



## RESEARCH ARTICLE

## Factors Influencing Job Satisfaction in Teaching Online Classes Among Academics in Malaysia

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**ARTICLE INFO**

Received: Apr 28, 2024

Accepted: Jul 7, 2024

**Keywords**

Educational access

Job satisfaction

Teaching online classes

Private higher learning institutions

Malaysia

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**ABSTRACT**

Job satisfaction is a critical concept for businesses globally since it has impacted organization's overall performance and profitability because it may lead to employee turnover eventually. The main objective of this research is to study the factors that contribute to job satisfaction among academics who conduct online classes in Malaysian private higher learning institutions focusing on training and development, work environment, compensation, benefits, and work-life balance. The theory that is adopted for this research is the Herzberg Two-Factor Theory, also known as the Motivation-Hygiene Theory and the Job Demands-Resources (JD-R) theory, to explore the relationship between job satisfaction and the independent variables. Many studies on job satisfaction have been conducted by both researchers and businesses, and it is thought that it is an important human resource issue that has a strong impact on the human resource since it involves job retention and turnover rates. Keeping employees satisfied can foster productivity, creativity, and innovation. There are studies that show that when employees consider the work environment favorable, there are beneficial effects on both their work motivation and productivity. There have been various studies on employee job satisfaction in various sectors and several have studied on academic and teacher job satisfaction globally through the years. It has also become a growing need to study the factors that influence academics' online teaching job satisfaction in higher learning institutions. Factors that influence job satisfaction among academics who teach online classes need to be identified and studies to increase motivation which will in turn benefit the overall education system and provide students with enhanced learning experience. In Malaysia, the job satisfaction factors may have been influenced by the recent pandemic, varying between job positions and age groups in private higher learning institutions. This study also intends to investigate the different academic job positions that may affect the level of job satisfaction which include two main ranks which are professor and lecturers. This can contribute to the field since there is minimal previous research focusing on the academicians who conduct online classes at different job positions toward their level of job satisfaction. The findings could assist management and policy makers to enhance the institutions' work environment. This will reflect on the Malaysia's overall foundation for a better higher learning education and increase the local higher education recognition and ranking in the world.

## INTRODUCTION

Academics face increased workloads and obligations due to university and societal expectations. The yearly key performance index (KPI) for most private academic institutions covers teaching, marketing, and research. Malaysian private institutions, especially those that interact with foreign universities where faculty must meet global standards, compete fiercely (Khan, Chiu, & Yacob, 2022). In private colleges, academics teach, research, and involve students while focusing on profit and enrollment (Singh, Kumar, & Srivastava, 2020). Studies show that training and career development, compensation, salary, work environment, collegial relationships, and other factors can affect academic job satisfaction. Academics' job satisfaction affects their motivation and performance, which impacts the institution's success.

This study also examines academic career positions that affect job satisfaction. A Taiwanese study found that professors were moderately satisfied with their work environment (Chen, 2023). According to the study, boosting the work environment, professional development, and assistance can motivate them. Another Chinese survey indicated that 1,770 university professors of various levels, types, and academic topics were somewhat satisfied (Du, Lai, and Lo, 2010). Another research of 400 professors from Serbia, Slovenia, and Bosnia & Herzegovina found moderate satisfaction. Another Portuguese survey found academics satisfied (de Lourdes Machado-Taylor et al., 2014). However, a research of 3430 academics from three Malaysian institutions found that academic rank affected job happiness but not education (Sadeghi et al., 2012). Not much has been studied in this area. While professors and lecturers play a vital part in a country's educational advancement, work satisfaction among them is a big problem while trying to improve higher education. Thus, this research will allow this group of academics who have taught online classes in Malaysian private higher learning institutions to focus more on job satisfaction factors than before, enriching their understanding of job satisfaction and expanding the literature in this field.

To assess study elements and evaluate results, research objectives must be defined (Bougie and Sekaran, 2019). While the objectives must be quantifiable and achievable within a specific timeframe using the best approach, the study's purpose must be recognised (Hunt, Pollock, Campbell et al., 2018). To assess job satisfaction, this study examined training and development, work environment, remuneration and benefits, and work-life balance. The following six core research aims examine how factors affect academic work satisfaction in Malaysian private higher education institutions. To assess study elements and evaluate results, research objectives must be defined (Bougie & Sekaran, 2019). While the objectives must be quantifiable and achievable within a specific timeframe using the best approach, the study's purpose must be recognised (Hunt, Pollock, Campbell et al., 2018). To assess job satisfaction, this study examined training and development, work environment, remuneration and benefits, and work-life balance. The research aims to determine how factors affect academic work satisfaction in Malaysian private higher education institutions.

## LITERATURE REVIEW

### Job satisfaction

Since better performance and less turnover are expected to increase company performance, job happiness has been studied extensively. According to Locke (1969), when people feel that their jobs allow them to live out their job ideals, they experience job satisfaction. Perception of the work at hand, an implicit or explicit value standard, and a judgement, either conscious or unconscious, of the relationship between the two are the three components that the author identifies. Employees' mental and physical well-being are related to their level of job satisfaction, according to Oshagbemi (1996). In terms of the employee's priorities, it is also an evaluation of their job performance. workplace

satisfaction may impact their personal, social, and professional life, in addition to their behaviour and productivity on the workplace, because these evaluations involve emotions (Susanto et al., 2022). According to Locke, job satisfaction is the degree to which an individual's expectations are satisfied by their employment (Locke, 1969). In conclusion, our expectations are shaped by our values, and when they align with reality, we experience happiness. A fulfilled life includes a job that you love, and when your needs are met, you'll be happy to work and perform (Khan et al., 2021).

Private universities in Malaysia have been dealing with the problem of academic staff turnover at all levels for many years (Orpina, Abdul Jalil & T'ng, 2022). A public university would not be able to match this (GuiXia & Rashid, 2019). Academics often express a desire to quit their occupations when they are unhappy or do not feel fully devoted to them. The source is Riyadi (2019). Staff members that are happy in their work are more likely to stay. Happiness at work boosts productivity, according to more studies (Janib et al., 2021). Therefore, organisations should put an emphasis on job satisfaction to boost performance and decrease staff turnover. Researchers have looked at what factors influence teachers' happiness on the job in a variety of settings and nations. The majority of the literature focuses on public universities in Malaysia or public or private schools in Malaysia using certain criteria. Additional study is necessary to fill the gaps in the existing literature on private higher education institutions in Malaysia.

Academic work satisfaction has received little attention from researchers. Among the intrinsic and extrinsic elements mentioned by Ali and Kashif (2020) and Zhang et al. (2021) are the following: the academic environment, connections within the company, compensation, benefits, opportunities for growth, mental health, and autonomy. Institutional quality and prestige could take a hit if there is a "mismatch" between employee motivation and job responsibilities, according to Khaira and Shariff (2021). Academic turnover is defined by the motivations of departing employees and is exacerbated by low work satisfaction. Finding out how online teachers' job happiness is impacted by the additional challenges academics face in today's world requires further investigation. Online instructors' happiness on the job can be influenced by four factors while Tang et al. (2024) investigated the determinants that impact the work-life balance of female managers in Chinese higher education institutions.

### **Training and development**

A high correlation between investing in employee training and development and keeping valuable employees Mincer (1988). In the same vein as Benson (2006), training increases the retention of younger employees. According to that poll of 667 workers, on-the-job training boosts loyalty to the company and reduces plans to leave. According to Sypniewska, Baran, and Kłos (2023), training and development have a beneficial effect on performance indicators and job satisfaction. Employee development is critical since it influences job happiness and engagement, according to this survey of 1,051 Polish workers from multiple organisations. Therefore, it would be beneficial for the business and the employee to implement programmes for professional development.

Academics' professional competence, sense of agency, self-assurance, and capacity to teach in the modern world are significantly enhanced by training and development programmes (Martinez, 2022). As a result, training and development play a vital role in determining how academics think, what they know about technology, and how they may use it into online classes to meet the needs of digital learners in the modern era. That is why educators need to acquire the right expertise and have all the technical tools they need to teach online.

## **Work Environment**

A healthy institutional atmosphere boosts productivity, learning, and academic staff job satisfaction (Lai, 2018). This study only sampled 56 academic staff in Malaysian private universities, but it revealed that work conditions improve reputation and ranking. Many workplaces in poor nations are substandard because most companies view safety and health as an unnecessary investment and do not spend much on comfort (Aghaji et al., 2021). Organisations need skilled, dedicated workers to achieve their aims and sustain growth (Zhenjing et al., 2022). The psychological status of each commitment facet varies between employees, as commitment is commonly linked to performance (Yu et al., 2019).

Workplace factors also affect employee well-being. A nice workplace environment can boost morale, engagement, and productivity, especially for online teachers who must face their laptops for the whole class. Even with short breaks, 1–3-hour classes can be demanding. To conduct online classes comfortably and productively, institutions must provide a proper work environment including workspace, furniture, and equipment. Thus, it is crucial to understand how the work environment in a private higher education institution affects online professors' job happiness. Recent study by Walton et al (2022) about intervening role of hope and optimism on the relationship between environmental quality and satisfaction among private university students in Malaysia

## **Compensation and benefits**

Compensation and benefits may indicate work happiness. Job happiness is strongly linked to income or compensation since it motivates workers. Conduct and perception can motivate or demotivate employees (Khaira & Shariff, 2021). While rules control income growth based on performance evaluations (van Woerkom & Kroon, 2020), performance ratings do not influence employee benefits. Performance is also mostly influenced by task pay rather than job title. Since improving performance evaluations helps employees stay competitive and increase their income, they are more willing to do so. Thus, higher-paid workers are more productive (Vroom, 1964).

According to Fulmer and Li (2022), an efficient staff assessment system optimises job satisfaction through non-monetary incentives like recognition, praise, certificates, and psychological empowerment. Academic job satisfaction can be boosted by improving remuneration and recognition (Sahibzada & Khawrin, 2023). Lecturer performance assessment is the foundation of an institution's growth and productivity. Wahyudi (2022) states that rewarding academics greatly affects lecturers' perspectives and contentment, which boosts morale in every task. Academics must be innovative in creating valuable and quality content that achieves learning outcomes, yet their work and effort sometimes go unappreciated, especially in online schools. Førland and Roxå (2023) suggest that a reward system can enhance teaching excellence and boost academics' reputation and prestige. Therefore, institutions should recognise and promote online lecturers to drive them to increase education quality.

## **Work-life balance**

Keeping one's profession, personal life, and family responsibilities in check has become an increasingly popular topic in the modern era. It's all about striking a healthy work-life balance (Tirta & Enrika, 2020). It is often thought of as the equilibrium between one's own duties and those at work. Support for childcare costs and longer parental leaves are two ways in which more and more employers are helping their workers find a work-life balance (Susanto et al., 2022). With a coefficient of 0.152 and a T-statistic of 3.007, their study demonstrated that work-life balance favourably

impacts job performance. The authors of this study conclude that, in order to assist their employees in managing family responsibilities, businesses should promote a work-life balance culture.

Offering more leeway in scheduling allows employees to better balance their professional and personal lives, which in turn boosts job satisfaction and work-life balance (Shantha, 2019). Balance between work and personal life, job satisfaction, stress on the job, management's support, and family support were some of the topics covered in this study of 360 logistics and shipping employees. Work satisfaction rises across the board, according to the report. Employee morale and satisfaction are both boosted by more leeway in how tasks are carried out.

## Gap

While several studies have looked at private universities in Malaysia, few have focused on what factors influence employee happiness on the workplace. Academics' satisfaction with their jobs may be influenced by factors such as salary, benefits, and possibilities for research and publishing. Academic job satisfaction can be enhanced by professional advancement opportunities, competitive salary, and greater leeway to adapt to individual needs; however, this finding cannot be applied universally due to geographical constraints (Othman et al., 2019). Academic staff at private universities have been the subject of less research on work satisfaction than their public university counterparts, despite a number of cross-sectional studies on this topic. Compared to public universities, private institutions have far heavier workloads for academic personnel in an effort to maximise profits without sacrificing education quality. Because of the wide range of tasks and expectations associated with the job, it is important to investigate the workplace and any available research possibilities in order to gauge employee satisfaction. Salary and prospects for advancement were found to boost job satisfaction and performance in Johor by Lai (2018), however generalisation was hindered by the small sample size and location. Salary levels of academic personnel were not associated with improved performance, according to the same study.

Despite the expanding body of literature in the subject, very little is known about the factors that contribute to the job satisfaction of lecturers and professors at private universities in Malaysia.

## Underpinning Theory

Herzberg proposed a two-factor theory of academic job satisfaction that includes training and development, work environment, pay and perks, and work-life balance. Despite the fact that many occupations may involve unique stressors, this study will also examine the Job Demands-Resources (JD-R) model, which divides labour into two basic categories: demands and resources (Bakker & Demerouti, 2007). Herzberg proposed a theory of work satisfaction in 1968 based on two main points: intrinsic motivation and extrinsic hygiene. In Herzberg's (1959) two-factor theory of job satisfaction, two categories of factors—motivators and hygienic considerations—contribute to an employee's degree of contentment on the job. Salary, working conditions, management, safety, rules, and regulations are all aspects of sanitation. Elements that lead to dissatisfaction include financial stability, unsafe working circumstances, and lack of job security; elements that lead to contentment include taking ownership of one's work, developing one's skills, making strides forward, and receiving praise (Thekedam, 2010). Chiat and Panatik (2019) discovered that when employees were both motivated and satisfied with their occupations, retention was much better for organisations whose theoretical framework produced motivating components impacting job satisfaction.

The work Demands-Resources (JD-R) theory is based on four models: the effort-reward imbalance model (Karasek, 1979), the two-factor theory (Herzberg, 1966), the demand-control model (Hackman & Oldham, 1980), and the work characteristics model (Hackman & Oldham, 1980). The

Job Demands-Resources hypothesis has been utilised on numerous occasions in demand and resource research. Bakker, Demerouti, and Sanz-Vergel (2014) refined the JD-R theory, which postulates that disengagement (induced by a lack of job resources) and strain (produced by an overly demanding and unpleasant work environment) are the two main causes of job-related burnout. This improvement process yielded the results shown in Figure 1.

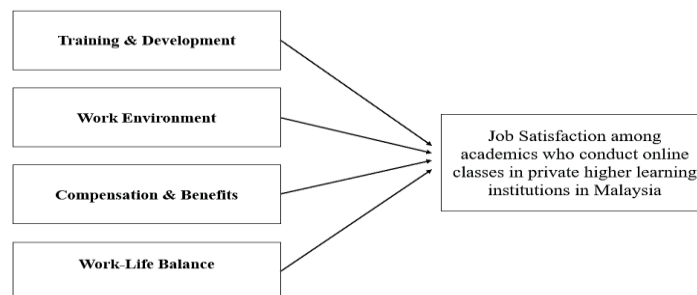
### Underpinning Theory

Training and development, work environment, compensation and benefits, and work-life balance are the two factors that make up Herzberg's two-factor theory of job satisfaction in academia. Although different jobs may have different sources of stress, this research will also look at the Job Demands-Resources (JD-R) model, which breaks down work into two main areas: demands and resources (Bakker & Demerouti, 2007). Intrinsic motivation and extrinsic hygiene were the two pillars of Herzberg's 1968 theory of job happiness. According to Herzberg's (1959) two-factor theory of job satisfaction, two types of elements contribute to an employee's level of happiness on the job: motivators and hygiene considerations. Sanitation considerations include pay, working conditions, management, safety, regulations, and policies. Money, working conditions, and job stability are factors that contribute to unhappiness, whereas factors that contribute to satisfaction include job responsibility, personal growth, progress, and recognition (Thekedam, 2010). For companies whose theoretical framework yielded motivating components influencing job satisfaction, Chiat and Panatik (2019) found that employee retention was significantly higher when workers were both motivated and satisfied with their jobs.

The foundation of the Job Demands-Resources (JD-R) theory is the job characteristics model (Hackman & Oldham, 1980), the demand-control model (Karasek, 1979), the two-factor theory (Herzberg, 1966), and the effort-reward imbalance model (Karasek, 1979). Research on demands and resources has made use of the Job Demands-Resources hypothesis on multiple occasions. Years of research by Bakker, Demerouti, and Sanz-Vergel (2014) improved the JD-R theory, which states that job-related burnout is caused by two factors: (1) inadequate job resources, which cause disengagement, and (2) extremely demanding and unsatisfactory work environments, which cause strain. Figure 1 shows the results of this improvement process.

### Conceptual Framework

In order to determine the impact of the independent variables—student and collegial relationships, work environment, pay and benefits, and opportunities for research and publication—on the dependent variable—job satisfaction—this study developed a conceptual framework.



**Figure 1: Conceptual Framework of the study**

## Hypotheses

The study examines the correlation between Training and Development, Work Environment, Compensation and Benefits, Work-Life Balance, and Job Satisfaction, the dependent variable. Another factor to consider is if work positions affect job satisfaction. The hypotheses are as below:

Academics face significant pressure and vary by position due to the challenges of balancing work and life (Yunus and Dilou, 2022). The following hypothesis was formed:

H1: Academic job status affects job satisfaction for Malaysian private higher education academics who teach online.

Internal trainings for development are crucial to knowledge management and a source of long-term competitive advantage, according to Buonomo et al. (2022). According to Asgarova (2019), on-the-job training boosts job satisfaction and motivation. The following conjecture was formed:

H2: Training and development improve work satisfaction for Malaysian private higher education academics who teach online.

Amin and Chakraborty (2022) recommend that managers establish personnel management policies to improve the workplace. The following hypothesis was formed:

H3: Malaysian private higher education academics who teach online are happier in their workplaces.

According to Verma 2018, wages and benefits are designed to attract and retain qualified workers, enhancing employee engagement. The study confirms Herzberg's Two-Factor theory that wage and perks greatly affect job satisfaction, according to Hassan (2022). The following conjecture was formed:

H4: Compensation and benefits boost job satisfaction for Malaysian private higher education academics who teach online.

Gragnano, Simbula, and Miglioretti (2020) recommend prioritising family and health equally. Another study found that companies must consider their employees to boost productivity and profitability, especially with the Millennial generation, which makes up most of the workforce (Larasati, Hasanati & Istiqomah, 2019). The following hypothesis was formed:

H5: Work-life balance boosts job satisfaction for Malaysian private higher education academics who teach online.

In today's competitive economy, private companies need work satisfaction and performance to survive and flourish (Nguyen & Duong, 2021). Organisational success depends on employee satisfaction (Khan et al., 2021). The following conjecture was formed:

H6: Training and development, work environment, compensation and work-life balance can significantly predict job satisfaction for Malaysian private higher education academics who teach online.

## RESEARCH METHODOLOGY

This survey includes 29,413 private higher education academics (MOHE, 2022). The sample size calculation requires 380 responders (Cochran, 1977). To ensure adequate data collection and 380 reliable data gathering, 410 questionnaires will be given to suitable respondents. Bougie and Sekaran (2019) suggested a good questionnaire considers question language, variable organisation (categorization, scaling, and coding), and presentation. This study's questionnaire will include demographic and variable questions. This study scales all factors measured with the Likert Scale from 1-5 statements: Strongly disagree to strongly agree. In the first section of the questionnaire, respondents will submit demographic information such gender, age, education level, years of teaching experience, and employment position. The nominal scale will be used for this questionnaire section. The second questionnaire will have 5 dependent and independent variable parts. Table 1 shows how each questionnaire item will be adapted from past research.

**Table 1 : Questionnaire Design**

Section	Variable	Items	Source	Adapt/Adopt
<b>A. Moderate Variable</b>	Demographic Profile	5	The demographic profile items are to ensure that the precise population is targeted (Black, 2023). Questions include: Gender Age groups Education level Years of teaching experience Job position	Adapt
<b>B. Dependent Variable</b>	Job Satisfaction	7	Vandenabeele, 2009 (0.957 Cronbach) Lester, 1987	Adopt / Adapt
<b>C. Independent Variable</b>	Training and Development	5	Bolliger, Inan and Wasilik, 2014 (0.75 Cronbach)	Adopt/ Adapt
	Work Environment	5	Janakiraman et al., 2011 (0.938 Cronbach)	Adapt
	Compensations & Benefits	5	Hassan, 2022 (0.883 Cronbach)	Adapt
	Work-Life Balance	5	Bell et al., 2012 (0.921 Cronbach)	Adapt

Source: Self-created



To be considered a legitimate and appropriate field study, variables must be accurately measured to test the hypothesis and answer study questions (Bougie & Sekaran, 2019). This study will utilise numerous tests in this section to verify the precision and reliability of the gathered responses and measure the dependent-independent variable relationship to support its goal. Every study needs high-quality data to analyse and interpret to deepen the area. Since surveys are the easiest way to reach target respondents, quantitative studies use them most (Ball, 2021). Online questionnaires are convenient and efficient because to technology (Nayak & Narayan, 2019). This study uses Google Forms to conduct the questionnaire online. To efficiently collect data, the online form will be sent to target responders via email and social media platforms including WhatsApp, Instagram, and Facebook. Each of the 32 questionnaire questions is written in basic English. Two main sections comprise the questionnaire. The questionnaire is also circulated using convenience sampling to Malaysian private higher education scholars. This study evaluates hypotheses with numerous tests. This study employed the Likert rating scale to compare factors and find the highest-valued ones. This study uses pilot, factor, reliability, descriptive, multiple regression, regression ANOVA, beta coefficient, and multi-collinearity tests. To test hypothesis no. 6, multiple regression analysis examines the relationship between independent and dependent variables, identifying how changes in independent factors affect dependent variables. The R<sup>2</sup> statistic measures the fitted regression line. R<sup>2</sup> is between 0 and 1, according to Bougie and Sekaran (2019). R<sup>2</sup> above 0.5 or near to 1 indicates a fit regression model. A variable with an R<sup>2</sup> value below 0.5 is inappropriate.

## RESEARCH FINDINGS

The target respondents in this study were lecturers at private universities, colleges, and institutes in Selangor, Kuala Lumpur, Johor, Negeri Sembilan, and Melaka. A total of 1,834 survey questionnaires were sent out electronically via WhatsApp messaging and office emails. Table 15 shows that 11.53% of the entire population was able to complete the survey out of a total of 395 respondents. The sample size calculation for this study called for 380 respondents, although the actual number of respondents is higher than that (Cochran, 1977).

**Table 2: Demographic Profile of Respondents**

Variable	Category	Total number	Percentage
Gender	Male	149	37.7
	Female	246	62.3
	<b>Total</b>	<b>395</b>	<b>100.0</b>
Age	23 – 29 years old	15	3.8
	30 – 39 years old	139	35.2
	40 – 49 years old	143	36.2
	50 – 59 years old	68	17.2
	60 years old & above	30	7.6
	<b>Total</b>	<b>395</b>	<b>100.0</b>
Education Level	Bachelor's Degree	14	3.5
	Master's Degree	211	53.4
	Doctorate Degree / PhD	170	43
	<b>Total</b>	<b>395</b>	<b>100</b>
Years of Teaching	Less than 1 year	55	13.9
	6 – 10 years	76	19.2
	11 – 15 years	107	27.1
	16 – 20 years	67	17.0
	Above 20 years	90	22.8
	<b>Total</b>	<b>395</b>	<b>100.0</b>
Job Position	Professor	17	4.3
	Associate Professor	33	8.4
	Senior Lecturer	170	43.0
	Lecturer	169	42.8
	Others (Tutor, Instructor, Assistant Lecturer)	6	1.5
	<b>Total</b>	<b>395</b>	<b>100.0</b>

Using descriptive statistics, we were able to assess and format the respondent demographics into what you see in Table 2. Participants' gender, age, education level, number of years in the classroom, and occupation were all taken into consideration.

Women constitute the majority of the sample at 62.3%, with males accounting for the remaining 37.7%. Nevertheless, there is a wide range of ages represented, with the majority of respondents (71.4% to be exact) falling into the 30–39 and 40–49 age groups mixed. The youngest demographic, consisting of just 3.8% of the total, is that of those aged 23–29. Respondents with a Master's degree (53.4% of the total) and a doctorate or PhD (43% of the total) constitute the highest educational level. Nearly 4% have a Master's degree. By the way, the distribution of years of teaching experience is quite even, with the biggest group having less than one year of experience (13.9%) and the largest group having 11 - 15 years of experience (27.1%). As a last point, we may look at the various job titles: the most common ones are Senior Lecturer (44.0%) and Lecturer (42.8%), with a smaller percentage holding the positions of Professor (4.3%) and Associate Professor (8.4%). Table 16 shows that only 1.5% of the population has jobs directly tied to academia.

**Table 3: Reliability Test**

Variables	Cronbach's Alpha (>0.7)	Number of items
Job Satisfaction (DV)	0.839 (High)	7
Training and Development (IV)	0.895 (High)	5
Work Environment (IV)	0.877 (High)	5
Compensations & Benefits (IV)	0.788 (High)	5
Work-Life Balance (IV)	0.887 (High)	5

Table 3 above shows the results of the Reliability Test value to which all the items in the questionnaire for the actual study are considered accurate and reliable. Therefore, all the items will be used for the complete data collection and analysis.

H1: Academic job position does influence the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.

**Table 3: One-Way ANOVA on Job Positions and Job Satisfaction**

	Sum Squares	df	Mean Square	F	Sig.
Between Groups	.818	4	.204	.430	.787
Within Groups	185.442	390	.475		

Total	186.260	394			
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Test of Homogeneity of Variances					
	N	Mean	Std. Dev	Levene's Statistic	Sig.
Professor	17	3.6891	.60869	.441	.779
Associate Professor	33	3.6623	.66798		
Senior Lecturer	170	3.6857	.73085		
Lecturer	169	3.5909	.65427		
Others (Tutor, Instructor, Assistant Lecturer)	6	3.6429	.78116		

Researchers at private universities tested the hypothesis that professors teaching online courses at various levels of management were more or less satisfied with their jobs. Faculty members were categorised into five groups: professors, associate professors, senior lecturers, lecturers, and others (such as tutors, instructors, and assistant lecturers). The findings of the analysis of variance indicate that there is no significant relationship between the groups' Job Satisfaction levels ( $F_{4, 390} = 0.430$ ,  $p = 0.787$ ). An equal variance was assumed because Levene's Statistic is not significant. There is no discernible difference between the groups, and their means are quite close. Therefore, we reject H1.

**Pearson Correlation**

Pearson Correlation was used to analyse H2, H3, H4, H5 as shown below.

**Table 4: Pearson Correlation of Independent Variables and Dependent Variable**

Correlations						
		TD_AVG	WE_AVG	CB_AVG	WLB_AVG	JS_AVG
TD_AVG	Pearson Correlation	1	.628**	.505**	.230**	.448**
	Sig. (1-tailed)		.000	.000	.000	.000
	N	395	395	395	395	395
WE_AVG	Pearson Correlation	.628**	1	.463**	.219**	.352**

	Sig. (1-tailed)	.000		.000	.000	.000
	N	395	395	395	395	395
CB_AVG	Pearson Correlation	.505**	.463**	1	.264**	.445**
	Sig. (1-tailed)	.000	.000		.000	.000
	N	395	395	395	395	395
WLB_AVG	Pearson Correlation	.230**	.219**	.264**	1	.369**
	Sig. (1-tailed)	.000	.000	.000		.000
	N	395	395	395	395	395
JS_AVG	Pearson Correlation	.448**	.352**	.445**	.369**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	N	395	395	395	395	395
**. Correlation is significant at the 0.01 level (1-tailed).						

H2: Training and development have a positive influence on the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia. Table 4 shows that there is a moderately positive and statistically significant Pearson product correlation ( $r = .448$ ,  $p < .001$ ) between training and development and job satisfaction. As a result, we can accept H2. Researchers found that faculty members teaching online courses at private universities reported more job satisfaction after receiving more training and development opportunities.

H3: The work environment has a positive influence on the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia. The job satisfaction and work environment have a moderately favourable and statistically significant Pearson product correlation ( $r = .352$ ,  $p < .001$ ), as demonstrated in table 26 above. As a result, we can accept H3. Teachers at private universities who teach online would likely be happier in their jobs if they worked in a pleasant workplace.

H4: Compensation and benefits have a positive influence on job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia. The moderately positive and statistically significant Pearson product correlation between compensation and benefits and job satisfaction ( $r = .445$ ,  $p < .001$ ) is displayed in table 27 above. As a result, we can accept H4. Academics who teach online courses at private universities would be happier in their jobs if they received a rise and better benefits, according to this study.

Hypothesis 5: Online professors at private Malaysian universities report higher levels of job satisfaction when they are able to strike a good work-life balance. The association between work-life balance and job satisfaction is fairly favourable and statistically significant ( $r = .369$ ,  $p < .001$ ), as

shown in table 28. Thus, H5 is true. This proves that private university online course instructors would be happier in their jobs if they could manage their time well.

Table 5 summarises the Pearson correlations between the dependent variable and all of the independent factors. In table 3.5 of the preceding chapter, Akoglu (2018) interpreted the Correlation Coefficient as having moderately positive and statistically significant values between 0.3 and 0.5. The following independent factors are correlated with Job Satisfaction: Training and Development ( $r = 0.448, p < .001$ ), Work Environment ( $r = 0.352, p < .001$ ), Compensation and Benefits ( $r = 0.445, p < .001$ ), and Work-Life Balance ( $r = 0.369, p < .001$ ).

According to Cohen (1988), small, medium, and large statistical powers are  $r = 0.10, r = 0.30,$  and  $r = 0.50,$  respectively. Table 29 shows that, contrary to the moderate interpretation of Pearson's value, the only factor considered to have a tiny influence size is the workforce. The other three factors with  $r$ -values over 0.30, indicating medium effect sizes, are work-life balance ( $r = 0.466$ ), compensation and benefits ( $r = 0.445$ ), and training and development ( $r = 0.448$ ). The study is more appropriately interpreted using Pearson's correlation coefficient, which assesses the strength of a relationship between two variables across various group sizes (Brydges, 2019), due to the urgency of Cohen's  $d$  criteria.

Hypotheses 2, 3, 4, and 5 can thus be accepted. It follows that if private university faculty members could have better opportunities for professional growth, a pleasant workplace, competitive pay and benefits, and a reasonable work-life balance, they would be more satisfied with their careers.

To investigate the connection between the two sets of variables, this study employed multiple regression analysis. The purpose of the following H6 hypothesis is to identify potential relationships between job satisfaction and the following independent variables: work-life balance, pay and benefits, work environment, and training and development.

Hypothesis 6: Academics teaching online courses at private Malaysian universities report better levels of job satisfaction when these factors are considered: work-life balance, remuneration and perks, work environment, and training and development.

**Table 5: Summary of the Model**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.602 <sup>a</sup>	.363	.356	.55177
a. Predictors: (Constant), training and development (TD), work environment (WE), compensation and benefits (CB), and work-life balance (WLB).				

Schindler (2022) states that R<sup>2</sup> is a measure of the extent to which the independent variables account for the variation in the dependent variable. To avoid overestimating the effect of adding an independent variable on the amount of variability explained by the generated regression equation, Saunders (2023) states that the modified R<sup>2</sup> takes into consideration the number of independent variables in the regression equation.

The R<sup>2</sup> value, plotted in Table 5, is 0.363. Consequently, among Malaysian academics teaching online courses at private universities, the regression model reveals that factors including work-life balance, remuneration and perks, work environment, and training and development account for over 36% of

the overall variation in job satisfaction. According to Table 31 below, the four factors examined in this study significantly influence work satisfaction, as evidenced by the independent variables' strong predictive power ( $F(4, 390) = 55.449$ ,  $p < 0.001$ ). The model also has strong internal validity, as shown by the modified  $R^2$  value of .356, which is just slightly different from the two values (0.007).

**Table 5: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.526	4	16.881	55.449	.000 <sup>b</sup>
	Residual	118.735	390	.304		
	Total	186.260	394			
a. Dependent Variable: JS						
b. Predictors: (Constant), training and development (TD), work environment (WE), compensation and benefits (CB), and work-life balance (WLB).						

The analysis of variance (ANOVA) is employed when comparing the degrees of variance for many groups with respect to a single dependent variable (Bougie & Sekaran, 2019).

A significant correlation between the independent factors and the dependent variable, as well as among the independent variables, is indicated by a P-value of 0.000, which is less than 0.05, as shown in Table 6. The regression model is considered significant since the F-value is 55.449, which means that  $F(4, 390) = 55,449$ .

**Table 6: Coefficients and Multicollinearity**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.600	.148		10.802	.000		
	TD	.189	.046	.228	4.145	.000	.541	1.850
	WE	.006	.039	.008	.155	.877	.571	1.750
	CB	.180	.038	.232	4.788	.000	.696	1.437
	WLB	.243	.032	.331	7.666	.000	.879	1.137

- a. Dependent Variable: Job Satisfaction  
 b. Predictors: (Constant), training and development (TD), work environment (WE), compensation and benefits (CB), and work-life balance (WLB).

The analyses are displayed in Table 6 and involve the beta coefficient ( $\beta$ ) value of Job Satisfaction as the dependent variable, in comparison to the independent variables that include work environment, compensation and benefits, work-life balance, training and development, and job satisfaction itself.

The biggest factor impacting job satisfaction among academics who teach online classes is work-life balance, which exhibits the highest  $\beta$  value of 0.331. After that comes compensation and benefits, with a  $\beta$  value of 0.232. Education and growth come next, with a beta value of 0.228. Finally, the work environment has the lowest  $\beta$  value at 0.008, suggesting that faculty members who teach online classes are not very satisfied with their jobs.  $P = 0.877$  for the work environment variable and  $P < 0.001$  for the other factors mean that H6 is partially accepted. As can be seen in Table 6, the variables exhibit multicollinearity as shown by the variance inflation factor ("VIF"). In conclusion, the VIF values of the independent variables range from 1.137 at the lowest end to 1.850 at the highest end. When VIF values are between 1 and 5, it indicates that they are mildly impacting each other and that multicollinearity is not an issue (Shrestha, 2021).

### Summary of Hypothesis Testing

**Table 6: Hypothesis Result Summary**

Hypothesis	Significance Value ( $p < 0.05$ )	Results
<b>H1:</b> Academic job position does influence the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	$P = 0.787$	Rejected
<b>H2:</b> Training and development have a positive influence on the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	$P < 0.001$	Accepted
<b>H3:</b> The work environment has a positive influence on the level of job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	$P < 0.001$	Accepted
<b>H4:</b> Compensation and benefits have a positive influence on job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	$P < 0.001$	Accepted
<b>H5:</b> Work-life balance has a positive influence on job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	$P < 0.001$	Accepted
<b>H6:</b> Training and development, work environment, compensation and benefits, and work-life balance can predict job satisfaction among academics who conduct online classes in private higher learning institutions in Malaysia.	TD, CB, WLB: $P < 0.001$ WE: $P = 0.877$	Partially Accepted

Based on the data in Table 33, we can conclude that the independent variables—training and development, work environment, compensation and benefits, and work-life balance—are statistically significant, leading us to accept Hypotheses 2, 3, 4, 5, and 6. Nonetheless, the P value of 0.787 is so high that it surpasses the threshold for statistical significance, proving that the variable job positions is not important. Thus, we reject Hypothesis 1.

## DISCUSSION AND CONCLUSION

The purpose of this study is to identify the characteristics that contribute to job satisfaction among online faculty at private universities by examining the following: training and development opportunities, work environment, pay and benefits, and work-life balance. Following is a list of the six planned research objectives:

The primary objective is to find out how academic jobs in private Malaysian universities affect the happiness of professors who teach online courses. Job position reliability test results showed no significant link with job satisfaction ( $F_{4, 390} = 0.430$ ,  $p = 0.787$ ), leading to the rejection of H1 in the One-Way ANOVA. (H1: Among Malaysian academics working in private universities, the standing of the professor has an effect on how satisfied they are with their work.) Therefore, this theory has been ignored by the researcher.

RO. 2: Survey Malaysian private university professors teaching online about their experiences with professional development and how it relates to their job happiness. With a high Cronbach value of 0.895, the items are dependable for this research purpose on the association between training and development and job satisfaction. The resulting value for the Pearson's Correlations Matrix is  $r = 0.448$ , with a p-value less than .001. So, we can conclude that H2 is true. (H2: Online instructor job satisfaction is positively correlated with training and development opportunities for Malaysian private university faculty.) Previous research on job satisfaction has shown that training and development have a significant impact, and this study's findings add to that body of evidence (Buonomo et al., 2022; Nguyen and Duong, 2021; Sankar et al., 2021). This is why the researcher has decided to go with this theory.

RO3: To find out how academics teaching online lectures at private Malaysian universities feel about their work environment and their degree of job satisfaction. For the aforementioned work environment research purpose, the Cronbach value of 0.877 is likewise quite high. With a moderately positive and statistically significant Pearson's Correlation of 0.352 and  $p < .001$ , the results were not conclusive. This is why H3 is also backed. (H3: Online professors working for private Malaysian universities report better levels of job satisfaction as a result of their work environment.) Previous research has shown considerable results (Bakar et al., 2022; Ong et al., 2020), and this study's findings further reinforce those results. Evidence like this suggests that academics will be happier in their jobs if their workplaces are better. This is why the researcher has decided to go with this theory.

RO4: To find out how private Malaysian university professors who teach online feel about their salary and benefits in relation to their overall job satisfaction. The items were deemed dependable with a Cronbach value of 0.788, which is likewise high, for this research goal on the association between compensation and benefits and the level of work satisfaction. When looking at Pearson's Correlation value ( $r = 0.445$ ,  $p < .001$ ), it was determined to be fairly positive and statistically significant. This lends credence to H4. Among Malaysian academics teaching online courses at private universities, job satisfaction is positively correlated with pay and benefits (H4). This study's results corroborate those of previous research showing a positive and statistically significant relationship between a decent pay and job satisfaction (Bakar et al., 2022; Sahibzada & Khawrin, 2023). This is why the researcher has decided to go with this theory.



R05: To find out how academics teaching online courses at private Malaysian universities feel about their work-life balance and their overall job satisfaction. Additionally, the items utilised to compare job satisfaction with work-life balance had a high Cronbach value of 0.887, indicating their reliability for this study. H5 is further supported by the somewhat favourable and statistically significant Pearson product correlation between work-life balance and job satisfaction ( $r = 0.466$ ,  $p < .001$ ). (H5: Online professors at private Malaysian universities report better levels of job satisfaction when they are able to strike a good work-life balance.) According to previous studies (Larasati, Hasanati & Istiqomah, 2019; Tirta & Enrika, 2020), the findings corroborate the importance of work-life balance on job satisfaction. This is why the researcher has decided to go with this theory.

R06: To anticipate the level of job satisfaction among Malaysian academics who teach online courses at private universities by analysing their perceptions of their work environment, pay, benefits, and work-life balance. The values were determined by a multiple regression analysis for the sixth study goal. A value of 0.363 is given by R2. This suggests that among Malaysian private university professors who teach online courses, work-life balance, pay and perks, and opportunities for professional growth make up around 36% of the overall variance influencing job satisfaction.

There is a statistically significant association between the independent and dependent variables, as well as within the independent variables, according to the regression ANOVA value, which had a P-value of 0.000. Additionally, the regression model is significant with a F value of 55.449, which means that  $F(4, 390) = 55.449$ . Multicollinearity is not an issue because the VIF values were likewise in the 1–5 range. Nonetheless, the work environment was the only one of the four independent variables to achieve an unacceptable significance level of  $P = 0.877$ . Therefore, we can only partially reject H6. (H6: Among Malaysian academics teaching online courses at private universities, job satisfaction can be predicted by factors such as opportunities for professional growth, working conditions, pay, perks, and work-life balance.)

## Recommendations

Institutions should think about ways to improve these four areas as this study found that they significantly affect academic staff's degree of job satisfaction when teaching online. Private institutions should prioritise work-life balance because it exhibited the greatest Pearson correlation value (0.466). Finding a happy medium between an appropriate amount of professional dedication and one's personal life is not easy, and academics may experience burnout as a result of trying to juggle all of their obligations (Tirta & Enrika, 2020). Consequently, for academics to be happy, private institutions should reevaluate their rules regarding telecommuting and flexible working hours. Keeping a good work-life balance is associated with lower rates of stress and burnout (Kelliher, Richardson, & Boiarintseva, 2018).

A study conducted in Indonesia indicated that work-life balance affected the engagement of millennial employees. The study also proposed that other factors, like providing more personal time and making the workplace more conducive, could boost employee satisfaction (Larasati, Hasanati & Istiqomah, 2019). The results of this study are supported by another study that emphasises the importance of work-life balance on job satisfaction. It suggests that a better work arrangement that allows people to pursue their own goals should be considered (Othman et al., 2020). Since, according to Herzberg's thesis, academics will not be satisfied with their jobs if they do not have any motivators, it is critical that institutions reconsider their approaches to balancing academics' professional and personal lives.

By drawing attention to certain niches and opportunities in the expanding field of online education, this research has contributed to the scholarly community. Specifically, this study sheds light on the elements that impact online educators' job satisfaction, which in turn helps institutions and lawmakers make

informed decisions to enhance the learning and teaching experience as a whole. It also adds to the body of research on private sector job satisfaction. This study has important implications for private universities that might change the way institutions operate and the quality of online education. In addition, stakeholders in the sector can better educate future educators by studying what makes online professors happy in their jobs. This will allow them to focus their professional development efforts on improving online education through the use of proven methods and technology. To further enhance training and development opportunities, universities can provide individualised training programmes built on proven online teaching strategies and technology integration.

Although the goal of this research has been achieved, there are several areas that could be improved for future studies. The most striking restriction is the small sample size of 395 academics from the southern and middle zones of Malaysia, as well as the narrow focus on academics from private universities in this research. Out of a total of 29,413 professors and lecturers at private universities, this is just a small selection.

In order to make this study better, there are certain ways to conduct future research. A more comprehensive comparison of academic staff at public and private universities might be achieved by broadening the scope of the study to encompass both types of institutions. Insights gained from their replies might help researchers better understand the disparities between public and private school teachers, as well as how to increase job happiness among online academics. As the academic world increasingly relies on technology both in and out of the classroom, policymakers and stakeholders might benefit from comparative analysis when making decisions. Findings from this study have important implications for understanding what makes online university professors happy in their jobs. Work environment exhibited the lowest correlation of 0.352 among the four components, but it was still statistically significant; the other three components are training and development, work-life balance, and compensation. Increasing monetary and non-monetary benefits, improving work-life balance, training and development, and working conditions will raise morale and job satisfaction among online class instructors. This supports previous research on academic job satisfaction.

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