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**QUALITY MANAGEMENT SYSTEMS, EMPLOYEE  
SATISFACTION AND MOTIVATIONAL FACTORS  
INFLUENCE ON EMPLOYEE PERFORMANCE IN  
PRIVATE HIGHER EDUCATION INSTITUTIONS IN  
MALAYSIA**



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**Universiti Utara Malaysia**

**DOCTOR OF PHILOSOPHY  
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**QUALITY MANAGEMENT SYSTEMS, EMPLOYEE SATISFACTION AND  
MOTIVATIONAL FACTORS INFLUENCE ON EMPLOYEE  
PERFORMANCE IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN  
MALAYSIA**



**By  
NORREHA BINTI OTHMAN**

**UUM**  

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**Universiti Utara Malaysia**

**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
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In Fulfillment of the Requirement for the Degree of Doctor of Philosophy**



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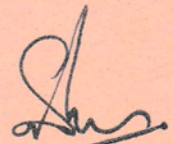
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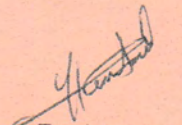
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## ABSTRACT

Education is one of the important key areas of transforming Malaysia from a moderate income country to a high income country. Both public and private higher education institutions (HEI) need to work together to achieve the goal. Thus, the aim of this research is to examine the relationship between quality management systems (QMS) of private HEI which implement QMS ISO 9001:2008 towards the employee performance. This study also examined the effects of an employee satisfaction as a mediator and motivational factors as a moderator of the study relationships. Three main theories (System theory, Utility theory and Herzberg theory) have been used to explain the possible relationship between variables in the framework proposed. This study adopted quantitative approaches to obtain survey data and used proportionate stratified random sampling. There were 450 questionnaires which had been sent to private HEI, 222 were received and only 202 questionnaires were used for statistical analysis purposes with the response rate of 61%. The target respondents were academic staffs of the private HEI. After obtaining the data, descriptive analysis was done using SPSS, and inference analysis using software SmartPLS. The findings show that there is a significant relationship between QMS and the employee performance (management responsibility, resource management, product realization and measurement, analysis and improvement). The study also revealed that the mediating variable of employee satisfaction influenced the relationship between QMS and employee performance. However, the motivational factors did not act as a moderating variable between the relationship of QMS and the employee satisfaction. The results of the study could contribute to enhance knowledge on individual variable or a relationship between QMS, employee satisfaction, motivational factors and employee performance.

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**Keywords:** Quality Management System, employee satisfaction, employee performance, motivational factors.

## ABSTRAK

Pendidikan adalah salah satu bidang utama yang penting untuk mentransformasikan Malaysia daripada negara berpendapatan sederhana kepada negara berpendapatan tinggi. Kedua-dua institusi pengajian tinggi (IPT) sama ada awam ataupun swasta perlu bekerjasama untuk mencapai matlamat yang diinginkan. Oleh itu, tujuan kajian ini dijalankan adalah untuk menyelidik hubungan antara sistem pengurusan kualiti (QMS) di IPT swasta yang melaksanakan QMS ISO 9001: 2008 dengan prestasi pekerja. Selain itu, kajian ini menyelidik kesan ke atas kepuasan kerja sebagai penyederhana dan faktor motivasi sebagai pengantara hubungan dalam kajian. Tiga teori utama (Teori Sistem, Teori Utiliti dan Teori Herzberg) telah digunakan untuk menerangkan hubungan yang berkemungkinan wujud antara pemboleh ubah - pemboleh ubah sepertimana dalam rangka kerja yang dicadangkan. Kajian ini menggunakan pendekatan kuantitatif untuk memperoleh data tinjauan dan menggunakan teknik pensampelan rawak berstrata berkadar. Sebanyak 450 soal selidik telah dihantar ke IPT swasta, 222 daripadanya telah diterima namun hanya 202 soal selidik yang boleh digunakan untuk tujuan analisis statistik dengan kadar maklum balas sebanyak 61%. Responden sasaran terdiri daripada kakitangan akademik IPT swasta. Setelah data dikumpulkan, analisis deskriptif dilakukan dengan menggunakan SPSS, dan seterusnya analisis inferensi dilakukan dengan menggunakan perisian SmartPLS. Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan antara QMS dan prestasi pekerja (tanggungjawab pengurusan, pengurusan sumber, penghasilan dan pengukuran produk, analisis dan penambahbaikan). Dapatan juga mendedahkan bahawa pemboleh ubah pengantara bagi kepuasan pekerja mempengaruhi hubungan di antara QMS dengan prestasi pekerja. Walau bagaimanapun, faktor motivasi tidak bertindak sebagai pemboleh ubah penyederhana bagi hubungan di antara QMS dengan kepuasan pekerja. Hasil kajian ini dapat menyumbang kepada peningkatan pengetahuan berkaitan dengan pemboleh ubah - pemboleh ubah itu sendiri atau hubungan antara QMS, kepuasan pekerja, faktor motivasi dan prestasi pekerja.

**Kata kunci:** Sistem pengurusan kualiti, kepuasan pekerja, prestasi pekerja, faktor motivasi



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## **DEDICATION**

### **To my beloved parents and parents in laws:**

Thank you for your unconditional love, moral supports and doas, it drives me towards ending on my PhD journey.

### **To my beloved husband:**

Thank you so much for your continuous courage and love, unpredictable support and sharing your life with me.

### **To my beloved son:**

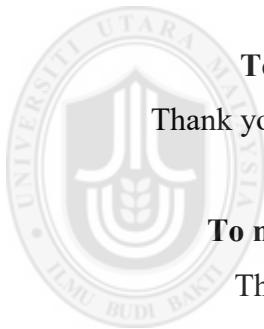
Thank you so much for keeping me alive and being supportive. Be prepared and challenge yourself to be among the best.

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Thank you for your support and courage



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## LIST OF ABBREVIATIONS

COPIA	-	Code of Practice for Institutional Audit
COPPA	-	Code of Practice for Programme Accreditation
EP	-	Employee Performance
ES	-	Employee Satisfaction
ETP	-	Economic Transformation Programme
GTP	-	Government Transformation Programme
HE	-	Higher Education
HEI	-	Higher Education Institutions
ISO	-	International Organization for Standardization
MEB	-	Malaysian Education Blueprint
MOE	-	Ministry of Education
MOHE	-	Ministry of Higher Education
MQA	-	Malaysian Qualifications Agency
MQF	-	Malaysian Qualifications Framework
PDCA	-	Plan, Do, Check and Act
PSPTN	-	National Higher Education Strategic Plan
QMS	-	Quality Management Systems
SIRIM	-	Standard and Industrial Research Institute of Malaysia
TQM	-	Total Quality Management

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This chapter covers introduction of the thesis, background of study, problem statement, research objective and questions, scope of operational definitions and organization of the whole thesis.

### 1.2 Background of Study

The education sector is one of the most important key areas which may help in transforming Malaysia from a moderate income country to a high income country in 2020. In order to become a developed country Malaysia needs to have groups of quality human capital. The quality of human capital only can be produced by having improved quality of higher education institutions (HEI). And the quality of graduates will only be produced by quality academic staff or lecturers. These graduates are those who have more opportunities to choose from varieties of jobs as compared to secondary or high school graduates. Besides, issues concerning human capital or academic staff had been discussed during the Perdana Discourse Series 12, on December 14, 2010 with the theme "Higher Education in Malaysia: Increasing Access and Quality", by the Secretary-General of the Ministry of Higher Education (MOHE), YBhg Dato' Rohani Abdullah. It is important to create a nation of quality human capital which is needed

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internal user  
only

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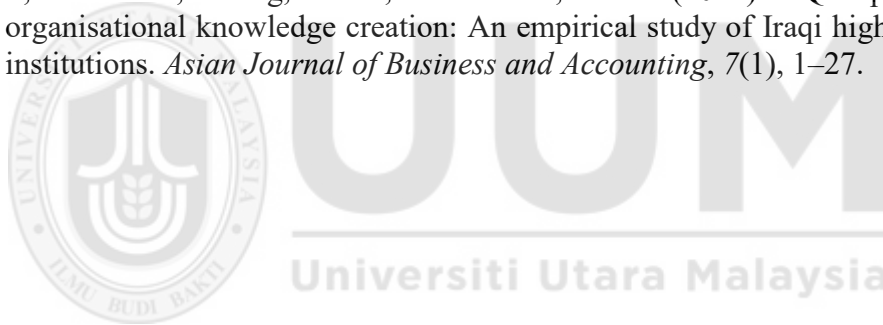


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## APPENDICS



## **Survey – Quality management and employee performance in private higher education institutions**

Dear Sir/ Madam

I am a postgraduate student at College of Business, Universiti Utara Malaysia (UUM), and currently doing a research in quality management and employee performance (**lecturers only**) in private Higher Education Institutions. Kindly assist me by completing this questionnaire in as honestly and accurately as possible. All of your responses will be treated with utmost confidentiality and used purely for academic purposes only. And, please do not hesitate to contact me with regards to this survey via my email [norrehaothman@yahoo.com](mailto:norrehaothman@yahoo.com). I highly appreciate your cooperation and support.

Thank you.

Norreha binti Othman  
012-4079690

### **Supervisors;**

- 1) Prof. Madya Dr. Sany Sanuri bin Mohd Mokhtar
- 2) Dr. Haji Mohd Norhasni bin Mohd Asaad



**SECTION A – DEMOGRAPHIC INFORMATION**

Kindly tick (/) where necessary and fill in the space as may be appropriate.

1. Age

	Less than 24
	25 - 30
	31 - 35
	36 - 40
	41 - 45
	46 - 50
	Above 51

2. Level of education

	Degree of bachelor
	Degree of master
	Degree of doctor of philosophy

3. Gender

	Male
	Female

4. Marital status

	Single
	Married

5. Number of year/s serving the organization?

	Less than 1 year
	1 – 3 years
	4 – 6 years
	7 – 9 years
	10 – 12 years
	13 – 15 years
	Above 16 years

6. Working status

	Part-time
	Temporary
	Contract
	Permanent

7. Department/ School (Please specify)

.....

8. Position

	Senior lecturer
	Lecturer
	Head of department
	Head of unit
	Other (please specify)
	.....
	.....

9. Teaching program

	Certificate
	Diploma
	Degree
	Master
	Other (please specify)
	.....
	.....

10. Types of quality management system being certified in your organization.

	MS ISO 9001:2008
	MS ISO 9001:2015

**SECTION B – QUALITY MANAGEMENT SYSTEM (QMS)**

The following statements measure your perception towards **quality management system (QMS)** in your organization. Please circle the scale that you like to select; 1 = strongly disagree and 6 = strongly agree.

No	Statements	Scales					
		1	2	3	4	5	6
1	Top management stresses the importance of meeting customers' needs and expectations (eg. director, deputy directors, senior directors)	1	2	3	4	5	6
2	Top management allocate adequate resources (eg. staff, references books, facilities) for running the organization to implement quality management system.	1	2	3	4	5	6
3	Top management supports all education activities carry out by academic staff.	1	2	3	4	5	6
4	Top management establish of the vision, mission and objectives in related to education activities.	1	2	3	4	5	6
5	Top management reviews the procedures and processes whenever necessary to ensure its effectiveness.	1	2	3	4	5	6
6	Top management are concerned with feedback and comments from academic staff.	1	2	3	4	5	6
7	Top management actively participate in quality management system and supports the improvement process.	1	2	3	4	5	6
8	Top management strongly encourages staff involvement in quality management system activities.	1	2	3	4	5	6
9	Our organization collects students' complaints and suggestions.	1	2	3	4	5	6
10	Our organization evaluates students' complaints and suggestions.	1	2	3	4	5	6
11	The result of students' satisfaction survey is used for education continual improvement.	1	2	3	4	5	6
12	Our organization supports co-curricular activities and student clubs.	1	2	3	4	5	6
13	Our organization has some organised efforts on continuous education of our students for their business-life and personal development after graduation (eg. via alumni, personal contact).	1	2	3	4	5	6
14	Our organization conducts a course-evaluation survey for every course taught in each semester.	1	2	3	4	5	6
15	Our organization reviews the quality policy for organization purposes	1	2	3	4	5	6
16	Our organization reviews the quality policy from time to time to ensure its suitability.	1	2	3	4	5	6
17	Quality policy is understood within organization.	1	2	3	4	5	6
18	Quality policy is communicated within organization.	1	2	3	4	5	6
19	Our policy effectively encourages staff to improve performance of our students and organization.	1	2	3	4	5	6
20	Staffs from different levels are involved in developing policies and plans.	1	2	3	4	5	6
21	Our organization ensures that the planning of quality management system is carried out to meet the quality objectives and policy of the organization.	1	2	3	4	5	6



22	Staffs are clearly explained of their roles and responsibilities for achieving common objectives.	1	2	3	4	5	6
23	Our organization strives to establish a culture of open communication between staffs, supervisors and directors.	1	2	3	4	5	6
24	Our organization creates room for internal communication.	1	2	3	4	5	6
25	It is easy to communicate about work with my superior.	1	2	3	4	5	6
26	The input of management review of implementing quality management system is being discussed in the faculty and management meeting.	1	2	3	4	5	6
27	The output of management review of implementing quality management system is being discussed in the faculty and management meeting.	1	2	3	4	5	6
28	Our organization identifies the training needs of all staffs to meet the organization objectives.	1	2	3	4	5	6
29	Our organization evaluates the impact of training provided on staff effectiveness and staff motivation.	1	2	3	4	5	6
30	Our organization allows staff to ask questions, report problems and express ideas to achieve quality objectives.	1	2	3	4	5	6
31	Staffs are aware of the relevance and importance of their contribution to the achievement of the quality objectives of the organization.	1	2	3	4	5	6
32	Staffs are given empowerment to make decisions in relevant to their education services with regards to their students.	1	2	3	4	5	6
33	Our organization has a conducive environment for full development of our human resources. (In term of heat, humidity, light, airflow, hygiene, noise).	1	2	3	4	5	6
34	Our organization reviews the staff workload and stress.	1	2	3	4	5	6
35	Our organization provides supporting services such as café, books references and clear guidelines to achieve conformity on quality objectives.	1	2	3	4	5	6
36	Our organization provides building or utilities needed to achieve conformity on quality objectives.	1	2	3	4	5	6
37	Our organization treats data and information as fundamental resources for continues development of the organization's knowledge for factual decision making.	1	2	3	4	5	6
38	Our organization determines the quality objectives and requirements for the education services are appropriate.	1	2	3	4	5	6
39	Our organization used information such as survey, comments, market research, quality information as an input to clearly understand the needs and expectations of customers	1	2	3	4	5	6
40	Our organization used quality tools (such as 5S, Quality Circle, Lean Management, TQM and other tools) to assess the customer requirements.	1	2	3	4	5	6
41	Our organization ensures that the processes, documents and specific resources for the execution of services are provided.	1	2	3	4	5	6
42	Our organization ensures that the records needed to provide the education services are appropriate (eg. syllabus approved, assessment of course offered).	1	2	3	4	5	6
43	Our organization ensures that the records needed to provide the results fulfilling the customers' requirements are appropriate (eg. transcript)	1	2	3	4	5	6

44	Our organization ensures that the education service requirements specified by the customers are determined before the execution of the services (eg. Industries requirement, MQA approval).	1	2	3	4	5	6
45	Our organization reviews, verifies and validates the requirements that are related to the education services (eg. syllabus verified)	1	2	3	4	5	6
46	Our organization ensures effective communication with customers, in relation to education services (eg. enquiries and feedback are determined)	1	2	3	4	5	6
47	Our organization maintains documented procedures for performing, evaluating and reviewing of education service requirements (eg. Procedure of teaching and learning, procedure of graduation).	1	2	3	4	5	6
48	Our organization follows statutory and regulatory requirements applicable to the education services (eg MQA, MOHE, MARA).	1	2	3	4	5	6
49	Our organization plans and controls the education services by identifying the needs and requirements of customers (eg. programme offered)	1	2	3	4	5	6
50	Our organization ensures the review is appropriate at every stage of providing education services (eg. revision and latest used of syllabus)	1	2	3	4	5	6
51	Our organization ensures the verification is appropriate at every stage of providing education services (eg. revision and latest used of syllabus)	1	2	3	4	5	6
52	Our organization ensures the validation is appropriate at every stage of providing education services (eg. revision and latest used of syllabus)	1	2	3	4	5	6
53	Our organization systematically reviews the education services to evaluate the ability of the results to fulfil the requirements of services.	1	2	3	4	5	6
54	Our organization systematically reviews the education services stage to identify any problems and propose the necessary action. (eg. years of running the programme).	1	2	3	4	5	6
55	Our organization plans and carries out education services based on availability information that describes the characteristics of the services (eg. MQA guidelines)	1	2	3	4	5	6
56	Our organization plans and carries out education services based on the availability of procedures and work instructions.	1	2	3	4	5	6
57	Our organization plans and carries out education services based on the availability and the use of monitoring and measuring (eg. syllabus, evaluation assessment)	1	2	3	4	5	6
58	Our organization plans and carries out education services based on using of specific methods and procedures (eg. problem based learning, group projects)	1	2	3	4	5	6
59	Our organization monitors the information relating the customer perception as to whether all customers' requirements are fulfilled	1	2	3	4	5	6
60	Our organization determines the methods for obtaining and using information relating to customer perceptions (eg. survey, complaints and suggestions forms).	1	2	3	4	5	6
61	Our organization conducts internal audits at a planned interval to determine whether the quality management system conforms to the planned arrangement of the organization. .	1	2	3	4	5	6

62	Our organization conducts internal audits to determine whether quality management system is effectively implemented in the organization.	1	2	3	4	5	6
63	Our organization conducts internal audits to determine whether quality management system is effectively maintained in the organization.	1	2	3	4	5	6
64	Our organization ensures that education activities that do not conform to the service requirements are identified.	1	2	3	4	5	6
65	Our organization ensures that the procedures of control, authority and responsibilities for dealing with nonconforming processes are documented (eg. records of non-conformance).	1	2	3	4	5	6
66	Our organization takes prompt action appropriately to the effects, or potential effects, of the non-conformity when they are detected	1	2	3	4	5	6
67	Our organization maintains all the nonconformity and subsequent actions taken.	1	2	3	4	5	6
68	Our organization collects and analyzes data related to education activities (eg. students' grades, attendants).	1	2	3	4	5	6
69	Our organization harnesses information to improve its key processes, procedures and education services.	1	2	3	4	5	6
70	Our organization measures and control quality.	1	2	3	4	5	6
71	Quality-related data are used to evaluate the performance of all departments (eg. course file, trainings of staff).	1	2	3	4	5	6
72	Quality-related data are used to evaluate the performance of employees (eg. students' instructors evaluations).	1	2	3	4	5	6
73	The aim of the evaluation is for improvement not for criticism (eg. internal audit, class observation).	1	2	3	4	5	6
74	Our organization continually improves the effectiveness of the quality management system through the use of quality policy.	1	2	3	4	5	6
75	Our organization continually improves the effectiveness of the quality management system through the use of quality objectives.	1	2	3	4	5	6
76	Our organization continually improves the effectiveness of the quality management system through the use of audit results.	1	2	3	4	5	6
77	Our organization continually improves the effectiveness of the quality management system through the use of analysis of data.	1	2	3	4	5	6
78	Our organization continually improves the effectiveness of the quality management system through the use of corrective and preventive action.	1	2	3	4	5	6
79	Our organization continually improves the effectiveness of the quality management system through the use of management review.	1	2	3	4	5	6

### SECTION C – MOTIVATIONAL FACTORS

The following statements measure **your motivational** factors in your organization. Please circle the scale that you like to select; 1 = strongly disagree and 6 = strongly agree.

No	Statements	Scales					
80	I am proud to work with this organization because it recognizes my achievements.	1	2	3	4	5	6

81	I feel satisfied with my job because it gives me feeling of accomplishment.	1	2	3	4	5	6
82	I feel a sense of pride in carrying out responsibilities within the education or teaching job.	1	2	3	4	5	6
83	I am satisfied with the amount of varieties tasks added into my teaching job.	1	2	3	4	5	6
84	I am satisfied with opportunity for career advancement and promotion provided by my organization.	1	2	3	4	5	6
85	My jobs allow me to learn new skills for career development	1	2	3	4	5	6
86	Our organization gives informal or formal praise and appreciation for better performance.	1	2	3	4	5	6
87	Our organization evaluates performance fairly.	1	2	3	4	5	6
88	I am satisfied with the organization's policy and administration.	1	2	3	4	5	6
89	The attitude of the administration in my organization is very accommodative.	1	2	3	4	5	6
90	I am satisfied at work because of my supervisor is competent in doing his or her job.	1	2	3	4	5	6
91	I feel my performance has improved because of the support from my supervisor.	1	2	3	4	5	6
92	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
93	I feel that I am being paid a fair amount for the work I do.	1	2	3	4	5	6
94	It is easy to get along with my colleagues.	1	2	3	4	5	6
95	My colleagues are helpful and cooperative.	1	2	3	4	5	6
96	Our organization provides good physical working conditions.	1	2	3	4	5	6
97	I am satisfied with the working relations between management and employee in my organization.	1	2	3	4	5	6
98	If my job were eliminated, I would be offered another job in my current organization.	1	2	3	4	5	6
99	I am secure in my job.	1	2	3	4	5	6



**SECTION D – OVERALL EMPLOYEE SATISFACTION**

The following statements measure **your satisfaction** in your organization. Please circle the scale that you like to select; 1 = strongly disagree and 6 = strongly agree.

No	Statements	Scales					
		1	2	3	4	5	6
100	In general, I like working here	1	2	3	4	5	6
101	Overall, I am satisfied with my job	1	2	3	4	5	6
102	In general, I do not like my job	1	2	3	4	5	6
103	I often think of quitting the organization	1	2	3	4	5	6
104	I am satisfied with what I achieve at work	1	2	3	4	5	6
105	I think of searching for another position with another organization	1	2	3	4	5	6

**SECTION E – EMPLOYEE PERFORMANCE**

The following statements measure **your performance** in your organization. Please circle the scale that you like to select; 1 = strongly disagree and 6 = strongly agree.

No	Statements	Scales					
		1	2	3	4	5	6
106	I am prepared for teaching and learning for every beginning of the semester.	1	2	3	4	5	6
107	I have clear understanding on the workload given to me.	1	2	3	4	5	6
108	I monitor my own teaching and learning process.	1	2	3	4	5	6
109	I ensure that my teaching and learning are align and according to teaching plan or syllabus requirement.	1	2	3	4	5	6
110	I clearly understand on the guidelines given on supervision of students. (eg. student's practical, group project)	1	2	3	4	5	6
111	I make plan for my research activities annually.	1	2	3	4	5	6
112	I make discussion with head of department (individually or during department's meeting) for my research activities planning.	1	2	3	4	5	6
113	At the end of the year, I achieved what had been planning in those research activities.	1	2	3	4	5	6
114	I make plan for my publication activities annually.	1	2	3	4	5	6
115	I make discussion with head of department (individually or during department's meeting) for my publication activities planning.	1	2	3	4	5	6
116	At the end of the year, I achieved what had been planning in those publication activities.	1	2	3	4	5	6
117	I make plan for my consultation activities throughout the year (eg. mentor-mentee programme, achievement of the students)	1	2	3	4	5	6
118	I make discussion with head of department (individually or during department's meeting) for my consultation activities planning	1	2	3	4	5	6
119	At the end of the year, I achieved what had been planning in those consultation activities.	1	2	3	4	5	6
120	I make plan for my community service activities annually (eg. as a committee member or member)	1	2	3	4	5	6
121	I make discussion with head of department (individually or during department's meeting) for my community service activities planning.	1	2	3	4	5	6
122	At the end of the year, I achieved what had been planning in those community service activities.	1	2	3	4	5	6
123	Besides teaching I fulfill other responsibilities related to educational activities successfully (eg. promotion of organization)	1	2	3	4	5	6
124	I do not allow co-curricular activities to affect my academic activities	1	2	3	4	5	6
125	I do not allow my domestic affairs to interfere in my duty and responsibilities.	1	2	3	4	5	6
126	I try my very best to improve my performance	1	2	3	4	5	6
127	If my superior given me extra duties and responsibilities, I will adjust myself.	1	2	3	4	5	6

128	I like to voluntarily help students when they encounter difficulties in education activities or in life.	1	2	3	4	5	6
129	I co-operate with my colleagues for the good of the organization	1	2	3	4	5	6
130	I consult my colleagues in solving of my teaching and learning problems	1	2	3	4	5	6
131	I motivate my students to take part in co-curricular activities	1	2	3	4	5	6
132	For the betterment of my students I contact their parents	1	2	3	4	5	6
133	I help the head or management in solving the problems of the organization	1	2	3	4	5	6

End of questionnaires.

Thank you for you participation.



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