at University "A"

Descriptive Analysis

At University "A", half of the academic staff seemed to be not satisfied with the salary and believed their efforts and contributions were worth more than the salary given. Besides, more than half of the academic staff disagreed on whether the Heads offer suggestion to improve teaching, and more than half also disagreed on the statement about management listening to suggestions from the academic staff.

Areas of concern about Academic Staff Job Satisfaction at University "A"

1. Not enough salary

2. Little suggestions made from the Heads to improve teaching

3. Little suggestions requested from the management from the academic staff

Job Satisfaction at University "B"

Descriptive Analysis

Regarding academic staff job satisfaction, salary has become a big concern. More than half of the academic staff agreed that the academic staff's salary is insufficient and is barely enough to live on. Besides, almost all of the academic staff agreed that the academic staff's work is full of routine activities and overloading. They agreed that there is no freedom to make their own decisions, no suggestions are made by the Heads to improve teaching and they are not well paid by the University.

Areas of concern about Academic Staff Job Satisfaction at University "A"

1. Salary

2. Little motivation from the management

3. Work overload

4. Little suggestions from the Heads and management to improve teaching

Job Satisfaction at University "C"

Descriptive Analysis

Looking into academic staff job satisfaction, it can be seen that University "C" is the most peaceful university as the management seemed to have a good relationship with the academic staff and no major complaints have been launched by the academic staff so far. However, there are still some areas that need more improvement in terms of salary and the Heads not making suggestions to improve teaching.

Areas of concern about Academic Staff Job Satisfaction at University "A"

1. Salary

2. Little suggestions made by the Heads to improve teaching

Job Satisfaction at University "D"

Descriptive Analysis

At University "D", more that half of the academic staff agreed that, no cooperation exists among the academic staff, they feel uncomfortable with the management and there is little opportunity to advance.

Areas of concern about Academic Staff Job Satisfaction at University "D"

1. Little cooperation among the staff

2. Uncomfortable with the management

3. Little opportunity to advance

Job Satisfaction at University "E"

Descriptive Analysis

Considering academic staff job satisfaction at University "E", more than half of the academic staff agreed that there was no chance of developing new methods, somehow, there was no promotion, and almost half of the academic staff agreed that they were not well paid. Besides, the academic staff agreed that, there was no assistance from the Heads and management to improve teaching, management seemed not to listen to the academic staff's suggestions and the salary was not enough.

Areas of concern about Academic Staff Job Satisfaction at University "E"

1. Salary not enough and not well paid

2. Lack of promotion

3. Little chance of developing new methods

4. Low acceptance of the academic staff's suggestions

Academic Staff Job Satisfaction at Five Malaysian Public Universities

Predictors & Indicators

According to the findings, Hygiene factors (status, security, subordinate, personal life, peers, salary, work condition, supervisor, policy and supervision) were ranked and

considered as the predictors for job satisfaction at five public universities. Thus, it seemed that there was a great responses and empathy from all the academic staff on hygiene factors. Perhaps this was related to their status of being academic staff, their job security, their relationship with their students, their own personal growth as an individual, their relationship with their colleagues, a salary to compensate their efforts, their work conditions such as things related to their work, their relationship with the management, academic policies and management supervision and leadership. All these factors are considered as extrinsic motivation that all the academic staff or workers should receive from the management or employer in order to do well in their jobs and perform effectively and efficiently in their working place.

Hygiene factors were theorized by Herzberg as the factors that make the workers hygienic from the positive side to do their work and create dissatisfaction from the negative side. In addition, within the factors, at University "A" "Supervisor" was rated as the highest for Hygiene factors which the academic staff are concerned about the University management and their relationship, management styles and, perhaps, their decisions. At University "B", "Supervision" was rated as the highest among the factors which is about University management supervision of the academic staff. This could be the area of concern from the academic staff as, perhaps, the way the University management supervises was not effective enough and this could be due to the leadership styles of the University management.

At University "C", "Salary" was ranked as the highest among the factors with the great responses from the academic staff. This shows that the salary given to the academic staff seemed not enough and was barely enough to live on. At University "D",

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"Subordinate" was ranked as the highest factor among the factors. This means there was a great response on this factor by the academic staff and this could be the area of concern among the academic staff, perhaps, because of the lack of relationship with their students due to work overload and too much work and teaching and it could the main area of satisfaction. Lastly, "Peers" was rated as the highest factor at University "E" whereby there was a great response on this area by the academic staff. This could be an area of satisfaction and dissatisfaction among the academic staff.

Academic Staff Job Satisfaction Predictors & Indicators at five public universities

Hygiene Factors:

1. Status,

2. Security,

3. Subordinate,

4. Personal life

5. Peers,

6. Salary,

7. Work Conditions,

8. Supervisor,

9. Policy

10. Supervision

Management Orientation towards Academic Staff in Five Universities

Of all the five public universities, University "A" was the only one whose management is considered as "Task-oriented" for being "Analytic Decision-makers"

whereas the rest of the universities are "People-oriented." Being a task-oriented management, according to the Rowe theory of decision-making styles and Bass (1967), task-oriented management tends to complete the tasks, one by one, is likely to make lists of things to do, and they take great pride in checking off the lists.

Besides, task-oriented management asks the workers to describe what they do at work in detail and give as proper an explanation of their activities as possible in a given time period. Besides, task-orientation reflects the extent to which a person is concerned about completing a job, solving problems, working persistently and doing the best job possible. Task-oriented people or management tend to focus on the task at hand even in the presence of other people. They often view everything as a task. Sometimes, they even view relationships as a task or a project. People-oriented management tends to focus on relationships and people ahead of tasks. Moreover, could transform from task to people oriented by being "Behavioural Decision-makers" as their backup decision-making style.

For the rest of the universities, (University "B, C, D, and E"), the University managements are considered as "people-oriented" and people-oriented leaders or management show concern for subordinates, are warm and supportive and more hands-off with regard to tasks. Besides, people-orientated managements are considered as interaction-oriented which reflects the extent of concern with maintaining happy, harmonious personal relationships. They are interested in group activities and having a happy time with others.

The effect of Management, Decision-making Styles and Job Satisfaction at Five Malaysian Public Universities

Summary of the Interpretation

The direct-effect of university decision-making styles on academic staff job satisfaction indicates that university management decision-making styles had a great impact on academic staff job satisfaction in these five Malaysian public universities. It determines the academic staff's satisfaction and sometimes their dissatisfaction. University management styles seemed not to have any effect or impact directly on academic staff job satisfaction. Thus, university management styles play a very small role in academic staff job satisfaction and it seemed their the management styles in terms of communication, leadership, motivation, goals and control are effective to lead the university but their decision-making styles are a major concern for academic staff. Besides, the results also show that the level of academic staff involvement in the decision-making process is very little and the academic staff perceived that most of the decisions made in the University were from the top level.

Besides, university management cognition processes reflect their decision styles in all five universities. For University "A", the management is perceived as analytic decision-makers and the management that practises this style is considered as high ambiguity tolerant, task-focused; having analytically minded managers or administrators. This management relies heavily on abstractions and instrumental logic, and tends to go over all aspects of a problem thoroughly. Besides, they carefully acquire and organize large amounts of data, consider every aspect of a given problem and acquire information by careful analysis.

In contrast, this style could be effective in producing quality works of the academic staff, discipline and excellence because if the management using this style presents a remedy, their solution is likely to be comprehensive, detailed and very thorough. They may also be innovative if the analysis turns up novel information or is supported by novel reasoning. As a matter of fact, the successes and/or failures of an organization may be directly linked to its leaders or management' decisions (Yukl, 1994).

The managements of University "B", University "C" and University "D" were considered as behavioural decision-makers and the management that practises this style is low ambiguity tolerant, social-oriented and focuses on the feelings and welfare of group members and other social aspects of work. They look to others for information, both explicit information in what others say and implicit information sensed during interactions with them. They evaluate information emotionally and intuitively.

University "E's" management comprises Conceptual decision-makers who are high ambiguity tolerant with a social focus. The University management is creative, exploratory, interested in novelty and comfortable taking risks. They are big-picture creative thinkers who like to consider many different options and possibilities. They gather and evaluate information from many different perspectives, integrating diverse cues and passing intuitive judgments as they work to identify emerging patterns.

Justification

The dominance of analytic decision-making styles of the management at University "A" could be a good reason to control the situation whereby the Ministry is concerned

about university ranking. In addition, public universities in Malaysia have been guided, supported and sponsored by the Government in terms of providing teaching and learning materials and equipment to upgrade the higher institution system.

Being analytic decision-makers, the University management is good at producing quality work among the academic staff, discipline and excellence. The University management is good at presenting a remedy; solutions are likely to be comprehensive, detailed and very thorough. The analytic decision-makers may also be innovative if the analysis turns up novel information or is supported by novel reasoning. In addition, University management is action management; they enjoy solving problems when the situation is challenging and are good at making difficult decisions. For University "B", University "C" and University "D", a behavioural decision-making style was found to be dominant and University "E" was found to be dominant in terms of conceptual decision-makers. Conceptual decision-makers are creative, exploratory, interested in novelty and comfortable taking risks. They are big-picture; creative thinkers who like to consider many different options and possibilities

Therefore, the styles of the University management could the method in these four universities to provide a good teaching and learning environment. Besides, it might be a method to increase academic staff motivation and boost the morale of academic staff. These University managements are people-oriented and interactive with the staff in solving problems.

For management styles, leadership, communication, motivation, goals and control of the university management seemed to be effective. Besides, as university managers, the

more academic staff participate in the decision-making, the higher academic staff job satisfaction will be in all five universities. Additionally, in terms of job satisfaction, it seemed that the majority of the academic staff were satisfied and motivated. In this sense, the effectiveness of university management styles and satisfaction of the academic staff in all five universities are sign of glorifying the Government's work in terms of sponsorship given, scholarships given and loans and research grants given to uplift the standard of higher education in Malaysia and to restructure the education system.

Implications

The dominance of analytic decision-making styles of the University management at University "A", being task-oriented and left-brain-users in making decisions as well as Government involvement in the policies, could jeopardize the academic staff's autonomy; causing dissatisfaction and leading to their leaving their profession. Theoretically, the management that practises this style is considered as high ambiguity tolerant, task-focused and analytically minded people. They rely heavily on abstractions and instrumental logic, and tend to go over all aspects of a problem thoroughly.

Besides, this analytic decision-making style management carefully acquires and organizes large amounts of data, considers every aspect of a given problem and acquires information by careful analysis. In terms of value and relationship with subordinates, university management decision style seemed not to be people-oriented as perceived by the academic staff. Thus, they are more focused on academic staff teaching and task. They do not believe much in feelings and the social aspect of work. In this situation, the decision-making styles of the management could affect positively or negatively academic staff's job satisfaction because the academic staff will feel so frustrated and dissatisfied with the system and unhappy with the military approach.

For the rest of the managements that are behavioural decision-makers such as Universities "B, C, D and E" their style is conceptual in nature; these styles are similar and somehow share the same qualities. These university managements tend to be good with the academic staff to get their support; providing good welfare, believing in feelings and humanity. In terms of academic work and tasks, the university management may seem to overlook them, not to be too strict in evaluation and might not ask things in detail. Hence, university management believes in creating good relationships and rapport with the academic staff; they seek information about what others think, evaluating information emotionally and intuitively as well as being right-brain-thinkers. Moreover, according to the theory, behavioural decision-makers depend on staff in making decisions and wait for the staff to get concrete information prior to finalizing decisions.

As a matter of fact, the successes and/or failures of an organization may be directly linked to its leaders" or management's decisions (Yukl, 1994). Therefore, it is advisable for the Ministry to consider academic staff involvement in the decision- making process at the top level so that they could feel as though they are part of the system. Additionally, the university management should allow the decisions to be debated openly and transparently.

Areas of improvement in University Management Styles for all five universities

1. Motivation

2. Communication

3. Relating Motivation to Decision-making

Areas of Concern in University Management Styles for all five universities
1. Leadership

2. Goals

3. Control

4. Involvement in decision-making

Testing Herzberg's Theory

In this study, Herzberg's theory of job satisfaction was tested in the five public universities by considering motivators and hygiene factors. Following Herzberg's procedure, the major findings are:

Table 5.1.

Testing Herzberg's Theory in five universities

University	Motivators	Hygiene	Job Satisfaction
University "A"	Advance/Promotion	Supervisor/management	Supervisor/management
University "B"	Advance/Promotion	Peers	**Hygiene** Peers
	&		**Hygiene**
University "C"	Work itself Advance/Promotion	Salary	Salary
University "D"	Advance/Promotion	Subordinate	**Hygiene** Subordinate
University "E"	Advance/Promotion	Peers	**Hygiene** **Hygiene**

Table 5.1 shows what motivates the academic staff in each university and what could cause job satisfaction and dissatisfaction among the academic staff within these universities. Besides, it indicates that the results of this study do not confirm Herzberg's two-factor pattern.

To increase job satisfaction and motivation among the academic staff, each university management should seriously consider these factors. Management should avoid job dissatisfaction by creating a good environment whereby the academic staff could mingle with their colleagues, work together as a team and work with the management to achieve their university's mission and vision. Besides, management should perhaps create a

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programme or inter-connection that develops a good rapport between academic staff and students. Additionally, more emphasis should be on staff development where the academic staff could advance professionally and be promoted as well as reducing workloads. Thus, the government should look into academic staff salaries due the world economic downturn when it is considered that salaries are barely enough.

Table 5.1.

Some Previous tests not fully supportive of Herzberg's Theory.

Researchers	Samples	Disagreements
Sergiovanni (1966)	Teachers	Some factors were bi-polar factors
Sithiphand (1983)	Bank employees in Bangkok (385)	Responsibility (H) Interpersonal relations (M) Job security (M) Personal life (M) Work itself (H)
Smith (1983)	Nurses in Tulsa Country (USA)	Recognition (H)
Nalepka (1985)	Nurses in the USA (152)	Relationship with peers (M) Relationship with Subordinates (M) Job security (M)
Park et al. (1988)	Vocational teachers, Korea and the US (200)	Work itself (Bi-polar)
Al-Mekhlafie (1991)	Yemen faculties	Working conditions (M) Supervision (M) Interpersonal relations (M)
Williams (1992)	School teachers in Detroit (144)	Recognition (Bi-polar) Work itself (Bi-polar) Responsibility (Bi-polar)
Jensen (1993)	School superintendents in South Dakota (525)	Relationship with subordinates (Bi-polar)
Ruthankoon (2001)	Construction engineers & foremen (125) in Bangkok	Achievement (M) (Bi-polar) Interpersonal relations (H) Salary (H)
Source: Dissertation Abstracts Online (DAO)		

Areas of Concern about Academic Staff Job Satisfaction at All Five universities

1. Salary

2. Supervisor\Management

3. Subordinates

4. Peers

5. Supervision

The Summation of the Summaries

In general, university decision-making styles are varied and unpredictable. Each university has different decision-making styles. University management style at University "A" is analytic decision-making in terms of making decisions and their implementation. The University management decision-making styles at University "B", University "C", and University "D" are behavioural while University "E" is Conceptual in nature. In relation to academic staffs' job satisfaction, all the decision-making styles have a positive direct on academic staff job satisfaction. Hence, university decision-making styles had an impact and effect on academic staff job satisfaction. This effect could sometimes be positive which could create motivation and satisfaction; on the other hand, sometimes it could be negative and create dissatisfaction.

Concerning the management styles of the universities, we can conclude that there was not any direct-effect of the university management styles on academic staff job satisfaction which means that university management does not predict job satisfaction or dissatisfaction for academic staff. The university management styles, in terms of leadership, goals and control, were not effective and were not significant to academic staff job

satisfaction. Only motivation, decision-making, and communication seemed to receive a great emphasis and response from the academic staff.

Regarding job satisfaction, "Hygiene Factors" *(Status, Security, Subordinates, Personal Life, Peers, Salary, Work Conditions, Supervisor, Policy and Supervision)* were the factors that predicted the job satisfaction of the academic staff in all five universities. However,the indicators that predict the academic staff hygiene factors for job satisfaction in the five universities were varied. At University "A", "Supervisor/Management" was ranked as the top indicator for hygiene factors followed by "Advance" under motivator factors.

Supervision was the greatest indicator at University "B" followed by work itself and advance. Salary was the top indicator factor at University "C", followed by Supervisor/Management. Subordinates was the best indicator at University "D", followed by Peers while, in a contrast, Peers was the first indicator for job satisfaction at University "E", which was followed by Personal Growth.

In this regard, the academic staff were almost all motivated in terms of achievement, recognition, work itself, responsibility, advance and personal growth. Their intrinsic motivation was high and increased. Also, they were satisfied in terms of status, security, subordinates, personal life, peers, salary, work condition, supervisors, policy and supervision. Their dissatisfaction about their jobs was very little and insignificant. Nevertheless, their satisfaction and motivations were varied and ranked differently.

In sum, Herzberg's theory of hygiene and motivators has been tested in various occupations and settings and different results have been reported. Therefore, the result of

this study indicates that Herzberg's theory is not completely or entirely applicable to higher education settings especially in those five universities.

Discussion

Job Satisfaction

In the Malaysian context, the research conducted by Fauziah and Anizah (2003) shows that Malaysians, who reportedly have a collectivist culture (Hofstede, 1980; 1984), have moderate levels of job satisfaction in some public universities. This shows the big efforts of the Government from changing the level of academic staff job satisfaction from "moderate" to "high satisfaction".

Also in the summary of their research on the relationship of the organizational climate and employees' job satisfaction, using some of Herzberg's job satisfaction factors, it is seen that "Organizational climate assessments are accepted today as a vital component in helping organizations to determine employee perceptions and feelings about their work groups, leadership, work environment, decision-making, job satisfaction, etc. of departments / faculties and the university at large". The findings of both in terms of job satisfaction with Herzberg's job satisfaction partially supported the present findings, with only the level being different, whereby the previous research confirmed "moderate" and the recent study "more than moderate" levels of satisfaction.

Comparing Malaysian private and public universities, a study conducted by Solucis and Syed Shah Alam (2005) on job satisfaction among academic staff in private universities in Malaysia shows that pay, promotion, fringe benefits, working conditions and others were significant determinants of job satisfaction. Also the results of their research

show that pay, promotion and working conditions are positively related with job satisfaction. The results of their research partially supported one of the present results in terms of "pay" and fully supported the view that "pay/salary" was one of the first predictors of job satisfaction whereby all the academic staff or half of them were still not satisfied about their salary/pay in this study.

From the school setting, a study conducted by Bellott and Tutor (1990) found that for elementary and secondary school teachers in the Tennessee Career Ladder Program, Herzberg's characterization of salary as a hygiene factor did not seem to hold true. This finding partially supported the present finding at University "C" and fully supported it when more than half of the academic staff believed the salary was not enough. Nwachukwu (2006) from the University of Helsinki in Finland conducted research on Teachers' Job Satisfaction and Motivation for School Effectiveness and an Assessment in Nigeria, and reported in his findings that teachers were most motivated by both the job context and content i.e. job security and working conditions, the work itself, reaching one's potential and personal growth.

Nwachukwu (2006) went on to report that the opportunity for advancement, achievement and standards for excellence, recognition by others and the authorities and independence are ranked next in meeting their job satisfaction needs. Meanwhile status, importance and influence ranked as the least likely to render job satisfaction. Pay and fringe benefits ranked 10th. The results of these findings were supported by the present findings whereby the academic staff hygiene factors were directly affected by the decision-making styles of the university management and not supported in terms of job satisfaction

prediction whereby supervision, supervisor/management, peers and salary were the main concern and predictors for academic staff job satisfaction.

These results revealed that both the hygiene factors and motivators are important in different ways in predicting teachers' job satisfaction (Naylor 1999,). Descriptive statistics were run to ascertain their mean values, and the results revealed that the most important factor in job dissatisfaction for Nigerian teachers is educational policy and administration which has a mean rating of 3.74, while fringe benefits, pay and failure to achieve score second with a mean of 3.71 each.

The findings of Nwachukwu supported the findings of this study in terms of "pay". Furthermore, they also offered support in terms of "policy and administration" as the best predictors for job satisfaction as part of the hygiene factors that were affected by decision-making styles. Moreover, the findings were supported in terms of "Pay/Salary" in that it was ranked 10th as well as being ranked last in the current research. In addition, the findings of Nwachukwu support the findings of this research in terms of "policy and administration" in being the most important factor in job dissatisfaction.

More in the school setting, the research carried out by Pisciotta, (2000) identified that salaries and subsidies have no significant influence on a teacher's job satisfaction,, although some previous research pointed out that a teacher's job satisfaction has a relationship with welfare, salaries and promotion (Richard & Joshua, 2000). All these findings partially supported the present study in terms of salaries and did support it in terms of welfare and promotion. The findings of Syed Shah, Mohammad, Sivanand and Nilufar (2005) conducted in Bangladesh on the job satisfaction of women teachers, indicated that

the majority of the teachers in the two schools were less and least satisfied with their salary, promotion and fringe benefits and interpersonal relationships with colleagues. The Syed Shah, Mohammad, Sivanand and Nilufar findings fully supported the present findings in terms of salary and interpersonal relationships with colleagues.

From the business setting, the significant linear relationship between income and job satisfaction is consistent with the existing literature, and in the Malaysian context, it has to be explained similarly. In terms of employees' participation, it was found in Malaysia that a moderate and positive relationship exists between participation and workers' job satisfaction, while there was a weak relationship between employees' participation and job satisfaction (Michael, Rahim & Abu Daud, 1996). In addition, a correlation of Job Satisfaction among Malaysian managers in Malaysia was found in Mirza's (1996) findings that it is possible that the relative worth of money rather than money per se may be more important, particularly when the cost of living is rather low.

The reports of Mirza show how findings could be different according to the country, environment and location considerations. What could be a first prediction or concern in one country or environment could be the last in others. In the Malaysian context, it seemed that alary was not that big an issue because of the ongoing salary increments of the Government every year. In the present research, promotion is not really a concern any more compared to previously in 1980s and 1990s when the salary was very low and promotion was hard to get. Now the most pressing problem has been solved, salaries have been increased and promotions have been given as well as scholarships and research grants from the Government. Her report on the salary factor supported the present research, although there

was huge number of the staff in the present research that were not satisfied yet with their salary.

Further, the Malaysian higher education setting has undergone substantial growth as a result of efforts and development taken by the Ministry of Education to expand and extend the education industry. It is the government's long-term goal, aim and objective to make Malaysia a regional centre of excellence in education. The growth or development of higher education in Malaysia can be seen in several areas: increases in students' enrolment, increases in the number of higher education institutions, increases in government spending, additional government policies in promoting education, and the country's continuous need for human resources and management.

From the international research findings, a study by Gawel (1997) revealed that achievement, recognition, the work itself, responsibility, and advancement were strong determiners of job satisfaction. In education settings such as schools, substantial research has been conducted applying Herzberg's Motivation-Hygiene theory in the field of education. One of the early researchers in education was Thomas Sergiovanni. He (1967) replicated Herzberg's study with teachers. Sergiovanni found that achievement, recognition, and responsibility contribute predominantly to the job satisfaction of teachers, whereas, inadequate style of supervision, interpersonal relations with students, and poor interpersonal relations with colleagues and parents, rigid and inflexible school policies and administrative practices, were factors leading predominantly to teachers' job dissatisfaction.

The findings of Rathavoot and Stephen (2003) conducted in Thailand in non educational settings shows that achievement, recognition; work itself, responsibility and advance were found to be sources of job satisfaction among staff. This finding has partially supported the present findings in terms of advancement and work itself and but did not provide support in terms of responsibility and achievement.

Management and Job Satisfaction

In terms of management styles, a relationship has been found between management styles, job interest, manager's trust, cooperational decision-making and cooperation with teachers' job satisfaction (Shahabfar, 1997). This finding did not support the present finding on the relationship or effect of university management styles on academic staff job satisfaction. In the Malaysian situation, in some of the schools in the District of Perak, teachers experienced decision deprivation in the managerial domain as well as the instructional domain (Tai, 2001).

Comparing the present study with the early research, the Vroom-Yetton feasible set model, (1973), it was reported that workers were more satisfied with supervision on the job and work on the job. They were not satisfied with pay or opportunities for promotion. The findings give partial support to earlier findings suggesting that decision-making methods should vary with types of problems (Kahneman & Tversky, 1972). In relation to the present findings, the report of Vroom-Yetton did not support the present findings in terms of "Leadership and Control" under management styles and did not support them in terms of "Supervision" predicting academic staff job satisfaction. It did support one of the hygiene factors predicting academic staff job satisfaction.

Decision-making Styles

In high institution offices, a research conducted by Alqarni, (2003) shows that the behavioural managerial decision style was predominant for the majority of Florida's state University main libraries' managers, followed by the conceptual decision style. The directive decision style was the style used least often by most of these managers. As for the decision style patterns, the findings show that the majority of Florida's state university main libraries' managers think using the right side of the brain rather than the left side. In relation to this study, the findings of Alqarni in the educational setting supported the present finding where the University decision-making styles were "Behavioural and Conceptual" with only one university seeming to be "Analytic". Besides, Alqarni's findings supported this research finding in terms of brain use in making decisions where the majority of the university decision-makers in five Malaysian universities were "right side brain thinkers"

Research conducted by Raymond at St.Thomas University (2006) on leadership for school reform and principal decision-making styles shows that more than forty percent of the partial elementary school principals displayed a dominant behavioural style, the dominant styles of principals of full elementary schools were more likely to be either analytical or conceptual, and the decision making styles for senior high principals were likely to be more conceptual and analytical. The findings of this research partially supported the current research in terms of "behavioural, conceptual and analytic" dominance but did not supported it in terms of "directive"

Regarding management styles, the research conducted by Ann Otto (1993) on management styles describing the four management systems or styles used in an

organization shows that there is a strong relation between management styles in terms of "Communication and Decision-making" and staff performance. This finding supported the current research findings in terms of "communication and decision-making" as a predictor of management styles.

Additionally, research conducted by Newstrom and Davis, (1992) using Likert's management styles theory shows the significant correlations between all management styles: leadership, motivation, communication; decision-making; goals and control with job satisfaction. This finding of Newstrom and Davis did not support the present finding whereby management styles did not have any direct-effect on job satisfaction.

Summary of the Discussion

Previously, the research conducted investigating academic staff job satisfaction in public universities in Malaysia showed the "moderate" satisfaction of the academic staff both in the public and private sectors. The previous studies also showed the poor relationship of the academic staff and subordinates and heavy teaching loads. Besides, salary was the first predictor for job satisfaction in previous studies. In conjunction with these previous findings, the findings of the present study partially support the previous research in terms of salary as the first predictor in one of the public universities and fully supported it in terms of salary whereby there are huge and very considerable numbers of the academic staff in all five universities who were not satisfied with their salaries and believed the salaries given were not sufficient.

Moreover, hygiene factors were reported by the previous research as the predictors of job satisfaction and the present research reported the same findings whereby hygiene factors were the predictors of academic staff job satisfaction in all five Malaysian public universities. However, the present research confirmed the insignificant direct-effect of university management styles on academic staff job satisfaction while there is an indirect-effect of management styles on job satisfaction by mediating decision-making styles. Hence, the previous research confirmed the direct-effect or relationship between management and employees' job satisfaction. Thus, the present research did support the early research.

For decision-making styles, most of the early research on decision-making styles using Rowe's Inventory confirmed the dominance of behavioural, conceptual, analytic and directive management decision-making styles. The present study supported the early studies about the dominance of the behavioural, conceptual and analytic decision-making styles of the managers, while the present study did not support them in terms of directive decision-making styles. In other words, directive style was not dominant in any of five Malaysian public Universities' management decisions style.

The early studies confirmed the relationship of management styles in terms of communication and decision-making as the predictors of management styles and the present study supported the confirmation of communication and decision-making as the predictors of management styles. With this regards, this research findings confirmed what has confirmed by the previous research and studies. The findings of this indicate that, management and decision-making styles should be participative where freedom of expressions are allowed as well as top and down communication. Besides, the findings also

illustrate that, status, security, achievement, recognition, promotion, issues related to job, advance, salary, management, policy are the core factors for academic staff job satisfaction in all five universities.

In the situation where all these factors mentioned above disappeared, it leads to dissatisfaction of the workers. Thus, in the situation where the input is greater from the employees and output is little or the factors above are not provided by the management or employers, it reduces morale and causes unhappiness of the workers whereby poor performance will take place and some could leave the profession.

Strength of the Research

Theory

- In terms of Decision-making Styles, there is a great scarcity of research, to the best of my knowledge, conducted in Malaysia using Rowe Boulgarides Decision-making Styles Theory in both public and private universities or even in schools.

- Similarly, in terms of Management Styles, there is a paucity of research, to the best of my knowledge, conducted in Malaysia using Likert's Management Styles Theory in both public and private universities and in schools.

- For Job Satisfaction also, as far as the researcher knows, there is a scarcity of research on academic staff in Malaysia applying all of Herzberg's sixteen factors. Some preferred to use four and some preferred to use nine factors only.

Organizational Setting

- In the Malaysian educational setting, there is a great scarcity of research, based on my knowledge, done to investigate Malaysian Public universities' management styles

- There is also a paucity of research, to the best of my knowledge, conducted combining and benchmarking at least three top Malaysian Public universities; investigating managerial and decision-making styles of the university management in relation to academic staff job satisfaction.

Sample Size

- There is scarcity of research in Malaysia, sample-sizing huge numbers of the academic staff. This current research sample-sized 1,117 academic staff in five top Malaysian public universities and at least 200 samples were taken in each university.

Statistical Analysis

- These is a great scarcity of research done in educational management in Malaysia using Rasch model analysis and the Structural Equation Model to investigate the effect of management styles as well as decision-making styles on academic staff job satisfaction.

In light of this, strong recommendations have to be made to fill the gaps and the researchers should venture in applying different theories in educational management and leadership and the latest statistical techniques as well as methods to fill gaps and as a contribution to the body of knowledge.

Recommendations

- There is a serious need for research to be conducted in Malaysian public and private universities: In terms of both urban and rural testing and applying various theories in education and the direction of the research should be many and varied methods such as using different theories testing the relationship or effect of management, leadership, deanship, principalship styles on teachers' performance, job satisfaction, students, outcomes and organizational performance.

- It is hoped that more empirical testing of Herzberg's theory will be done in various work settings and with other testing methods.

- A need for research venturing into new directions such as on students' problems with the university system in terms of academic staff teaching performance, sufficiency and efficiency of teaching aids, scholarships given by the government and foreign academic staff job satisfaction.

- There is a need for research looking into followership styles not only on leadership and management. Followership styles also contribute a lot in terms the capability of teaching and student's learning.

Demographics

- There is a need for research in Malaysian education looking into demographic issues, such as differences in males and females in their perceptions towards school and university leaders.

- Ethnicity, location, religion, faculties, academic level and teaching experience should be considered by investigating the perceptions of the each ethnic group in Malaysia towards management and decision-making styles of the schools and universities.

Sample

- Increasing the sample size of the study to enhance external validity, future research efforts should obtain a representative sample from other public and private universities.

- Since only academic staff were used as samples in this study, this raises the issue of the generalisability of the findings. More research is needed before firm generalisable implications for academic staff can be drawn.

Instrument

- Qualitative methods should be used, such of observation, interview and experiment, avoiding the biasness of using a common instrument (questionnaire) to determine the overall results. Some interviews should be conducted in coming research on university management and decision-making styles from the academic staff as well as experimental data.

Statistical Tools

- An examination of the relationship, direct-effect and differences in the responses specific to gender, years of teaching experience, and position and the university would add to the knowledge base of the relationship or direct-effect and differences between academic staffs' job satisfaction.

- More advanced statistical analyses are recommended for coming studies to be used to determine the strength of the item validity and reliability.

Research

- There is a huge contribution; tremendous effort and budget allocated by the Malaysian Government and the Malaysian Ministry of Education on education in Malaysia. From the National Budget (2009), 47.7 Billion Ringgit has been allocated for education which is considered as 23% of the national budget. This has made Malaysia one the top one to five countries in the world in terms of investment in education.

- Innovation and research have become a new trend where the Malaysian Ministry has capitalized funding. In this regard, the Ministry and the university managements need to train lecturers and students in research and allocate more budgets for research for students and lecturers to venture into research using different/latest theories, applications, methods, approaches, techniques, equipment and instruments.

Conclusion

Every educational management and administration should take into account that the academic staff plays a huge role in any educational institution. In fact, the development of the educational environment relies on academic staffs' cooperation and satisfaction which triggers their ability to impart knowledge to students and give them the proper intellectual nourishment. As far as management and decision-making styles are concerned, the result of this study, from the samples of 1,117, participants from five Malaysian Public universities, indicated that decision-making styles were varied while management styles were somehow similar.

The majority of the decision-making styles of the five universities were considered as consultative and participative whereby the management of four universities out of the five were people-oriented and right-brain decision-makers while only one university was perceived as being task-oriented and as left-brain decision-makers. In addition, the university management styles failed to have a direct-effect on academic staff job satisfaction. Thus, management styles indirectly-affected academic staff job satisfaction through decision-making styles which shows that university management styles predict decision-making styles and decision-making styles predict academic staff job satisfaction.

However, hygiene factors (Status, Security, Subordinate, Personal Life, Peers, Salary, Work Condition, Supervisor, Policy and Supervision) predict academic staff job satisfaction in all five Malaysian public universities. This shows the area on which the university management should capitalize and look into for the betterment of effective teaching and learning. Additionally, it seemed the academic staff are not yet satisfied with their salaries and believed that their efforts and contributions to the university system are worth more than the salaries given.

On the order hand, there are significant numbers of academics who perceived their salaries to be not sufficient and enough to live on. This shows an imbalance and disequilibrium in academic staff salary scale from the government. In terms of management styles, management styles of the universities were positive in terms of communication, motivation and decision-making. Thus, leadership, control and goals were not perceived to be the predictors for the university management styles. Moreover, in terms of job satisfaction, academic staff found themselves motivated and satisfied about their

ability to advance, achievement, work conditions and chances to help their students to learn.

In general, we can conclude that the academic staff are satisfied with their jobs to a certain level in terms of motivator factors such as: advancement, achievement, recognition, responsibility and personal growth. Besides, it could be said that, there is no problem or concern regarding things related to academic intrinsic motivation while the major problems in all five universities were relationships between staff and management, between staff and staff, between staff and students, salary and university supervision.

In sum, it is believed that this study makes a contribution to the understanding of job satisfaction and its key determinants. The results of the study indicate that management/decision-making styles of supervisors, level of role clearness, autonomy, participation in decision-making, incentives, staff's motivation, communication, and the university management's relationship with the academic staff are the main determinants of job satisfaction. In particular, University decision-making styles in this study play huge roles in academic staff satisfaction in all five public universities and have the greatest effect on their job satisfaction.

From my point view, decision-making styles should be contiguous and situational whereby the university management or leaders should be task and the people-oriented, avoiding one dominant decision-making style. Management could be task-oriented if the situations and things are chaotic, the management or leaders need to me autocratic to put things in order and, at the same time, the management should be behavioural decision-makers when the situation permits them to be so. Therefore, the best leaders or

management are skillful at both task completion and creating effective team relationships. As a contribution, this research contributes to the body of knowledge with the application of different theories, creating a model for each university, methodologies and the latest statistical analysis. From the application of different theories in this study, it can be argued that western theories can be valid and reliable in non-western settings, regions and locations.

For the academic staff's job satisfaction, university management should create conducive environment so that the academic staff can enjoy teaching and have professional development. University management should provide motivators (advance, achievement, work itself, recognition, responsibility and personal growth) that can motivate the academic staff to work hard and avoiding dissatisfaction such as (status, security, subordinate, personal life, peers, salary, work condition, supervisor, policy and supervision). Hygiene factors play huge roles in any workers and employees' life.

Globally, hygiene factors have been reported to be the major factors influence workers commitment to their jobs. It have been stated by the research conducted worldwide that, hygiene factors eliminate dissatisfaction among the employees in working places. Besides, hygiene factors are extrinsic motivation that increases workers' motivation and commitment in work and a failure to provide them or lacking of them leads workers to leave their works or professions.

Human being is not a machine, as a human being they need to be motivated and rewarded. Any human being that is working needs to be beloved and developed intrinsically and extrinsically. They feel happy when their works are recognized and when they received

promotion as well as increment in salaries. These factors give a birth to hygienic organization and create good teaching and learning environment.

The academic staff seemed unhappy for the university policy being bureaucratized and controlled by the government. They disagreed seeing decision-making made at the top level to down without participation or involvement. Besides, lack of communication and autonomy with the management and policy-makers seemed to be big factors that the academic staff complain about in all five universities and the impact on their job satisfaction.