# Factors Affecting Academic Administrators' Job Involvement in Malaysian Universities

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## ABSTRACT

*Academicians are the backbone of a university. In fact, the responsibility is even greater, specifically for the academic administrators. Though, administrative positions are not always greeted by the academicians, yet their key roles in university execution are very crucial. Majority of them considered having a dual role as highly challenging and burdensome. The aim of this research is to understand the job involvement of academic administrators. This study investigated few factors namely work overload, role conflict, rewards, autonomy and career aspiration that have an impact on the job involvement among academic administrators in Malaysian universities. In total, 325 academic administrators in Malaysia including both public and private universities participated in this study. This is basically a cross-sectional study that utilises quantitative approaches and statistical analyses. Data analysis revealed that all factors were significantly affecting the job involvement of academic administrators. Knowledge earned from this study is beneficial for the university management to have a better comprehension on the impact of these factors on the academic administrators' job involvement.*

*Keywords: autonomy, career aspiration, job involvement, role conflict, work overload*

## INTRODUCTION

Information age has expressively transformed the whole segments of life in the whole world. In fact, the higher education sector is also comprehensively impacted by this phenomenon. Due to this, frameworks have been formulated systematically, such as designated in Framing Malaysian Higher Education 4.0 by Ministry of Higher Education to meet the demand of digitalization era (2018). This is also in line with the aspirations of the Malaysia Education Blueprint 2015-2025 (Higher Education) to make higher educational institutions to stay abreast with the global trend. Although greater dependence has been much relied on technology, other important aspects related to human should never be ignored. Professionals in the academic field are reportedly facing more stress and challenges nowadays. In fact, it is also proved that the expansions of academic staff jobs that embrace administration, public intellectuals and industrial relation are considered burdening in nature (Da Wan et al., 2015). These somehow lead to overworking after office hours and over the weekend. Aparna and Sahney (2024) noted the importance of having administrative staff to support the academic administrators but due to

the lack of competence among the support staff, the academic administrators feel compelled to accomplish the tasks all by themselves. Academicians in most universities are not only accountable to teach and conduct research, but they are also supposed to hold administrative positions such as coordinator, head of department, dean and others. As a result, it is basically not uncommon when most of the academic staff are typically hesitant to be in administrative or management line (Dimici et al., 2016; DeZure et al., 2014). Results of a study performed by Asaari et al. (2016) also emphasized that most administrators primarily, department chairs, were not really aspired to have managerial or leadership roles and they were constantly complaining about the job itself. In this regard, juggling between different roles has always had an impact on academic administrators. Therefore, the degree of job involvement among these academic administrators is questionable.

Thus far, existing literature in educational context principally focused on schoolteachers and academic staff as compared to solely on academic administrators. In fact, most studies on this group were conducted by foreign researchers such as Gmelch (2015), Ewen et al. (2018), and Gopinath (2020). In addition to that, it is also proven that educational context in this particular country faces scarce number of studies concerning this subject area ( Makhbul & Hizam, 2014; Mee et al., 2018). Nonetheless, the roles of administrators are vital as they are responsible to facilitate in achieving universities' goals in parallel to the government's aspiration (Henkel, 2002; Bargh et al., 2000). Therefore, there is a need to further investigate the level of job involvement through the perceptions of academic administrators on a few aspects involving the job and personal criteria. The objectives of this study are to determine the level of job involvement as well as to investigate the effect of work overload, role conflict, rewards, autonomy and career aspiration on job involvement among academic administrators in Malaysian private and public universities. This study enables to extend new understandings to the body of knowledge, associate the prevailing gaps in the existing sources particularly, in Malaysian context concerning to this underexplored subject area.

## LITERATURE REVIEW

### Job Involvement

Job involvement denotes one's psychological and personal identification towards the job itself. It is also defined as the degree to which employees immerse themselves, devoting time and energy into their jobs, as well as believing work like a central part of their overall lives (Sethi & Mittal, 2016). Employee job involvement is crucial as it affects other job performance regardless of any working sector. On top of that, it has been identified that an educator's achievement in educational practices greatly depended on job involvement which then contributing to the teaching effectiveness and college development (Dehal & Kumar, 2017; Al-refaei et al., 2024). A study conducted by Sukri et al. (2015) revealed that the level of job involvement amongst academic staff in a public university of Malaysia was predicted by their Organisational Citizenship Behaviour (OCB) and job satisfaction. The former authors also recognised the importance of job involvement as part of key drivers in achieving institutional goals. In addition to that, job involvement was also discovered to have a positive and significant impact on organisational commitment among the academic leaders in Tamil Nadu universities (Gopinath, 2020). Furthermore, a study done by Chen et al. (2014) discovered that majority of academicians who faced burnout (including exhaustion) were informed to have both lack of involvement and low life satisfaction. In short, university really requires highly involved academicians to achieve effective and efficient outcomes in all scopes like teaching, administering as well as high quality of research output

### Work Overload

Work overload is usually associated with job tasks, yet, the overburden might also contributed by loads of paperwork, tight deadlines, lack of supervisor and colleagues' support (Kuschel, 2015). In the context of educational setting, academicians are facing academic or faculty overload throughout the

services as they are expected to carry out various activities such as teaching, research, administrative task, technology development committee, and counselling, whereby all these responsibilities are associated with stress and exhaustion. In return, this event will certainly influence their overall job involvement as well. Few existing literatures discovered that stressful conditions experienced by the academicians are due to overloaded work (Makhbul & Hizam, 2014b; Rothmann & Jordaan, 2006; Teng et al., 2017). Studies exposed the prevalence of overload among Malaysian academic staff (Ahsan, Abdullah, Fie, & Alam, 2009) and also the academic administrators (Makhbul & Hizam, 2014) that comprise higher probability to projection of distress experience and negative health impacts. Additionally, Olusa and Afolabi (2017) also proved that major items on excessive workload was negatively related and significantly predicted the job involvement. This ensures that administrators are having work overload that is stressful in nature, and thus, directly influencing their level of involvement.

## Role Conflict

Role conflict do occur every time a person complies with a role that conflicts with his value or multiple roles that conflict with one another, which then creates pressure (Aiswarya & Ramasundaram, 2012). Hammoudi Halat et al. (2023) asserted the need to balance work demand and personal needs to achieve faculty well-being. Indeed, academicians in Malaysia also facing role conflict in meeting the high expectation from the institution (Zakaria et al., 2015). A study conducted by Rasch et al. (1986) stated that role conflict also was discovered to be one of the strongest factors of stress among administrators at research universities. Existing literatures evidenced that role stressors would determine future job-related outcomes among employees. As such, role conflict might jeopardise the level of involvement among employees. both role conflict and role ambiguity were discovered to have a significant relationship with the work involvement variables among high-level managers (Hamner & Tosi, 1974). The study revealed an inverse association between role conflict and participation and a direct association between role conflict and job threat and anxiety. On top of that, job-related tension such as role conflict had a significant negative effect on Nigerian workers' job involvement (Mase & Ucho, 2014).

## Rewards

Rewards have been frequently defined as all forms of financial and tangible services and benefits received by employees as part of an employment relationship (Adekunle, 2018). Satisfied employees will deliver a better work performance in return of the rewards gained. In the context of academic profession, researchers discovered that lack of rewards was also one of the stressors amongst 266 educators in North-West Province of South Africa (Jackson & Rothmann, 2005). Furthermore, Malaysian participants in a qualitative study revealed that extra allowances should be granted to the academic administrators (Basarudin et al., 2016). This is due to the fact that, certain universities are not providing any incentive to these particular group, hence, this makes the attraction and retention of the positions become harder. By right, insufficiency and ineffectiveness of rewards can further develop stressful condition as they perceive that devoted time and effort outweigh the received incentives. Moreover, studies observed that fair and effective distribution of rewards are helpful in talent retention via both involvement and engagement (Adekunle, 2018; Nthebe et al., 2016).

## Autonomy

Autonomy as termed by Hackman and Oldham (1976) is the degree of individuals' considerable freedom, independence and discretion in scheduling the assigned work and also determining the appropriate procedures to be used while working on particular task (Aiswarya & Ramasundaram, 2014). As such, employees are usually granted with either full or certain limit of control over their job. A study demonstrated that academic staff in Malaysian universities have equitable freedom and autonomy (Chapman et al., 2017) hence, enhancing their level of satisfaction as well as positive job attitudes. Nevertheless, lack of control has triggered a high level of stress amongst the academic administrators (Makhbul & Hizam, 2014b). Concerning the high workload, administrators require full autonomy over

the roles in order for them to be efficiently performed. A significant correlation between autonomy and job involvement was found in a research carried out by Aiswarya and Ramasundaram (2014) among female staff. Based on the findings, it could be comprehended that amount of control offered to the women would give an impact to job involvement and reducing the stress of engaging multiple work/non-work roles. It is also in line with a study that exposed work autonomy and work coordination proved to be significantly predict job involvement of healthcare professionals (Sharma, 2016).

## Career Aspiration

A career aspiration means a specific career path that one has directed based on his desire and preference (Gray & O'Brien, 2007). In fact, aspirations with respect to specific occupations are subject to change as the individual matures and gains additional information about other alternative roles and his own abilities. Aspiration on leadership refers to one's personal interest in attaining a leadership position and willpower to accept the offer of such a position within that career (Fritz & van Knippenberg, 2017). In reference to educational setting, researchers revealed most academicians were not really aspired to occupy the administrative positions, specifically department chairs (Asaari et al., 2016; Gmelch, 2019). This is due to the fact that, majority of academicians are reluctant to endure stress and exhaustion concerning dual roles. A study by Kozhakhmet and Moldashev (2024) indicated that career progression among university lecturers is mainly influenced by research, teaching and supervision and thus there is a little incentive for the academicians to assume administrative positions which does not contribute much to their career advancement. On another stance, Shen and Tang (2013) confirmed that a high level of career aspiration moderated the effect of abusive leadership on task performance and turnover intention. In this regard, the results proved that career aspiration acts as a self-motivating factor and eventually able to would employee's behaviour and attitudes towards the job.

## The Job Demands-Resources (JD-R) Model

The Job Demand-Resources (JD-R) model is considered as one of the popular occupational stress theories that describes strain as a result of response to discrepancy between a person's demands and resources at work. Bakker and Demerouti (2007) mentioned that the theory comprises two kinds of job characteristics namely job demands (high work pressure and challenging interactions) and job resources (feedback and growth opportunities). Disparity between these two job characteristics might then disturb both well-being and performance of the working people. Initially, the theory clarified that exhaustion was only predicted by job demands, whereas disengagement was only anticipated by job resources. Inclusion of personal resources (resilience and optimism), which usually seem to be a sort of positive personal evaluation, were also incorporated into the present model. In short, extensions of the JD-R theory have made it to be more flexible and useful to be applied in research among any type of professional groups. On top of that, a revised version displayed that the strain experienced by a person would yield significant impact on not only his health problems, but also, his job performance.

Briefly, all constructs in this present study resemble the JD-R model. Work overload and role conflict fall under job demands, rewards and autonomy are job resources, while career aspiration represents personal resources. In addition to that job involvement is basically the work or performance outcome. Hence, based on the preceding detailed discussion, the hypotheses of interest are shown in Table 1 follows:

**Table 1: The Hypotheses Statement of the Study**

| Hypothesis | Hypothesis Statement |
|---|---|
| H1 | There is a negative effect of work overload on job involvement |
| H2 | There is a negative effect of role conflict on job involvement |
| H3 | There is a negative effect of rewards on job involvement |
| H4 | There is a negative effect of autonomy on job involvement |
| H5 | There is a negative effect of career aspiration on job involvement |

## DATA COLLECTION AND INSTRUMENT

Basically, this is a cross-sectional study which engaged quantitative approaches and analyses. Academic administrator working in university is the unit of analysis in this present study. They were academicians who presently involved in teaching, conducting research and holding administrative positions in the universities, for instances Dean, Head of Department, Coordinator along with others. This study used stratified random and purposive sampling methods. Data collection was done in Malaysia by means of online survey form. The researcher obtained an official permission letter from the Ministry of Higher Education Malaysia to collect data among the academic administrators and the letter was given to the Dean/Head of Department (HOD) of faculties of participating universities. Dissemination of survey links to the respondents were performed through their official university email with the approval of higher authority. A total of 325 survey forms were then continued for further data analysis.

The questionnaire comprised of demographic profile and studied constructs sections. Demographic profile consists of respondents' gender, age, academic administrative positions, length of experience and willingness to continue serving. The other sections inquired about the constructs of work overload, role conflict, rewards, autonomy and job involvement. All items were measured on a six-point scale ranged from 1 (strongly disagree) to 6 (strongly agree). Modification of items were done accordingly to cater the need of the studied context which was academic administrators in Malaysian universities. The collected data were then analysed using descriptive analyses and SEM procedures in IBM SPSS-AMOS 24.

## FINDINGS AND DISCUSSIONS

### Demographic Profile

Altogether, a total of 325 respondents voluntarily involved in this study. They were one hundred and fifty of male and one hundred and seventy-three of female academic administrators with the percentage of 46.8% and 53.2% respectively. Most of them were aged in a range of 40-49 years old denoted by 49.2% and 40% were among 130 respondents aged between 30-39 years old. Two hundred and eighty-two Malaysians respondents contributed to 86.8% of the total sample meanwhile only 13.2% were non-Malaysians respondents. On top of that, about 56.3% were presently serving in private universities while 43.7% were academic administrators from public universities. Majority of them possessed Doctoral degree and others owned Master's degree and Bachelor's degree, 74.2%, 24.6% and 1.2% respectively. About one hundred and thirty-two of them were Coordinators/Advisors, followed by one hundred six were Head of Departments, sixty-two were Deputy Dean/Director and twenty-five were Dean/Director. With regards to the query of their willingness on service continuance as academic administrators, 32% of them were unwilling to serve while 37.8% of them answered undecided. In fact, merely 30.2% of the participants wished to remain in the positions in existing universities. Table 2 gives a summary of the demographic profile of the respondents.

**Table 2: Demographic Profile of the Respondents**

| Demographic Information | | Sample size (n = 325) | |
|---|---|---|---|
| | | Number of respondents | Percentage (%) |
| Gender | Male | 152 | 46.8 |
| | Female | 173 | 53.2 |
| | **Total** | **325** | **100** |
| Age | 29 years or below | 8 | 2.5 |
| | 30-39 years | 130 | 40.0 |
| | 40-49 years | 160 | 49.2 |
| | 50-59 years | 25 | 7.7 |
| | 60 years and above | 2 | 0.6 |
| | **Total** | **325** | **100** |

| Citizenship | Malaysian | 282 | 86.8 |
|---|---|---|---|
| | Non-Malaysian | 43 | 13.2 |
| | **Total** | **325** | **100** |
| Type of Institution | Public University | 142 | 43.7 |
| | Private University | 183 | 56.3 |
| | **Total** | **325** | **100** |
| Location (Region) | Northern (Perlis, Kedah, Penang, Perak) | 60 | 18.5 |
| | Southern (Negeri Sembilan, Melaka, Johor) | 59 | 18.2 |
| | Central (Selangor, Wilayah Persekutuan) | 99 | 30.5 |
| | East Coast (Pahang, Kelantan, Terengganu) | 58 | 17.8 |
| | East Malaysia (Sabah, Sarawak) | 49 | 15.1 |
| | **Total** | **325** | **100** |
| Highest Qualification | Bachelor's Degree | 4 | 1.2 |
| | Master's Degree | 80 | 24.6 |
| | Doctorate | 241 | 74.2 |
| | **Total** | **325** | **100** |
| Academic Administrative Position | Coordinator/Advisor | 132 | 40.6 |
| | Head of Department/Head of Programme | 106 | 32.6 |
| | Deputy Dean/Deputy Director | 62 | 19.1 |
| | Dean/Director/Head of Faculty | 25 | 7.7 |
| | Higher Management | - | - |
| | **Total** | **325** | **100** |
| Length of Service | Less than 1 year | 61 | 18.8 |
| | 1-5 years | 219 | 67.4 |
| | More than 5 years | 45 | 13.8 |
| | **Total** | **325** | **100** |
| Total Experience as Academic Administrator | Less than 1 year | 40 | 12.3 |
| | 1-5 years | 152 | 46.8 |
| | More than 5 years | 133 | 40.9 |
| | **Total** | **325** | **100** |
| Willingness to Continue Serving | Willing | 98 | 30.2 |
| | Unwilling | 104 | 32.0 |
| | Undecided | 123 | 37.8 |
| | **Total** | **325** | **100** |

## Academic Administrators' Job Involvement Level

Conventionally, academic staff are expected to hold administrative positions in the universities on a rotational basis. Hence, their job involvement is important to be acknowledged. According to the findings, an average level of job involvement was discovered amongst the serving academic administrators ($M = 3.64$, $SD = 0.90$). Looking at this result, it is expected that other organisational outcomes such as commitment and performance would be in the tendency of having the same manner as well. The result is supported by previous findings whereby about 32% of the respondents were unwilling to serve while 37.8% of them were in indecision. Being academic administrators is not really appealing and rather viewed as distractive and unwelcomed by most of the academicians (Asaari et al., 2016).

## Confirmatory Factor Analysis (CFA)

This study has a total of six latent constructs consisted of five exogenous constructs namely work overload, role conflict, rewards and autonomy and job involvement played the role of endogenous construct. CFA was employed to further validate the measurement items used in the model prior to designing structural model and hypotheses testing (Hair et al., 2019). In addition to that, the validity and reliability of all items in the constructs could also be assessed through this analysis. The final factor loadings for all items in measurement model were obtained once the model meets the required fitness indices as presented in Table 3. During the CFA procedures, some items were deleted due to low factor loadings and in order to achieve the fitness, Modification Indices (MI) was checked to indicate the correlated error between items. High value of MI which is above 15 or 10 shall be modified using

covariance or double headed arrow. Figure 1 displays the pooled CFA, comprising all studied constructs.
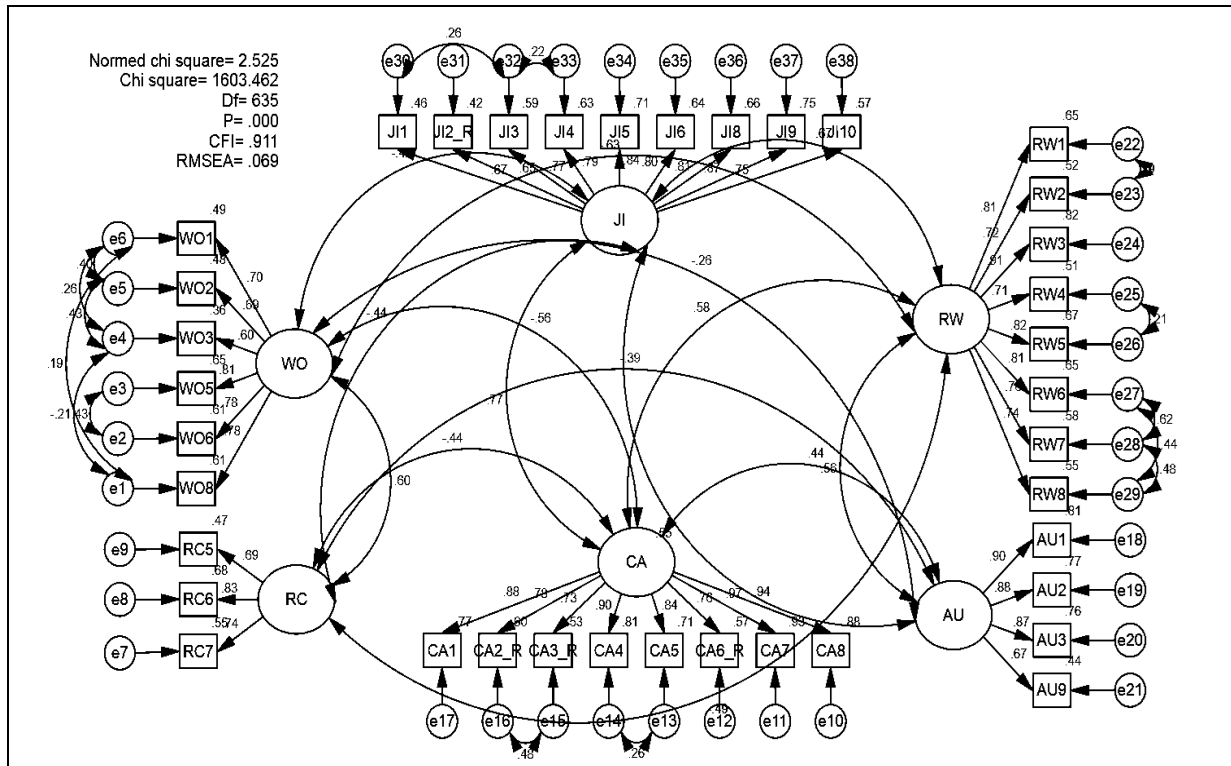


**Figure 1: Pooled CFA among the Constructs**

**Table 3: Fit Indices and Acceptance Value**

| Name of Category | Name of Index | Level of Acceptance |
|---|---|---|
| Absolute Fit | RMSEA | RMSEA < 0.10 and ideal if < 0.080 |
| Incremental Fit | CFI | CFI > 0.85 and ideal if > 0.90 |
| Parsimonious Fit | Chisq/df | Chisq/df < 5 and ideal if < 3 |

## Composite Reliability and Average Variance Extracted

Composite reliability (CR) denotes the measure of reliability and internal consistency of each construct in a study that represents a latent construct. Technically, the CR value must be more equal to or more than 0.60 in order to attain construct reliability. On the other hand, the average variance extracted (AVE) symbolises the percentage of variation explained by items in each and every construct involved. Fundamentally, an AVE of 0.5 and above is deemed as obligatory in research (Fornell & Larcker, 1981). Table 4 summarises the overall CR and AVE values of the constructs.

**Table 4: AVE and CR Findings**

| Construct | Composite Reliability (CR > 0.60) | Average Variance Extracted (AVE > 0.50) |
|---|---|---|
| Job Involvement | 0.93 | 0.60 |
| Work Overload | 0.87 | 0.54 |
| Role Conflict | 0.80 | 0.57 |
| Rewards | 0.93 | 0.62 |
| Autonomy | 0.90 | 0.70 |
| Career Aspiration | 0.95 | 0.73 |

**Discriminant Validity**

Discriminant validity proves that all the constructs are free definitely exempted from having any redundancies and high correlation between one another. Based on pooled CFA, it could be concluded that all the correlations between the studied constructs were less than the required cut-off value of 0.90. Therefore, the existence of discriminant validity was established for this research.

**Structural Equation Modeling (SEM)**

The present study developed a structural model once pooled CFA was thoroughly conducted and met all the requirements before proceed to hypotheses testing. The structural model in Figure 2 presents the standardised regression path coefficient among the constructs. The text output from Figure 2 is described in Table 5. The overall structural model results showed that the fit indices met the threshold level accordingly with $\chi^2 = 1660.680$, df = 639, p = 0.000, $\chi^2/df = 2.599$, CFI = 0.906, RMSEA = 0.070. Table 5 presents the hypothesized paths, estimates, critical ratio (CR) and the p-values. The CR and significance of path coefficients are used as the foundation for supporting or rejecting the proposed hypotheses in this research. As a rule of thumb, the CR must be greater than ± 1.96 and the p-value significant at the 0.05 level. Hence, it can be concluded that hypotheses H2, H3, H4 and H5 were supported as the CR values were above the threshold and statistically significant. Unfortunately, hypothesis H1 is not supported for this particular study though it is significant. A positive relationship between work overload and job involvement was found, hence, contradicting to the proposed hypotheses. In short, all hypotheses were supported except one which was the negative effect of work overload on job involvement among academic administrators. Table 6 summarises the hypotheses results for the present study.
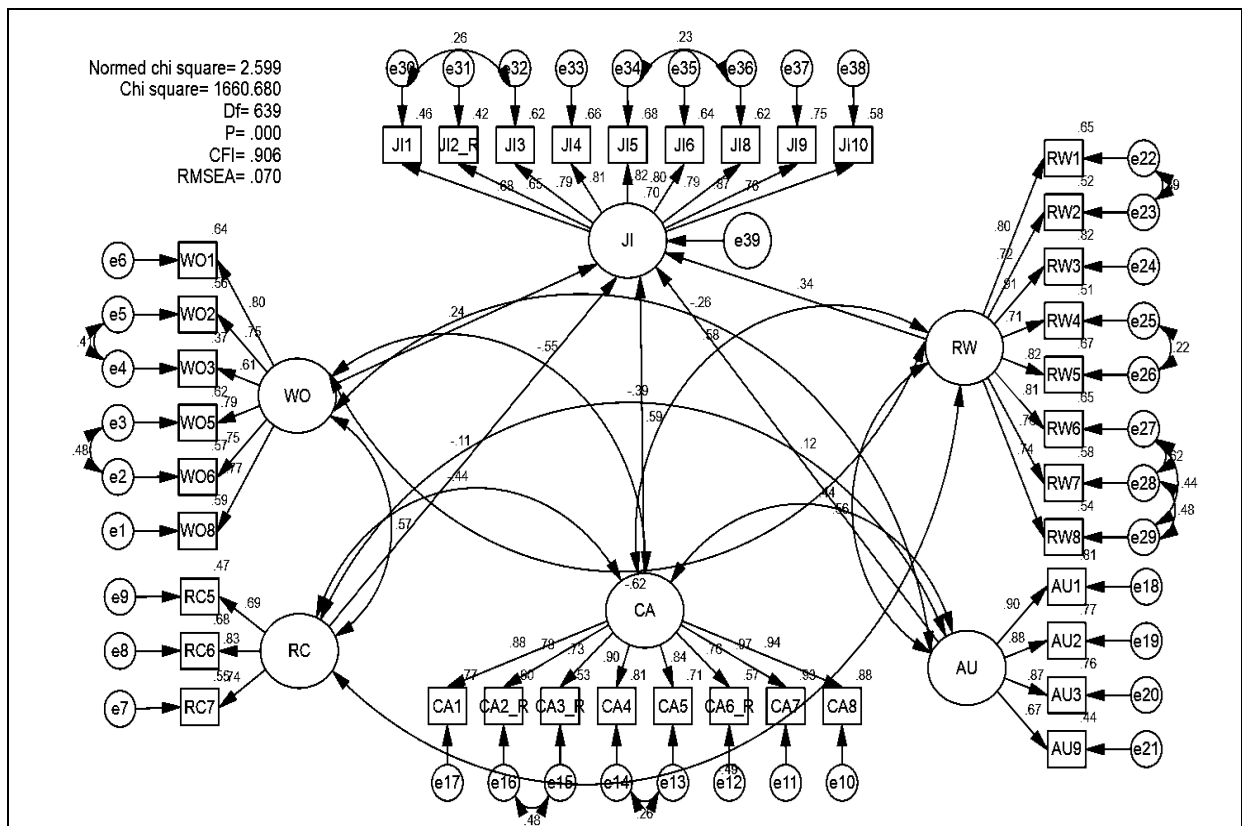


**Figure 2: Standardized Regression Path Coefficient among the Constructs**

**Table 5: Regression Estimation**

| Endogenous | | Exogenous | Estimate | S.E | C.R | p | Results |
|---|---|---|---|---|---|---|---|
| JI | ← | WO | .223 | .062 | 3.593 | *** | Significant |
| JI | ← | RC | -.119 | .060 | -1.977 | .048 | Significant |
| JI | ← | CA | .304 | .032 | 9.558 | *** | Significant |
| JI | ← | RW | .302 | .063 | 5.085 | *** | Significant |
| JI | ← | AU | .119 | .049 | 2.451 | .014 | Significant |

**Table 6: Hypotheses Results**

| H | Hypotheses | Findings |
|---|---|---|
| H1 | There is a negative effect of workload on job involvement | Not supported |
| H2 | There is a negative effect of role conflict on job involvement | Supported |
| H3 | There is a positive effect of rewards on job involvement | Supported |
| H4 | There is a positive effect of autonomy on job involvement | Supported |
| H5 | There is a negative effect of career aspiration on job involvement | Supported |

## DISCUSSION

According to the findings, this study was in line with De Cuyper et al. (2010) whereby there was a positive association between workload and job involvement among employees in Belgium and Finland. It was refuting to what has been revealed by Olusa & Afolabi (2017), an inverse relationship between the two. Apart from that, a positive effect might be due to the length of service as well as total experience as academic administrators. Majority of the respondents are having 1 to 5 years and more than 5 years length of service as well as 1 to 5 years and more than 5 years of total experience, hence, it could then be expected that they are well experienced to handle their job. Consequently, work overload is assumed as a self-motivating factor and sense of responsibility among the academic administrators. Therefore, the level of job involvement will upsurge though they have loads of work.

Parallel to the existing literature such as Mase and Ucho (2014), role conflict do give an impact to the job involvement in a negative direction. Reduced involvement will be observed with the presence as well as escalation of role conflict at work. The result also proved the JD-R model, whereby job demands influence work outcome in an inverse manner (Schaufeli & Taris, 2014). In fact, it is proved that academic staff in Malaysia are encountering role conflict as a result of high expectation and standard initiated by the institution (Zakaria et al., 2015). Hence, juggling between these roles of academicians and administrators can lead to a lower job involvement. In order to deal with conflicting demands at work among the faculty members, Hammoudi Halat et al. (2023) suggest seeking social support, good time management and building social networks.

Based on the outputs, rewards and autonomy representing job resources were confirmed to have a statistically significant positive effect on job involvement among academic administrators in Malaysia. This finding is rather congruent with other existing literatures such as Adekunle (2018), Nthebe et al., (2016), Aiswarya and Ramasundaram (2012), and Sharma (2016). Their study also discovered a direct effect between rewards and autonomy on job involvement among employees. A study conducted by Zamri (2023) revealed that compensation and promotional opportunities were important in lecturers' retention in Malaysian universities. For the current study, the provision of rewards and autonomy are equally important in nature. Job involvement would only be greater if the academic administrators value these two kinds of job resources as sufficient and worthy.

The last factor affecting the level of involvement is career aspiration symbolising personal resources. This particular study verifies that aspiration plays an important role in determining job involvement among academic administrators. It is in line with the findings from Shen and Tang (2013) as well as Qamar et al. (2023) that exposed the function of career aspiration in shaping one's job attitudes and

behaviours. It is also proven to be one of the self-motivating factors among the academic administrators to achieve career goals and growth. Highly aspired administrators will eventually demonstrate high job involvement as compared to those who are lacking career aspiration. On top of that, self-determination which is related to career aspiration has been exposed as the most significant trait that female academicians should possess to climb up the ladder and becoming leaders in university (Badrolhisam et al., 2022).

## CONCLUSION

This study demonstrated merely an average level of job involvement among academic administrators in Malaysian universities. Moreover, the present study also proved the applicability of the JD-R model in higher education context. Having dual roles is really demanding and challenging for the academic staff who hold administrative positions in university. In fact, they are obliged to simultaneously play their roles in effective and efficient ways. Academic administrators who are facing high job demands, low job resources and low aspiration would basically have lower levels of job involvement. University should never neglect the importance of healthy physical as well as mental well-being among its staff as it could affect their performance and attitudes. In fact, all staff should be treated as human rather than merely organisational resources to ensure social sustainability. A lot of efforts and initiatives could be made by the university management to highlight the demands and grievances of the academic staff. The significant relationships amongst these studied constructs are still in its infancy especially in Malaysian educational context, thus, promisingly worth to be further explored. Recommendations for future research would be the employment of a mixed-method approach and inclusion of other relevant job-related constructs to certify an in-depth knowledge of this subject area. Future researchers could also embark on a comparative study on academic administrators' experience between types of university or even gender wise.

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## AUTHORS' CONTRIBUTION

Nor Suhana Ahmad is the principal author of the manuscript. Nurita Juhdi and Rodrigue Ancelot Harvey Fontaine contributed by giving comments and reviewing the entire manuscript to ensure the quality of the content. All authors contributed and approved the final manuscript.

## CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication, nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity and legitimacy of the data and its interpretation for submission to Jurnal Intelek.

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