



UNIVERSITI PUTRA MALAYSIA

***BIG FIVE PERSONALITY FACTORS, EMOTIONAL INTELLIGENCE AND
JOB SATISFACTION AMONG ACADEMIC STAFF OF PUBLIC
RESEARCH UNIVERSITIES IN KLANG VALLEY, MALAYSIA***

AIDA MEHRAD

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By

AIDA MEHRAD

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

December 2015



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DEDICATION

This research work is dedicated to my lovely parents and my patient husband for their endless support and tolerant during the course of my study.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Doctor of Philosophy

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Chairman : Hanina Halimatusaadiah Hamsan, PhD
Faculty : Human Ecology

The purpose of the present study is to determine the relationship between big five personality factors, emotional intelligence, and job satisfaction. It also examines the mediation effect of emotional intelligence on the relationship between big five personality factors and job satisfaction. The study involved 440 academic staff (236 female and 204 male) from public research universities in Klang Valley, Malaysia. Job satisfaction is important issue in educational system which neglect to it causes various problems at university. Thus, more studies are required to determine the effective factors on job satisfaction.

This study applied correlational analysis and cross-sectional design. Respondents were selected by multi-stage sampling and data collection conducted among academic staff at Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), and University of Malaya (UM). Big five personality factors (neuroticism, extraversion, openness, agreeableness, and conscientiousness) as independent variables were measured by Big Five Inventory (BFI). Besides that, the emotional intelligence (perception of emotion, utilization of emotion, managing own emotions, and managing others' emotions) as mediator variables were evaluated by Schutte Self- Report Emotional Intelligence Test (SSEIT), whereas the job satisfaction as a dependent variable was assessed by Job Descriptive Index (JDI). The statistical techniques applied in the study were descriptive statistics, independent sample t-test, Analysis of Variance (ANOVA), Pearson correlation coefficient, multiple linear regression analysis, and mediation analysis (Sobel test). This study used three theoretical approaches and models (Herzberg's Motivation-Hygiene Theory, Five-Factor Model, and Mayer and Salovey Model).

The study found that there are differences in job satisfaction based on receive reward, status of designation, age, income, level of education, and years of employment. The findings also indicated a positive correlation among perception of emotion, utilization of emotion, managing own emotions, managing others' emotions, conscientiousness,

agreeableness, and openness with job satisfaction. On the other hand, there is a negative correlation between neuroticism and job satisfaction, whereas no correlation is observed between extraversion and job satisfaction. Big five personality factors also showed a significant relationship with almost all emotional intelligence factors except utilization of emotion and neuroticism. This study proved that the utilization of emotion and neuroticism allow to predict the level of job satisfaction. These two factors collectively, accounted for 7% of variance in job satisfaction. Among the factors of emotional intelligence, only the utilization of emotion plays the role as a mediator of the relationship of openness, agreeableness, and conscientiousness with job satisfaction.

Based on the findings of this study it can be concluded that job satisfaction is influenced by socio-demographic factors, big five personality factors, and emotional intelligence. The academic staff who receive reward, possess a doctoral degree, and permanent designation show high level of job satisfaction. In addition, job satisfaction varies according to age, income, and years of employment. The conscientiousness, the openness, and the agreeableness of the academic staff show better reaction toward difficulties at the workplace although the neurotic illustrate uncommon organizational behavior at university. Other than that, the academic staff who use their emotional intelligence have better feeling toward their job and university. They have more emotional intelligence compared to the neurotic. The academic staff who achieved high scores in utilization of emotion have a higher level of job satisfaction compared to those who obtained high scores in neuroticism. Likewise, those who apply the utilization of emotion get a better job satisfaction.

The study proposes several recommendations for ministry of higher education (MOHE), universities, managers, and academic staff to improve the level of job satisfaction by considering basic human needs, and distinguishing the effective personality factors and emotions. This study also suggests that the university should acquire the early information on the new staff's personality by using the suitable screening test as prevention and to plan the treatment strategy to the staff with neurotic personality. The university must specifically consider the emotional intelligence in any treatment and prevention program to increase the level of job satisfaction among staff. To sum up, the study shed new light in the context of social psychology especially in job satisfaction context among academic staff at Malaysian public research universities.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia, sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**FAKTOR PERSONALITI BIG FIVE, KECERDASAN EMOSI, DAN
KEPUASAN KERJA DALAM KALANGAN STAF AKADEMIK UNIVERSITI
PENYELIDIKAN, DI LEMBAH KLANG, MALAYSIA**

Oleh

AIDA MEHRAD

Disember 2015

Pengerusi : Hanina Halimatusaadia Hamsan PhD
Fakulti : Ekologi Manusia

Kajian ini bertujuan mengenalpasti hubungan antara faktor personaliti Big Five, kecerdasan emosi, dan kepuasan bekerja dalam kalangan staf akademik. Selain itu ia turut mengkaji fungsi kecerdasan emosi terhadap faktor personality Big Five dan kepuasan bekerja. Kajian telah melibatkan sejumlah 440 orang staf akademik (236 wanita dan 204 lelaki) daripada universiti penyelidikan di Lembah Klang, Malaysia. Kepuasan bekerja adalah isu penting dalam sistem pendidikan yang mengabaikan untuk ia menyebabkan pelbagai masalah di universiti. Oleh itu, lebih banyak penyelidikan diperlukan untuk mengkaji faktor yang berkesan dalam kepuasan bekerja.

Kajian ini menggunakan rekabentuk korelasi dan survei secara rentas (cross-sectional). Responden telah dipilih berdasarkan persampelan pelbagai peringkat dan pengumpulan data melibatkan kalangan staf akademik di Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), dan Universiti Malaya (UM). Faktor personaliti big five (neurotisme, extraversi, keterbukaan, kepersetujuan, dan kehematan) sebagai pembolehubah bebas telah diukur menggunakan Inventori Big Five (BFI). Selain itu, kecerdasan emosi (persepsi terhadap emosi, penggunaan emosi, mengurus emosi sendiri, dan mengurus emosi orang lain) dijadikan pembolehubah pengantara yang diukur menggunakan Ujian Laporan-kendiri kecerdasan emosi Schutte (SSEIT). Seterusnya, kepuasan kerja sebagai pembolehubah bebas telah diukur menggunakan Indeks Deskriptif Kerja (JDI). Teknik statistik yang digunakan dalam kajian ini adalah deskriptif, ujian-t bebas, analisis varian (ANOVA), kolerasi, analisis regresi pelbagai, dan analisis pengantara (ujian Sobel). Kajian ini menggunakan tiga pendekatan teori dan model iaitu (Teori Motivasi-Kebersihan Herzberg, Model Lima Faktor, dan Model Mayer dan Salovey).

Penemuan kajian ini menunjukkan terdapat perbezaan dalam kepuasan bekerja dari segi pengiktirafan, status perjawatan, umur, pendapatan, tahap pendidikan, dan tempoh bekerja. Selanjutnya, kajian menunjukkan hubungan yang positif antara persepsi terhadap emosi, penggunaan emosi, pengurusan emosi sendiri, dan pengurusan emosi orang lain, kehematan, keterbukaan, dan kepersetujuan dengan kepuasan bekerja. Sebaliknya, terdapat hubungan yang negatif antara neurotisme dengan kepuasan bekerja dan tiada hubungan yang signifikan antara extraversi dengan kepuasan bekerja. Faktor personaliti big five juga menunjukkan hubungan yang signifikan dengan hampir kesemua komponen kecerdasan emosi kecuali penggunaan emosi dan neurotisme. Kajian ini telah membuktikan bahawa penggunaan emosi dan neurotisme berupaya menjangkakan perubahan pada kepuasan bekerja. Kedua-dua faktor ini membentuk 7% dari varians didalam kepuasan bekerja. Antara kesemua komponen dalam kecerdasan emosi, hanya penggunaan emosi yang didapati berperanan sebagai perantara penuh dalam perhubungan antara keterbukaan, kepersetujuan, dan kehematan dengan kepuasan bekerja.

Berdasarkan dapatan kajian ini, dapat disimpulkan bahawa kepuasan bekerja dipengaruhi oleh faktor sosio-demografi, faktor personality Big Five dan kecerdasan emosi. Staf akademik yang diberi penghargaan dalam pekerjaan, atau mempunyai ijazah kedoktoran, atau diserapkan tetap dalam perkhidmatan, menunjukkan kepuasan bekerja yang tinggi. Selain itu, kepuasan bekerja bergantung kepada umur, gaji, dan tempoh perkhidmatan. Keprihatinan, keterbukaan, dan keselesaan yang diberikan kepada staf akademik dapat membantu mereka menghadapi masalah ditempat kerja walaupun minda mereka mengesan keluarbiasaan dalam pengurusan di universiti. Selain itu, staf akademik yang menggunakan kecerdasan emosi, mempunyai perasaan yang lebih baik terhadap kerja dan universiti mereka. Mereka mempunyai lebih kecerdasan emosi berbanding neurotic. Staf akademik yang mempunyai skor tertinggi dalam penggunaan emosi menunjukkan kepuasan bekerja yang lebih tinggi berbanding mereka yang mempunyai skortertinggi didalam neurotisme. Juga, mereka yang memohon penggunaan emosi mendapat kepuasan bekerja yang lebih baik.

Kajian ini memberi beberapa cadangan kepada Kementerian Pengajian Tinggi (KPT), univeristi, pengurus-pengurus, dan staf akademik untuk membaiki mutu kepuasan bekerjadengan mengambil kira keperluan asas manusia, dan membezakan faktor personaliti dan emosi. Kajian ini juga mencadangkan bahawa universiti sepatutnya mendapatkan maklumat awal mengenai personaliti staf akademik yang baru dengan mengaplikasikan ujian penapisan yang bersesuaian sebagai langkah pencegahan dan juga merangka strategi pemulihan sekiranya berkaitan dengan staf akademik yang berpersonaliti neurotik. Pihak universiti perlu menekankan kecerdasan emosi secara khususnya penggunaan emosi sebagai komponen utamadalam mana-mana program pemulihan dan pencegahan bagi meningkatkan tahap kepuasan kerjakalangan staf akademik. Secara keseluruhannya, hasil kajian telah menemukan dapatan pentingdalam konteks psikologi sosial terutamanya dalam kepuasan kerja kalangan staf akademik diuniversiti penyelidikan Malaysia.

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As a final point, I would like to express my deepest and heartfelt thanks to my dearly loved parents for their unlimited support and unconditional love. Their unreserved confidence moves me patient and powerful in during of educational journey. The last word of my acknowledgement belong to my husband, I would like to extend my warm appreciation to him. His unlimited attention, support, tolerance, and most importantly love that makes me motivated and energetic for continuing education.

I certify that a Thesis Examination Committee has met on 7 December 2015 to conduct the final examination of Aida Mehrad on her thesis entitled "Big Five Personality Factors, Emotional Intelligence and Job Satisfaction among Academic Staff of Public Research Universities in Klang Valley, Malaysia" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Ahmad Tarmizi bin Talib, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Mansor bin Abu Talib, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Mohd Ibrani Shahrudin bin Adam Assim, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Adi Fahrudin, PhD

Professor
University of Muhammadiyah Jakarta
Indonesia
(External Examiner)



ZULKARNAIN ZAINAL, PhD

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 24 March 2016

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Hanina Halimatusaadia Hamsan, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Haslinda Abdullah, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

Ma'rof Redzuan, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

BUJANG KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

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Signature: _____
Name of
Chairman of
Supervisory
Committee: Dr Hanina Halimatusaadiyah Hamsan

Signature: _____
Name of
Member of
Supervisory
Committee: Associate Professor Haslinda Abdullah

Signature: _____
Name of
member of
Supervisory
Committee: Associate Professor Ma'rof Redzuan

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
AVE	Average Variance Extracted
BFI	Big Five Inventory
CFA	Confirmatory Factor Analysis
EDA	Exploratory Data Analysis
JDI	Job Descriptive Index
MOHE	Ministry of Higher Education in Malaysia
SEM	Structural Equation Modeling
SSEIT	Schutte Self-Report Emotional Intelligence Test
UKM	Universiti Kebangsaan Malaysia
UM	University of Malaya
UPM	Universiti Putra Malaysia
USM	Universiti Sains Malaysia
UTM	Universiti Teknologi Malaysia
VIF	Variance Inflation Factor

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The university being an educational organization plays a vital role in developing individual's knowledge and abilities. The presence of this educational organization has a great contribution to improving the level of awareness among individuals in most of countries and societies (Santhapparaj & Alam, 2005). The evidence argues that university is assumed as a scientific information exchange between academic staff and students (Goh & Sandhu, 2013). Additionally, this educational organization is determined as an information-based economy that becomes increasingly necessary among individuals requirement for improving their well-being conditions (Sirat, 2010; Kok & Cheah, 2011).

Nowadays, universities play a critical role in growing the level of scientific knowledge in most of countries, especially in Malaysia. The numbers of these educational centers are increasing. As a developing country, Malaysia has many universities that attract several international and local students for continuing their education (Kok, Cheah, & Ang, 2011). In reality, by increasing the number of international and local students in Malaysian universities, there is ambitious target for Ministry of Higher Education (MOHE) to transform Malaysia to an international center of higher education excellence until 2020 (Sadeghi & Zaidatol, 2013). Based on the latest statistic from MOHE, there are 20 public universities in Malaysia (Muniapan, 2008). Among them Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), University of Malaya (UM), Universiti Sains Malaysia (USM), and Universiti Teknologi Malaysia (UTM) are regarded as public research universities (Sadeghi, Zaidatol, Habibah, & Foo, 2012). Recent statistics reported the ranking of these universities resolute 80 top in Asia; similarly, they grade in 400 top universities in the world ("QS World University Rankings," 2014/15). Additionally, these universities gained significant increment in worldwide position as compared to the last decade. This trend repeated minority in Asian ranking position ("THE-QS World University Rankings," 2005).

Furthermore, the presence of professional and educated human resources is essentially important at universities. In the history of universities progress, human resources have been supposed as a fundamental factor that impacts university's efficiency and products (Huselid, 1995). As mentioned by Sohail and Delin (2013), academic staff are the main human resources at universities and have a pivotal role in academicians, didactic, and cultural sectors. Besides teaching, academic staff have significant contribution in publication, research, and community engagement services. Indeed, these scientific activities lead to high level of university ranking toward other universities in Asia and the world (Hussin, 2011; Sadeghi et al., 2012). Regarding the important role of academic staff, their level of performance and scientific activities need some positive factors that appeared by different motivators

at the university. One of these considerable and positive factors is job satisfaction which has an adequate impact on the behavior and attitude of academic staff toward their job at the university (Strydom, 2011). As an essential component in educational system, job satisfaction plays a critical role among academic staff. Moreover, this main factor is regarded as one of the basic human needs that influences staff performance, behavior, and reaction (Ahsan, Abdullah, Gun Fie, & Alam, 2009). With respect to the human needs, psychology plays a key role in several characteristics of human activities (Berghe, 2011). In this regard, environmental psychology focuses on some behaviors and reactions about the job and its situation. These involve work behavior, emotion toward work, approach, performance, and relation with others (Wang & Lee, 2009). According to the importance of human needs such as job satisfaction, social psychology refers to individual needs that are satisfied via various factors. This field of psychology focused on individuals' relationship in various situations and also explains how individuals' thoughts, believes, and feelings are impacted by different factors. Obviously, from this aspect, social psychology concerns elements of relationship between individuals in their personal and social states (Gordon, 1996; Franzoi, 2006).

The study of job satisfaction is regarded as a crucial factor through educational organizations especially public research universities (Khera & Gulati, 2012; Sadeghi et al., 2012). It seems that the presence of this positive factor among academic staff has an important position for advancing and changing the state of work (Ling, Bahron, & Boroh, 2014). Evidence recommends that job satisfaction a necessary organizational factor among academic staff which decreases or increases by several factors at the workplace (Noraani, 2013). Furthermore, focuses on staff's attitude creates a proper atmosphere for enhancing their performance and prevents the appearance of some negative factor. Low job satisfaction is one of these negative factors that forms by the influence of various circumstances on public research universities (Ahsan et al., 2009).

Previous studies in the context of job satisfaction focused on different factors that positively or negatively impact job satisfaction among staff. In reality, these published studies concentrated on two main aspects. These aspects include effective factors that should be provided and supported by an organization, and the rest of them should be dominated by individuals and organizations such as the role of personality traits and emotional intelligence on job satisfaction. The research done by Noordin and Jusoff (2009) in Malaysia reported that inappropriate working condition and low salary threatens job satisfaction and leads to negative consequences such as low performance, canceling the job, and burnout. In this regard, Safaria, Othman, and Abdul Wahab (2011) explained that during years 2000 to 2010 in Malaysia, part time academic staff showed low level of job satisfaction as compared to full-time staff at university. Additionally, low job satisfaction level has reported around 30 percent in the global context as which there are different factor influenced with (Gebremichael & Prasada Rao, 2013). In regards to influence emotional intelligence on job satisfaction, Coetzer (2013) clarified that emotional intelligence has increasing role on the level of job satisfaction. Similarly, Kalyanasundaram and Lakshmi (2013) explained that emotional intelligence is a positive motivator for job satisfaction amongst staff at the workplace. Likewise, concerning the role of

personality factors on job satisfaction, Cooper, Carpenter, Reiner, and McCord (2014) declared that each personality factors has a unique impact on job satisfaction. In fact, these effects can be positive or negative. Consequently, the different personality factor carried by individuals influence the different volume of job satisfaction at work environment (Naz, Rehman, & Saqib, 2013).

The current study attempts to show the relationships between big five personality factors, emotional intelligence, and job satisfaction among academic staff of public research universities in Klang Valley, Malaysia. Big five personality factors have great contribution to staff's attitudes and behaviors toward their job, and included five broad factors such as neuroticism, extraversion, openness, agreeableness, and conscientiousness (Widiger, 2005; Althoff, 2010). Each of these factors has independent consequences for job satisfaction and either show positive or negative relationship with job satisfaction (Naz et al., 2013). Emotional intelligence also evaluates staff behavior, attitudes, and abilities. As a matter of fact, emotional intelligence related with job satisfaction and effects on the high or low level of this basic human need (Ealias & George, 2012). Emotional intelligence includes four main factors that can impact staff's behavioral facets and attitudes (Bahadori, 2012; Bahrami et al., 2012). These four factors are perception of emotion, managing own emotions, managing others' emotions, and utilization of emotion. The factors of emotional intelligence can change the level of job satisfaction and refer to two facets of self-report and social relation. In general, emotional intelligence manages inner feeling, characteristics, and social behavior at work environment (Ealias & George, 2012).

As mentioned above, this research focuses on emotional intelligence and big five personality factors and their contribution to job satisfaction. Moreover, referring to previous studies this kind of combination has not been reported. In other words, this research is one of the first in its kind that hoisted these three variables and applied them to academic staff in Malaysian Public Research Universities.

Furthermore, to report the gap in the literature, the current study focused on finding the effective factors on the amount of job satisfaction. The researcher believed that the presence of job satisfaction in developing public research universities has a key role and provides favorable conditions for their advancement.

1.2 Statement of Problem

As human resources, academic staff have key role in public research universities and can help these educational centers to achieve their goals. In fact, academic staff have an important contribution to expanding the field of scientific procedures and improve these workplaces (Muniapan, 2008). Due to the vital role of academic staff in the university, psychologists focused on them as a central part of organization (Gelade & Ivery, 2003). In addition, psychology has close relationship with human resources and refers to the staff's mentality which effects their performance and behavior (Santhapparaj & Alam, 2005; Safaria et al., 2011). Likewise, social psychology

referred to the attitudes and feelings of individuals as human resources that are motivated by the relation and presence of others in different conditions. Also, it is explained that how the relationship is important in individuals performance (Taylor, 2004). In fact, social psychology explained the important role of social environment and surrounded individuals on human behavior in different states (Franzoi, 2006).

Based on recent evidence, academic staff are essential members at Malaysian public universities and the amount of their scientific knowledge has a considerable impact on the outcome of the university (Noordin & Jusoff, 2009). Additionally, behavioral characteristics and emotion status of staff have significant involvement in Malaysian educational system (Alam, 2009). Furthermore, identifying the needs and the effective factors that are related to staff's attitude and feeling toward their job is paramount. These requirements are positive organizational elements such as job satisfaction that have the main impact on staff working process (Goh & Sandhu, 2013). Academic staff job satisfaction is essential in Malaysian universities meanwhile it improves the learning environment, and increases the scientific outcomes of the university. In other words, high job satisfaction level would lead to lower turnover and absenteeism (Wan Ahmad & Abdurahman, 2015).

Low job satisfaction level is one of the main organizational obstacles that assumed as an impendent factor that impacts academic staff performance at Malaysian universities (Noordin & Jusoff, 2009). Moreover, it should be considered carefully for controlling and reducing various negative views toward a job at the workplace (Malik, Nawab, Naeem, & Danish, 2010; Dizgah Rezaei, Goodarzvand Chegini, & Bisokhan, 2012). Inadequate conditions may cause low job satisfaction level among academic staff and consequently reduces their presentation and performance at university. Additionally, this negative organizational factor would lead to lower amount of academic staff's efficiency and has unpleasant impact on organizational outcomes (Altbach, Reisberg, & Rumbly, 2009).

There are many factors such as promotion opportunities, income, and working conditions which lead to various level of job satisfaction among academic staff and influence their performance at Malaysian universities (Noraani, 2013). Therefore, distinguishing operative factors can be valuable for staff and university. Certainly, these factors have several effects on the content of job satisfaction. In some cases, they cause negative feelings and attitude toward the job (Yeop Yunus & Ishak, 2012; Dhanapal, Alwie, Subramaniam, & Vashu, 2013).

Generally, staff attitude is influenced by different factors where they can modify the level of job satisfaction negatively or positively (Wadhwa, Verghese, & Wadhwa, 2011; Mousavi, Yarmohammadi, Bani Nosrat, & Tarasi, 2012). The impact of these various factors have positive and negative consequences on job satisfaction and in some cases lead to low job satisfaction (Aziri, 2011). In fact, low job satisfaction will raise major modifications in performance, behavior, reaction, and the staff feeling at university (Akintayo & Babalola, 2012; Ayodele & Olorunsola, 2012). In this regard Santhapparaj and Alam (2005) focused on academic staff that engaged at Malaysian

private university and explained that external factors such as salary and promotion have considerable role on job satisfaction level. Additionally, female staff reported high level of job satisfaction as compared to male staff. Likewise, the researchers described that low job satisfaction level amongst academic staff leads to less productivity and low motivation. In the same vein, Ismail, Yao, Yeo, Lai-Kuan, and Soon-Yew (2010) examined staff job satisfaction in private institution of higher learning in Sarawak, Malaysia; and explained that low job satisfaction level has destructive impact on health and performance of staff. In addition, Noordin and Jusoff (2009) investigated on Malaysian academic staff and reported unpleasant feelings toward job creates some negative reactions such as lack of accountability, absence of timely work, inappropriate behavior with other staff and students, burnout, stress, lower turnover, and cancelling the job amongst academic staff in Malaysian universities. A seminal investigation in job satisfaction area is the work of Aslan, Shaukat, Ahmed, Shaha, Mahfar (2014). The researchers focused on academic staff of Malaysian public universities and reported low job satisfaction level has direct relation with organizational behavior and can be unpleasant for academic staff situation. As follows, lack of attention to low job satisfaction prompts wide-ranging difficulties and can be threatening for academic staff (Gemlik, Sisman Ayanoglu, & Sigri, 2010; Ghafoor, 2012). In such states, universities might not play their role properly (Khalaf Ahmad & Al-Borie, 2012). Lack of proper knowledge to identify and manage these effective factors will possibly generate devastation and irregular phenomenon among academic staff and university (Alam, 2009; Tan & Waheed, 2011; Bahrami et al., 2012).

As described the crunch exist in job satisfaction, discovering the effective factors that modify the level of this organizational factor is very crucial. Highest level of job satisfaction is the ideal state of organization. Obviously, it can be reached by effective factors which adjust the amount of job satisfaction (Barkhuizen, Swanepoel, & Ermakova, 2012). In other hand, Gebremichael and Prasada Rao (2013) carried out the presence of low job satisfaction among academic staff appeared by different factors. In reality, finding an appropriate solution and applying it correctly can be beneficial to human resources development. Moreover, it is necessary to distinguish the strengths and weaknesses, and also the levels of basic human needs by academic staff and university (Lynch, 2004). Indeed, these factors have a direct association with academic staff's characteristics and create different reactions in the workplace (Gurven, Rueden, Massenkoff, Kaplan, & Lero Vie, 2013).

Prior studies on job satisfaction conducted salary, promotion, co-worker, work itself, and supervision. Additionally, some of them considered the role of personality traits on job satisfaction while the rests of them investigate emotional intelligence by job satisfaction in different cultures, societies, and groups of staff. For instance, Worrell (2004) explained that 90 percent of school psychologists in the United States were satisfied with their work (itself) and its conditions. In the same vein, Wu (2004) mentioned the style of supervision that appears as leadership has a notable contribution to teachers' job satisfaction. A seminal investigation in this area is the work of Luddy (2005). The researcher concentrated on the role of salary, promotion, co-worker, the work itself, and supervision that change job satisfaction level amongst

the staff of Western Cap in Africa. In another major study in Asia, Ayan and Kocacik (2010) explained that the extrovert staff has higher job satisfaction as compared to introvert staff. Also, in Malaysia, Alam (2009) investigated the role of emotional intelligence on job satisfaction. The researcher likewise mentioned three dimensions of emotional intelligence (appraisal, utilization, and regulation) which have a direct relation to the amount of job satisfaction. Further, Noordin and Jusoff (2009) focused on the levels of job satisfaction that were impacted by socio-demographic factors among academic staff of Malaysian universities. Despite the importance of job satisfaction among the academic staff of public research universities in Malaysia, very few researchers such as Alam (2009) and Ismail et al. (2010) have explored the impacts of emotional intelligence on job satisfaction. Also, it is not known whether emotional intelligence factors mediate the relationships between big five personality factors and job satisfaction.

Therefore, this study attempts to identify the relationships between big five personality factors, emotional intelligence, and job satisfaction of academic staff in Malaysian public research universities in Klang Valley area. It is imperative to find the factors that have strong relation with job satisfaction and increase the amount of this organizational factor at the university. Additionally, this study concentrates on personality and emotional intelligence factors that have positive or negative effects on job satisfaction and limit or improve it, significantly.

Based on the related literature, very little research concentrated on the importance role of job satisfaction at the educational organization. It also evaluated the effects of big five personality factors and emotional intelligence on job satisfaction at the university. This study likewise endeavors to find the following general question: To what extent big five personality factors and emotional intelligence effect job satisfaction of academic staff at public research universities in Klang Valley, Malaysia?

1.3 Significant of Study

Various individuals (academic staff, managers, employees) and organizations can create satisfactory situations at workplaces by using the current study to enhance staff job satisfaction. The key role of job satisfaction among different staff groups, workplaces, and measurements have been examined in multiple studies (Beckmann, Binz, & Schauenberg, 2007; Noordin & Jusoff, 2009; Ebrahimi Tazekand, Nafar, & Keramati, 2013; Papathanasiou & Siati, 2014).

The purpose of the current study is to shed new light on these arguments through examination of relationships between big five personality factors and emotional intelligence with job satisfaction. In fact, job satisfaction can conduct the cycle of human resources at the workplace, correctly (Noraani & Wee, 2013; Noraani, 2013). Hence, this study makes a critical contribution to the mediating role of emotional intelligence on the relationships between big five personality factors and job satisfaction. Creswell (2013) pointed out that a study is significant, if it provides

enough knowledge, be valuable to policymakers, and proposes noticeable practical implications for practitioners.

The findings from this study improve the developing literature on psychology research regarding the effective factors on job satisfaction of academic staff. This research also supports earlier studies about the importance of job satisfaction in the advancement of staff. Consequently, it would raise the awareness of staff and managers about the importance of job satisfaction and prepare accurate insight toward realizing behavioral reactions and motivations at the university. Furthermore, this study provides an understanding of the usefulness of emotional intelligence factors, on influencing big five personality factors in job satisfaction of academic staff.

The present research proposes important scientific evidence concerning significant predictors of job satisfaction. In fact, this study encourages organizations, schools, universities, and MOHE to implement accurate management policies to enhance the staff's job satisfaction and to increase efficiency and outcomes. Additionally, the study encourages academic staff to realize their behavioral characteristics for controlling and reducing the effective negative factors on job satisfaction. Moreover, the knowledge achieved by this study helps policymakers to pay more attention to the situation of academic staff at public research universities.

In general, earlier studies on job satisfaction have not dealt with academic staff at public research universities in Klang Valley, Malaysia. Furthermore, this study is one the few studies that focused on these groups of staff and examines the relationships between big five personality factors, emotional intelligence, and job satisfaction. Additionally, the present study focuses on four factors of emotional intelligence (perception of emotion, utilization of emotion, managing own emotions, and managing others' emotions) as mediator variables on the relationships between big five personality factors and job satisfaction.

1.4 Research Questions

The central question in this study indicated how big five personality factors and emotional intelligence influence job satisfaction of academic staff at public research universities in Klang Valley, Malaysia. The subsequent questions of the study are mentioned as follow:

1. What are the levels of job satisfaction among academic staff with different socio-demographic factors?
2. Is there the relationship between big five personality factors, emotional intelligence, and job satisfaction of academic staff?
3. To what extent big five personality factors and emotional intelligence predict job satisfaction among academic staff?

4. Does emotional intelligence mediate the relationships between big five personality factors and job satisfaction?

1.5 Research Objectives

This section of the study presents general objective and specific objectives.

1.5.1 General Objective

The main purpose of the current study, in general, is to determine the relationships between big five personality factors, emotional intelligence, and job satisfaction among academic staff of public research universities in Klang Valley, Malaysia.

1.5.2 Specific Objectives

According to the general objective declared above, the specific objectives of the present study are outlined as follow:

1. To describe the personal background (gender, age, marital status, status of designation, reward, level of education, years of employment, and income) of academic staff.
2. To compare the levels of job satisfaction by socio-demographic factors among academic staff.
3. To determine the relationships between big five personality factors, emotional intelligence, and job satisfaction among academic staff.
4. To determine significant predictors of job satisfaction among academic staff.
5. To examine the mediation effect of emotional intelligence on the relationships between big five personality factors and job satisfaction among academic staff.

1.6 Hypotheses

Based on the research questions and research objectives (objectives 2, 3, 4, and 5) of the study, the subsequent hypotheses were formulated in this study.

H₁: There are significant differences between job satisfaction and socio-demographic factors among academic staff of public research universities in Klang Valley, Malaysia.

H₂: There are significant relationships between big five personality factors and emotional intelligence among academic staff of public research universities in Klang Valley, Malaysia.

H₃: There are significant relationships between big five personality factors and job satisfaction among academic staff of public research universities in Klang Valley, Malaysia.

- H₄: There are significant relationships between emotional intelligence factors and job satisfaction among academic staff of public research universities in Klang Valley, Malaysia.
- H₅: Big five personality factors and emotional intelligence would account for unique variance in the prediction of job satisfaction among academic staff of public research universities in Klang Valley, Malaysia.
- H₆: Emotional intelligence would mediate the relationships between big five personality factors and job satisfaction among academic staff of public research universities in Klang Valley, Malaysia.

1.7 Theoretical Framework

This section provides an overview of the principle component of the theoretical approaches to the study. In this research, the primary elements of the theoretical approaches involve Herzberg's Motivation-Hygiene Theory that followed the Maslow hierarchy of needs (1943), the Five-Factor Model, and the Mayer and Salovey Model. The theory and models will be discussed in the following parts.

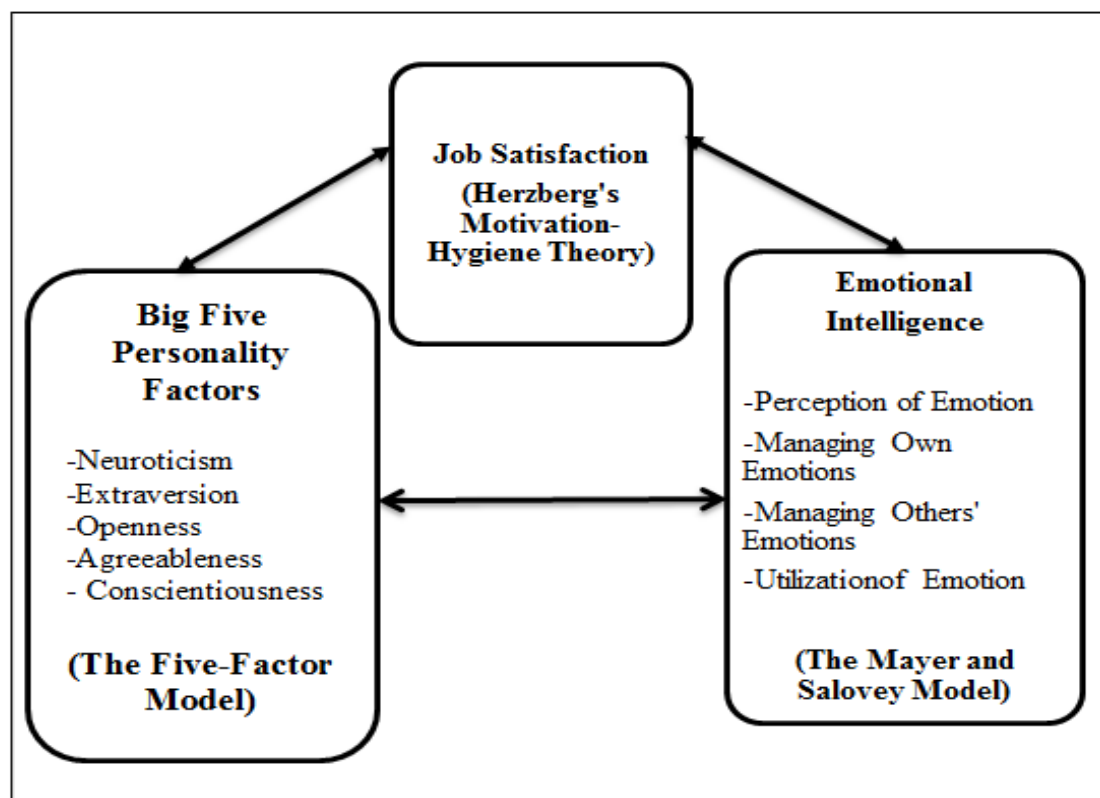


Figure 1.1 Theoretical Framework of the Study

Figure 1.1 designates the theoretical framework of the present study. The figure shows the theory and models the way emotional intelligence or mediator variable and big five personality factors or independent variable are related to job satisfaction or

dependent variable. Likewise, emotional intelligence as mediator and big five personality factors as independent variables relate together.

1.7.1 Herzberg's Motivation-Hygiene Theory

Herzberg's Motivation-Hygiene Theory is one of the main theories in clarification of job satisfaction and known as Two Factor Theory. This theory is recommended by Fredrick Herzberg (1959) and focuses on motivations of job satisfaction at the workplace.

In 1959, Herzberg, Mausner, & Snyderman reported that job satisfaction is motivated by various factors; also, it is one of the principle causes of motivation and satisfaction among staff at work. Similarly, Vroom (1964) explained that motivation is originated from the Latin word *movere* that means to move. Based on this theory, job satisfaction is determined as one of the basic human needs. Additionally, it plays a critical role in changing attitudes and beliefs of staff toward their job (Herzberg, 1964; Tan & Waheed, 2011). To illustrate the associations between independent variable or big five personality factors and mediator variable or emotional intelligence with dependent variable or job satisfaction, the Herzberg's Motivation-Hygiene Theory is selected.

The theory is divided into two major parts. These parts are motivation and job satisfaction. Each of these groups also refers to job content or motivation factors and job context or hygiene factors. The job content is recognizable as internal motivators such as personal growth, achievement, recognition, and emotion; also, job context is familiar as external motivators such as salary, good pay, and work condition (Ahmed et al., 2010). In fact, these motivators create job satisfaction that improves other needs in different levels of human needs such as self-actualization (Malik et al., 2010). According to Herzberg (1959) there are certain factors in work environment that cause job satisfaction. For job content part, some theories such as Maslow (1954), McClelland (1961), Herzberg (1966), and Alderfer (1969) focused on individual needs. Furthermore, the researchers explained that self can play a great role in vis-à-vis of motivator factors (Tan & Waheed, 2011). The self refers to all the factors that relate to inner feeling for satisfying individual needs (Widiger, 2005; Althoff, 2010). Based on this theory job satisfaction is determined as a primary human need that should be satisfied like other requirements such as water, shelter, and food (Maslow, 1954).

In general, this basic human need plays a key role in improving self towards environmental conditions (Fatimah, Amiraa, & Halim, 2011). The Herzberg's Motivation-Hygiene Theory refers to items that affect primary needs and improve self (Tan & Waheed, 2011). This theory indicates certain factors that cause job satisfaction, thereby; individuals illustrate various reactions to the work environment (Klassen, Usher, & Bong, 2010).

The Herzberg's Motivation-Hygiene Theory focused on the primary needs which were proposed by Abraham Maslow (1943) and the different ways it is satisfied (Reid-Cunningham, 2008). Certainly, job satisfaction is one of the principal needs that is dependent upon several factors in private and social life (Poropat, 2009). According to this theory, individual needs are demonstrated as a logical form of the hierarchical pyramid of Maslow and the basic lower level needs should be satisfied first (Nasir, Fatimah, Mohammadi, Wan Shahrazad, & Khairudin, 2011). Furthermore, the growth of these individual needs depend on knowing the effective factors. The Herzberg's Motivation-Hygiene Theory proposed that job has a primary role on satisfaction and is assumed as a principle source of this organizational factor (Aziri, 2011). Based on this theory, there are different factors that modify the feeling and view of staff about their job (Kumar & Singh, 2011; Tan & Waheed, 2011).

Regarding the theory, Noell (1976) explained that job satisfaction improves staff performance at the workplace. Likewise, Spiendler, Kruse, Zwisker, and Pederson (2009) clarified that there are different factors which influence job satisfaction and motivate this factor towards job and workplace. Similarly, Stello (2011) described that the amount of job satisfaction or dissatisfaction assumed as two independent phenomena that emerged by various factors, in Herzberg theory. Also, Olorunsola (2012) examined 400 staff that were randomly selected among South West Universities in Nigeria. The researcher emphasized that job satisfaction is a significant topic in universities and appeared by different job experiences and factors. In fact, job satisfaction is a combination of various items such as psychological and environment situations. To sum up, job satisfaction is a collection of social and psychological needs in personal and social life that is influenced by different factors.

When staff are satisfied with their job, motivators take place, but removing the motivators does not automatically result in dissatisfaction. This issue exactly emphasizes the view of Herzberg theory about the separation of job satisfaction and job dissatisfaction; it also determines them as two independent experiences. Furthermore, with the effect of motivators on job condition, some signs of job satisfaction would appear on different levels at the workplace (Herzberg et al., 1959). These motivators affect states, behaviors, attitudes, and reactions of staff and change them in a positive or negative way. Theoretically, motivators are important factors for changing job satisfaction at work environment and have a brilliant influence on its amount among staff. These factors are powerful motivators that have an extensive contribution to basic human needs (Nasir et al., 2011). As Herzberg's Motivation-Hygiene Theory emphasized, these effective factors for job satisfaction are important modifiers for job content. Overall, this study focuses on job content; one of the Herzberg theory side that concentrate on the role of internal factors on job satisfaction at workplace.

The term job content mentioned by Fredrick Herzberg (1959), is appropriate for the objective of the present study. Likewise, in the context of social psychology the role and impact of various factors on individuals' feelings, thoughts, and believes that are mentioned in Herzberg theory focused on them noticeably. In other word, this theory

concentrated on the presence and influence of effective factors on job satisfaction. Moreover, in this study Herzberg's Motivation-Hygiene Theory is assumed as the principle theory which mentions the effect and relation of different factors such as big five personality factors and emotional intelligence on job satisfaction.

1.7.2 The Five-Factor Model

Concurring to the role of big five personality factors, the Five-Factor Model explained the presence and influence of these factors on different behaviors. In this section the Five-Factor Model and its role as a supporter of the general objective of the study is presented. Moreover, the Five-Factor Model described the relation between big five personality factors (Neuroticism, extraversion, openness, agreeableness, and conscientiousness) with job satisfaction.

The Five-Factor Model proposed by Costa and McCrae (1992) illustrated five factors of personality which separately influenced different population such as staff. It also explained the association between the various factors of personality with different behaviors and reactions. In fact, this model expanded and elaborated over the last five decades in diverse cultures and the researchers are the strongest supporters of this model (Rothmann & Coetzer, 2003).

The big five personality factors provide a framework for staff to illustrate various behaviors and reactions in the social environment (Tan & Waheed, 2011). As a matter of fact, big five personality factors affect human behavior and change individuals' socio-cognitive, reactions, beliefs, concepts, and feelings at work (McCrae, 2010). The Five-Factor Model exactly emphasized on the critical role of big five personality factors as an internal motivator on basic human needs (Althoff, 2010; Gurven et al., 2013). The central structures of personality are five factors including: neuroticism, extraversion, openness, agreeableness, and conscientiousness. Also, these factors are considered as staff patterns that affect social behavior (Petrides, Pita, & Kokkinaki, 2007). These factors are consistent patterns of beliefs, attitudes, feelings, and reactions that create various outcomes among staff (Spiendler et al., 2009; Nasir et al., 2011). According to the Five-Factor Model, studies indicate that each of these factors has a unique impact on behavior and feeling of individuals. In the following, these factors are defined clearly.

Openness being one of the personality factors model refers to the individuals who are interested in new occurrences and things as well as enjoying about any new experience. The individuals with low level of openness would not try new experiences. The second factor of this model is conscientiousness. The conscientiousness individual prefers to pursue the particular project and most of the time the project is successful. These individuals are reliable and self-discipline (Goldberg, 1993). The third factor of this model is extraversion. The individuals with this characteristic are so outgoing, social, and energetic. The individuals that do not have this characteristic prefer to work alone and do not enjoy to cooperation with others. Agreeableness is the fourth factor of the Five-Factor Model. The

agreeableness individuals show optimistic views toward human nature; also, they are kind, friendly, and tactful in their personal and social life. On the other hand, the individuals with low level of this personality are unfriendly and unhelpful. The last factor of this model is neuroticism that refers to emotional instability and the degree of negative emotion (McCrea, 2010). It would be beneficial in predicting negative organizational behavior (low job satisfaction). Indeed, this model can predict some behaviors and reactions that appear in the workplace.

Previous investigations such as Saklofske, Austin, Rohr, & Andrews (2007) clarified that personality factors have a considerable role on job satisfaction and can predict staff organizational behaviors. Their research is based on the Five-Factor Model. Similarly, Poropat (2009) emphasized on behaviors and reactions of staff that emerged by the effect of these factors on work environment.

The main view of the Five-Factor Model is to protect the role of personality factors on staff attitudes and opinions that can change them at various levels. This means that the amount of job satisfaction is motivated by these factors at workplace. In fact, this model greatly supports the objective of this research. Additionally, big five personality factors similar to the other effective factors have a noticeable role in increasing or decreasing the level of job satisfaction. In fact, they are powerful motivators in changing the organizational behavior at educational a

1.7.3 The Mayer and Salovey Model

The second model that described the relationship between mediator variable or emotional intelligence and dependent variable or job satisfaction is the Mayer and Salovey Model which was proposed by Mayer and Salovey (1997). This model is determined as a principle model for emotional intelligence that refers to the abilities of the individuals in the process of emotional intelligence and social environment (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006; Darabi, 2012).

The Mayer and Salovey Model clarified the distinction between emotional intelligence factors and ability. In reality, it shows how each of the emotional intelligence factors matches or motivates the staff's ability and feeling. Emotional intelligence has four main factors that focused on two sides, self-report and social relation. These factors included utilization of emotion, perception of emotion, managing own emotions, and managing others' emotions. The individuals with these emotions show a high level of ability and performance in their personal and social life. They would be useful in predicting positive organizational behavior (high level of job satisfaction). Based on the history of emotional intelligence, Charles Darwin (1872) was the first person that focused on emotions' value and evaluated these inner motivators in real life. In following, Thorndike (1920), Bar On (1988), and Goleman (1995) assessed emotional intelligence in various facets and definitions. On the other hand, the Mayer and Salovey Model (1997) focused on four factors of emotional intelligence and examined emotional abilities on two sides of self-report and social relation (Brackett et al., 2006; Darabi, 2012).

Based on Mayer and Salovey Model, Alam (2009) explained that emotional intelligence is assumed as the ability in perceiving and understanding emotional responses. In this regard, emotional intelligence has a considerable role in job satisfaction among staff at workplace. In fact, the presence of this factor among staff controls their emotions and manages them to achieve the sophisticated approach. The researcher explained that emotional intelligence affect basic human needs, activities, performances, feelings, and behaviors. Also, it changes staff reactions by interactions at work environment (Judge, Klinger, Simon, & Yang, 2008).

This view is supported by Mousavi et al. (2012) who wrote that Mayer and Salovey Model exactly referred to the key role of emotions as internal motivators. The researchers declared that emotions have a direct relation to the amount of job satisfaction and performance in social environments. Also, researchers mentioned that individuals desire to illustrate their emotions and abilities in their private and social life. Emotional intelligence has a close association with behavioral reactions and human abilities in society. This factor helps staff for motivating their needs and tendencies in the private and social environment. Periodically, these simulations in private life lead to self-development in different levels of human needs. Likewise, they have various effects on the behavioral reaction in social life (Akintayo & Babalola, 2012; Goh & Sandhu, 2013). Indeed, this model can predict some behaviors and reactions that appear in the workplace.

Theoretically, emotional intelligence being an effective factor has a noticeable role on job satisfaction. In reality, it is assumed as one of the inner motivators that conduct attitude and feeling towards job (Kafetsios & Zampetakis, 2008; Johnson, Batey, & Holdsworth, 2009). In the essence, the Mayer and Salovey Model focused on individual's ability that as compared to others, prospected in two sides of individual's life.

To sum up, based on the related literature to the Herzberg's Motivation-Hygiene Theory, the Five-Factor Model, and the Mayer and Salovey Model; there are some factors that affect job satisfaction among academic staff. According to the theory and models mentioned in the previous sections, job satisfaction of academic staff is the main concept relevant to the present study that is strongly influenced by the big five personality factors and emotional intelligence. Based on the theory and models discussed in the previous sections, Table 1.1 shows the summary of them, and in continue mentions the overall explanation.

Table 1.1: Summary of Theory and Models Related to the Study

Theory /Model	Author	Year	Focus
The Herzberg's Motivation-Hygiene Theory	Fredrick Herzberg	1959	Considered to the role of effective factors and motivators on basic human needs such as job satisfaction, and changing the level of this organizational factor by numerous determinants.
The Five-Factor Model	Costa & McCrae	1992	Explained role of personality factors as effective elements of individual's feelings and emotions.
The Mayer & Salovey Model	Mayer & Salovey	1997	Focused on individual's emotions and skills that influenced by different factors; further, impact on internal and external facets amongst individual.

Regarding the big five personality factors, academic staff demonstrate especial reaction based on their particular personality at the workplace. In the Mayer and Salovey Model, emotions and ability of staff can be expanded and motivate staff's view in various ways. In summary of the relation of these three theory and models, it can be concluded that the Herzberg's Motivation-Hygiene Theory is a powerful theory which enhances the amount of job satisfaction among academic staff. Also, staff based on their personality and emotions illustrate various behaviors at the university.

1.7.4 Integration Herzberg's Motivation-Hygiene Theory, Five-Factor Model, Mayer and Salovey Model

The Herzberg's Motivation-Hygiene Theory, the Five-Factor Model, and the Mayer and Salovey Model show the relationship between big five personality factors as independent variables, emotional intelligence as mediator variable and job satisfaction as dependent variable. The concept of "self" mentioned in the Herzberg theory that related to feeling of individuals for satisfying their requests (Widiger, 2005). Additionally, this theory explained that job satisfaction as one of basic human need plays critical role in improving self towards environmental situations; also, it is impacted by various elements in private and social life (Fatimah, Amiraa, & Halim, 2011). The theory focused on job content or internal motivators such as personality factors and emotional intelligence that influence on job satisfaction at workplace. In this regard, the Five-Factor model referred to factors of personality as internal motivators that influence on individuals feeling and emotions; also, they modify individuals' socio-cognitive and responses at work environment (McCrae, 2010). Additionally, the Mayer and Salovey model explained that how emotional intelligence motivates individuals' feeling on two sides self-report and social relation; likewise, it is impacted by various factors (Brackett et al., 2006; Darabi, 2012).

In order to explain these models and theory, the present study aims to understand individuals' behavior and feeling toward their job that impacted by different factors. Generally, the theory focused on job satisfaction as inner feeling toward job and the models described the role of personality factors and emotions on individuals' feeling.

1.8 Conceptual Framework

This section presents an overview of the principle components of the study and outlines the relationship between variables via Figure 1.2.

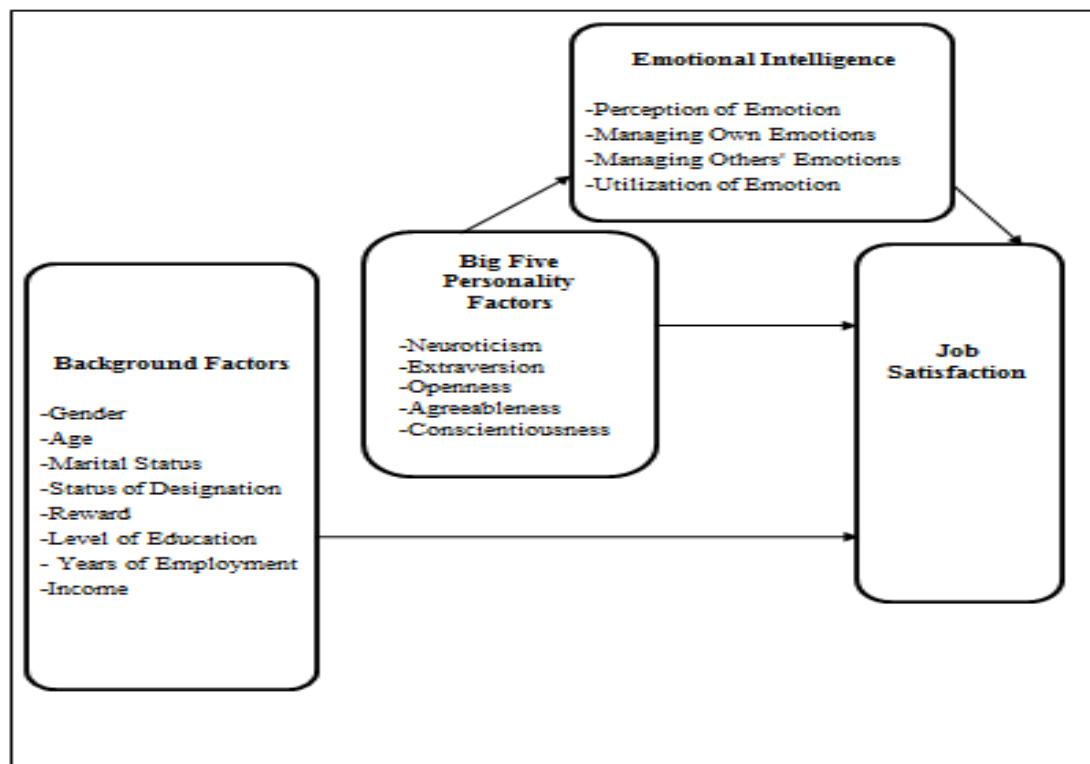


Figure 1.2 The Conceptual Framework of the Study

Figure 1.2 demonstrates the conceptual framework of the current study. In this conceptual framework, the academic staff's personal background factors include: gender, age, marital status, status of designation, reward, level of education, years of employment, and income. The dependent variable is job satisfaction; and the independent variables are big five personality factors (neuroticism, extraversion, agreeableness, conscientiousness, and openness). Likewise, mediator variable is emotional intelligence (utilization of emotion, perception of emotion, managing own emotions, and managing others' emotions).

1.9 Definition of Terminology

In this section, the essential key terms that were applied in the current study are defined as conceptually and operationally form.

1.9.1 Job Satisfaction

The conceptual definition of job satisfaction refers to individuals' attitude and feeling toward job and its environment (Dawal & Taha, 2006).

The operational definition of job satisfaction refers to score of staff on Job Descriptive Index (JDI) that was proposed by Brodke et al. (2009) to recognizing work atmosphere, job content, and work technologist. The JDI included 72 items and measures the amount of job satisfaction among academic staff with five dimensions of the job position. Based on this inventory, staff reported their feeling toward each of these items that reveal job satisfaction at the workplace. These five dimensions are work, pay, promotions, supervision, and co-workers. The higher scores indicate the high level of job satisfaction (Smith, Kendall, & Hulin, 1969; Brodke et al., 2009; King, 2014). Simultaneously, the JDI measured how job satisfaction affected by various factors (Bond, 2013).

1.9.2 Big Five Personality Factors

The conceptual definition of big five personality factors is a collection of behaviors, moods, emotions, and reactions that are illustrated by individuals based on their personality in private and social life. In reality, personality factors are assumed as important characteristics between individuals that noted by other people in the society (Nasir, Mustaffa, Wan Shahrazad, Khairudin, & Syed Salim, 2011).

The operational definition of big five personality factors refers to the score of staff on Big Five Inventory (BFI) that was proposed by John and Srivastava (1999). Then, it was updated by John, Naumann, and Soto (2008). The BFI was used to evaluate five factors of personality by 44 questions. These factors are extraversion, agreeableness, conscientiousness, openness, and neuroticism. The high score of extraversion shows powerful, energetic, outgoing behavior, sociable, excited, and adventures. People with high score of agreeableness are kind, not demanding, not persistent, and do not show-off. A high score in conscientiousness indicates efficient, not thoughtless, full, not lazy, and not impulsive characteristics. Also, a high score in openness indicates creativity, artistic, wide interests, and emotional. While a high score in neuroticism displays nervous, short-tempered, not happy, temperamental, and not self-confident characteristics (John, Donahue, & Kentle, 1991; John et al., 2008).

1.9.3 Emotional Intelligence

The conceptual definition of emotional intelligence is the capacity to recognize, evaluate, and revision the emotions of self and others in private and social life for determining staff performance at workplace (Harms & Credé, 2010).

The operational definition of emotional intelligence refers to staff's score on Schutte Self-Report Emotional Intelligence Test (SSEIT) that was proposed by Schutte, Malouff, & Bhullar (2009). The SSEIT attempts to evaluate emotional intelligence with four factors and has 33 items. These four factors include perception of emotion, managing own emotions, managing others' emotions, and utilization of emotion. Higher scores show a high level of emotional intelligence among individuals. The emotional intelligence test measures how individuals show their emotions in private and social life (Schutte & Malouff, 2011).

1.9.4 Socio-demographic Factors

The conceptual definition of socio-demographic factors is the academic staff's background that includes age, gender, marital status, status of designation, reward, level of education, years of employment, and income.

The operational definition of socio-demographic factors refers to academic staff's score that is measured based on the eight items that were mentioned in the conceptual definition of socio-demographic factors and determined at the first part of the inventories.

1.10 Scope and Limitation of Study

This study focuses on job satisfaction of academic staff that is dependent on big five personality factors and emotional intelligence at public research universities in Klang Valley, Malaysia. Likewise, the present study examined the mediation role of emotional intelligence factors on the relationships between personality factors and job satisfaction amongst academic staff.

The first limitation of the present research is the location of the study that is restricted to public research universities in Klang Valley area. The second limitation is that the respondents of the study is reduced to academic staff as the primary source of data, and the thesis does not include non-academic staff. The third limitation is the research design that concentrates on cross-sectional design and data of the study collected at one time.

1.11 Organization of Study

The present study is structured in five chapters. Chapter 1 focused on the introduction of the study that included the background of study, statement of problem, significance of study, research questions, research objectives, hypotheses, theoretical framework, conceptual framework, definition of terminology, scope and limitations, and organization of the study. In the following, Chapter 2 presents the literature review and focuses on the literature that is related to the study. Chapter 3 discusses the methodology and the instruments that are used for data collection. Also, Chapter 4 presents the results that were obtained by data analysis and

interpretation of the outcome of the current study. Finally, Chapter 5 summarizes this study and mentions the conclusion based on the results and also refers to the implications and recommendations for future research.



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