Academician Satisfaction in Malaysian Public Higher Education Institutions: Mediating Effect of Global Mindedness

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Abstract
Purpose: Academicians are core resources in promoting teaching and learning in 21st century and it is very important to look at academic satisfaction as higher education institutions are going toward internationalisation. The performance of Higher Education Institution (HEI)s relies heavily on its core resources. As Malaysia is competing globally in internationalisation of its higher education, it is important to know the level of global mindedness among academicians that plays an important role in HEIs. Public Higher Education Institutions differ a lot from Private Higher Education Institutions as the structure and resources are totally different. This study gives an insight to internationalisation of higher education from a different dimension by looking at the academic perspective on internal factors of HEIs and global mindedness of academicians that affects the academician satisfaction at Malaysian Public Higher Education Institutions.
Design/methodology/approach: This study uses secondary data from reliable scientific journals, latest media reports and news and books to produce theoretical framework.
Findings: The outcome of this study will give an insight to internal factors that affect global mindedness of academicians and how global mindedness affects academician satisfaction in Malaysian Public Higher Education Institutions. The conceptual framework with independent, mediating, moderating and dependent variables is developed.
Originality/value: Global mindedness of academicians is an important factor in internationalisation of higher education and it has not been explored much from academician perspectives prior to this study.

Keywords: Global mindedness, academician satisfaction, internationalisation, higher education, academician satisfaction, Malaysian Public Higher Education.

1.0 Introduction

Internationalisation has been the most important agenda in higher education in Malaysia and Malaysian public Higher education Institution (HEI)s which is also more known as "Institut Pengajian Tinggi Awam (IPTA)" are going through a huge transformation. The global

mindedness of academicians which serves as a proxy of internationalisation at individual level in a HEI, should be given equal importance as the focus now is mostly at the organizational level. Ramanathan et al (2012) stated that HEIs in Malaysia has been making efforts in improving international collaboration, student mobility, and academic programmes which is an indication of global mindedness of the individuals who are spearheading these efforts at international level.

Global mindedness of academicians is getting more attention when the aim of the National Strategic Plan for Higher Education is to have the inflow of international students to the countries to 200,000 by 2020 (Othman et al, 2018). Although this has been achieved there is a lack of international students' inflow in the public HEIs. Othman et al (2018) stated the intake of international students will reaffirm that the quality of education is not given up while pursuing the number of international students. The author also discussed the challenges faced by Malaysian higher education institutions to integrate the international dimension in all aspects of the learning environment which also includes international coverage of curriculum to ensure graduates are equipped with the demand of careers in the 21st century.

Aziz & Abdullah (2014) stated that the increase in international students in the country are led by private higher learning institutions by 70%. Thus, this means public HEIs are contributing very less to the internationalisation effort of the government. On the contrary, the global mindedness of academicians in private HEIs cannot be perceived better than academicians from public HEIs when private HEIs have more international students. There are no conclusive studies to provide evidence to strengthen the global mindedness of academicians in general.

As part of internationalisation efforts, many institutions of higher learning use international student data as evidence of their global achievements. Having international students promotes language and cultural diversity, rather than promotion of global perspectives (Siczek, 2015). While international students are believed to assist in achieving the goal of graduating globally competent and globally minded students, it is important to look into academics as key resources in promoting learning for the 21st century.

Another aspect that is related to this is Malaysia has achieved the international students' numbers set, however it still lacks in producing graduates that meet the expectations of global employers. The key concern is whether educational institutions have global mindedness to prepare students towards the global workforce requirements.

2.0 Literature Review
2.1 Internal Factors
Several internal factors related to internationalisation and faculty satisfaction have been analysed using meta-analysis as shown on Table 2.1.

Table 2.1 Meta-analysis of internal factors

No.	Authors	Setting	Industry	Construct	Key Findings
1	Komala Putri, Tisnawati Sule, Effendi, & Hilmiana (2018)	Single country (Indonesia), institutional level data	Education	Academic climate, organizational support	-Academic climate and organizational support affect the research output of academicians. -Research innovations increase when there is a good communication between lecturers and leaders. It also increases

					when there is a motivation from fellow workers and good administrations. Availability of resources also affects the research innovations.
2	Rozaini, Norailis and Aida (2015)	Malaysia, single firm data	Insurance	Organisational support, quality of work life, job satisfaction	-Characteristics of employees shows satisfaction with organizational support and quality of work life they have. -Frequent effort from firm that offers more job opportunities is important in order to have total effectiveness in the firm. -Organizational support correlates with the quality of work life of the employees.
3	Park and Shin (2017)	South Korea, multi-level firms	Technology firms	Capability, technical managerial performance, research collaboration	-Technical characteristics had a positive effect on technical performance which includes innovation and increase in sales performance -Market characteristic positively influenced the increase in technology development ability, product innovation, economic performance and the increase in exports. -Collaborative research, had significance effect on innovation.

| 4 | Barr and Sykora (2015) | USA, single institution | Education | Technology Integration | -Teacher perception-based study.
-In service teachers has various building level support.
-Technology integration does not happen within a short time span
-Adequate training required by the in-service teachers.
- Adequate opportunity is also required to be able to integrate technology in the classroom
- It is solely based on one institution teachers' perception and future studies on interstate experiences were suggested to get a comparative study. |
| 5 | Ramanathan et al (2012) | Malaysia, multi private institutions | Education | Talent management, technology integration, human resources, institutions support | -A conceptual framework comprising preliminary factors, strategy factors and process factors of internationalisation at private universities in Malaysia.
-The factors outlined are institutional policy and structure, government policy, leadership and governance, organizational support, human resources and technology integration
-Based on all the factors analysed, it is found that the average mean values of factors that perceived as important are higher than the values accounted for the perceived degree of implementation of |

					internationalisation at Malaysian private universities.
6	M.N., O, & A.H. (2017)	Malaysia, 3 public higher education institutions	Education	Talent management, job satisfaction among academicians	-Qualitative approach used to study work life satisfaction of academicians. -Among the very few studies available from academician perception on satisfaction of work-life. -Some of the issues highlighted in this study is the talent management and satisfaction. -One major concern highlighted on Ministry of Higher Education (MOHE) Key Performance Indicators setting for academics which includes research output that academics sees as potential threat to their work-life and dissatisfied.
7	Vora, Adhav and Bhatt(2020)	India, multiple institutions in 3 states	Education	Internal factors, student satisfaction	-This study identifies factors that contributes to students' satisfactions -Factors outlined are, faculties capabilities and support, institutional educational environment, individual growth, internal infrastructure & staff support and grand image. - Findings shows that all the factors have significant positive relationship with student learning that led to student satisfaction.
8	Njoroge, Norman,	USA, multiple	Education	Technology satisfaction	-A study on students preferred use of technology and students'

	Reed & Suh (2012)	institutions			reaction and satisfaction towards technology. -Four factors were outlines in relation to students' technology satisfaction, namely proficiency, assessment, performance, and Web-courses. -The finding reveals that the four factors significantly affect students' satisfaction towards technology used in the school.

Source: Author

2.1.1 Institutional Support

The relationship between institutional support and internationalisation has been studied in quite a number of literatures. Ramanathan et al (2012) conducted a survey on 204 academics in private universities in Malaysia to examine if Malaysian private universities' international efforts follow the general approach of internationalisation and to study the degree of perceived importance and perceived implementation of the efforts at institutional level. By using several models of internationalisation from existing scholars, the paper presents a conceptual framework comprising preliminary factors, strategy factors and process factors of internationalisation at private universities in Malaysia. Based on all the factors analysed, it is found that the average mean values of factors that perceived as important are higher than the values accounted for the perceived degree of implementation of internationalisation at Malaysian private universities. Figure 2.1 shows the conceptual framework used in the study.
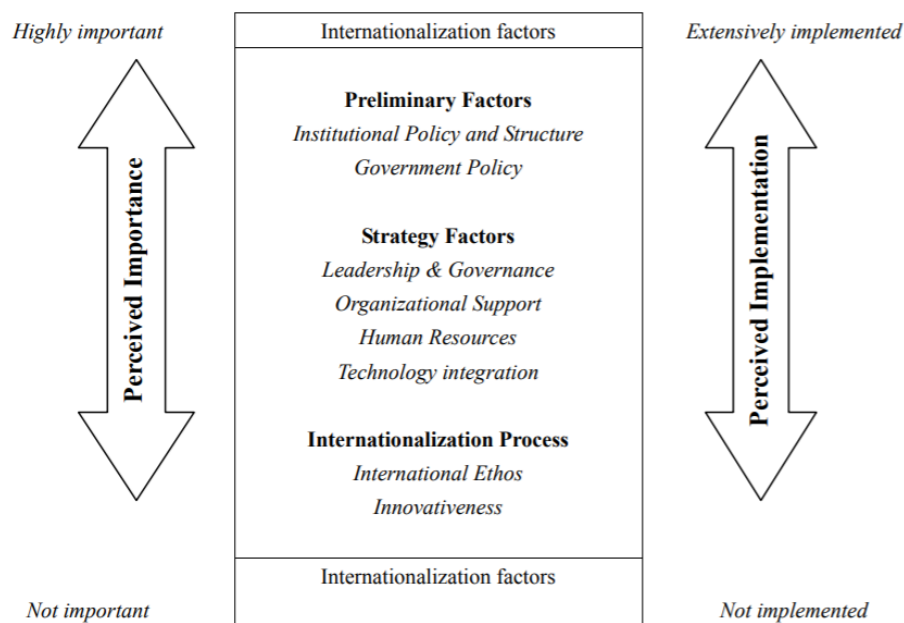

Figure 2.1 Ramanathan's Conceptual framework: Internationalisation Factors

Faculty members stressed that time investment for program development discourages many of them from attempting to launch new programs (Dewey and Duff, 2009). Program strategies will not be upheld without articulated commitment from institutions and without well supported by organizational strategies (Knight & de Wit, 1995; Schoorman, 1999). This is important as organizational strategies assists in ensuring the international dimension is institutionalised through appropriate policies and administrative systems (De Wit, 2002). Knight (1997) in his discussion highlighted that higher education institutions need to make their authoritative structure so as to actualize internationalisation programs, which will be fundamentally determined by their inspirations and their mission and vision in a specific setting.

2.1.2 Technology Integration

Technology integration is an important element in the internationalisation of higher education. In order to enhance internationalisation at-home, tools such as virtual mobility and digital technology are important. Technology allows flexibility of time and space which allows sustainability space across wide geographical differences (Bali & Caines, 2018). Bali & Caines (2018) discussed time as being scarce in academia and needed to be used efficiently for research which is valued and rewarded highly. Thus, technology integration is an important element in higher education to maximize the output from research and teaching. This can only be carried out efficiently with the availability of technology.

Castillo-Clark (2018) in her discussion stated on how online discussion utilisation assisted in achieving cross-cultural learning and stereotypes breakdown. She compared it with a similar study carried out by Zong (2002) that looked into the impact of teacher candidates that participated in a computer communication project that recommended usage of technology potentially improve on the global perspective of teachers.

Raja & Nagasubramani (2018) in their discussion revealed on how this era students prefer to use technology in their learning and how their learning has an impact from technology and it is stated that modern equipment technology and tools makes their learning more interesting, more interactive and easier and dependent on technology is unavoidable in universities. Technology here includes the delivery system of lessons in class. Butler and Sellbom (2002) and Chizmar & Williams (2001) highlighted on barriers of learning are on reliability which includes hardware failures, incompatible software between home and school, poor internet connectivity and outdated software at school, while there are latest one at home of students. Latest learning ways such as active learning, collaborative and cooperative learning, creative learning, interactive learning, and evaluative learning are emerging in the internationalisation of higher education and technology is needed to aid these learning styles.

Georgina and Olson (2007) in their discussion stressed three main technological components required for web-based course which is becoming the trend now, are technology infrastructure, instruction technology and technology in learning. They added that the process of developing and designing web-based learning courses includes five phases which are course content design, course development, course implementation, course evaluation, and course revision which needs high technology integration.

Hong and Songan (2011) in their discussion stated ICT does leverage and extend traditional teaching and learning activities and has the potential to impact on learning in a positive way. It is added that it includes promoting research, scholarly community engagement and administration.

Technology is also important in research output. The creation of new families of instruments in data processing increased communication among researchers worldwide and increase the availability of software packages is technology advancement that will enhance research output in higher learning which might enable more high-quality research output an increase the rank of a university which is one important factor of internationalisation. As it is important in the internationalisation of higher education, thus it also impacts the international-minded of academicians.

Davies (2011) defined technology integration "as the effective implementation of educational technology to accomplish intended learning outcome" and the term educational technology as "any tool, piece of equipment, or device that is electronic or mechanical that can be used to support instructional technologies for teachers and learning technologies for students to accomplish specified learning goals." By the beginning of the 21st Century, when over half of the schools were connected to the Internet, school leaders still were faced with a major dilemma of how to effectively integrate technology into student learning experiences (Graesser, 2013).

The role of technology in the field of education is four-fold: it is included as a part of the curriculum, as an instructional delivery system, as a means of aiding instructions and as a tool to enhance the entire learning process. Thanks to technology; education has gone from passive and reactive to interactive and aggressive. Education is essential in corporate and academic settings. In the former, education or training is used to help workers do things differently than they did before. In the latter; education is geared towards creating curiosity in the minds of students. In either case, the use of technology can help students understand and retain concepts better. Information and communication technologies consist of hardware, software, network and media for collecting, storing, processing, transmitting and presenting information (voice, data, text and image) as well as related services.

2.1.3 Talent Management

Talent management is a term widely used these days in regard to human resource management. There are a few conflicting views on Talent Management in literature. Ifeoma, Purity, & Okoye-Nebo (2015) discussed several views which define Talent Management as a collection of human resource cycles and functions; and as the development of talent culture as a deliberation of succession planning. There is another angle to the views that looks at talent management as a generic talent structured along the lines of competency.

Frameworks developed by Lewis and Heckman (2006) and Collings and Mellahi (2009) define talent management as a network between talent and strategy and it is viewed as architecture that is needed in competitive advantage sustainability. They have described talent management as the key position that uniquely adds value to the competitive advantage, well-performing talent development for available positions a development of human resources to associate the talent individuals, key positions and organization strategy.

Talent management incorporate perceiving and recognizing key gifts required for the endurance and achievement of the association, building up a skilled workforce and, at last, persuading and holding an able and capable workforce to promptly move into key and huge jobs (Jantan, 2009; Baum and Kokkronikal, 2005; CIPD 2012; Davies and Davies 2010). Researchers have accentuated talent management as a basic factor and a vital need for creating successful organizations (CIPD, 2012; Tarique and Schular, 2010; Davies and Davies, 2010).

There are few studies carried out in relation to talent management in higher education in Malaysia. Abdullah, Samah, Jusoff, & Isa (2009) emphasized on issues related to succession planning. Gopal (2011) discussed on quality practice in higher education. M.N., O, & A.H. (2017) highlighted on work life balance and leaving job intention among academics.

Ramanathan et al (2012) had studied human resources as one of the key factors towards the internationalisation of Malaysian private higher education. Her elements in the factor are similar to talent management concept which emphasized on sponsoring staff, release time from teaching, giving rewards and providing opportunities for study abroad.

Chong (2014) in her discussion stated people makes up an institution, thus the success of it relies on the people in the institution which comprise of staff or employee. The mission, goals or actions taken by the institution will require competent staff to execute it to achieve the ultimate goal. In her discussion, she stated many works of literature have confirmed that Human Resources contributes to the success of internationalisation of an organization. Chong (2014) also stated competent teaching staff is required in the achievement of internationalisation strategy and plan in higher education as it is a key critical agenda and changed the organization of the university. Taylor (2010) stated that new departments, centres, positions were created in the effort of internationalisation of institutions.

Higher education institutions must give considerations for international engagements and the development of talents for international competencies. This is important to drive internationalisation within the institutes. Key activities of universities are teaching and research and research have been the core focus for global rankings. Kim (2011) in his discussion stated the quality of research is the key element that makes a university stands out from competitors for public, industry and philanthropic funding. Global ranking is important as it affects students' choice of studying destination or university. Abott & Ali (2009) have stated that apart from cost university's ranking does play an important role in the decision making of students on selection of university to enroll.

Apart from research, teaching activity is also important for success as that is the form of income from fees which plays as part of operational costs. Ermeling & Graff-Ermeling (2016) stated both teaching and research are important for the long-term success of a university.

Academic staff are discipline focus and only a few have the ability and skills to work in various disciplines (McCormack, Propper, & Smith, 2014). Thus, it is important to talent management do not oversee the critical roles that are special to the schools. Bradley-Levine (2016), in his discussion stated that it is important that the roles of academic staff may not be explicit leadership roles and gave example that although teaching large classes are crucial from financial and reputational perspective, achieving maximum learning outcome of the important concepts and ensure retention of students in the discipline are critical for university's reputation for quality teaching. He added while in research, the crucial roles are carried out by senior academics who have world-class reputations and are awarded large research grants consequently enabling research of many doctoral and post-doctoral researchers via large grants being awarded to them. He also stated by placing talented people in these crucial research roles will enable us to increase the number of researches, research income and quality of research via good training and development.

McCormack et al. (2014) stated among the strong predictors for university performance which measured the combination of university guide, research assessment exercise, and student satisfaction scores are incentives used to attract, retain and reward talent. Talent management term for universities is unclear on what are the metrics that are strategically important to be measured or acted on and thus it is important that it is driven by an underlying rationale that links talented people and their roles to the strategy of the organization (Lewis and Heckman, 2006).

Bradley-Levine (2016) highlighted identification, reward and promotion for talented people with skills, experience, and motivation in crucial positions are among the key issues in talent management in higher education. In his discussion, he mentioned that Boettger & Greer (1994)

have discussed that reward systems may reward undesirable behaviour than desired behaviour thus organizations should carefully consider the potential undesirable outcomes that may be produced by any metrics. He provided an example that university metrics are being widely used for judgmental forms of evaluating individual performance and it prevents creativity and stops the academics to take any long-term research.

HEIs are competing at global level and trying to be the best to attract more students. While trying to best, management styles might change to cater to the need of global. HEIs must manage the talent in a right way to retain talents. There is high competition for academic staff with strong research skills (Weale, 2017). High demand is there for PhD staff as HEI is going into internationalisation. Academic staff are the knowledge workers (Ayebi-Arthur, 2017) and thus they are the important backbone for HEI. Academic staff also had high mobility at international level (Bauder, 2012). A highly talented academic staff can be in high demand and can result in high staff turnover in the HEI. Thus, managing academic talent is very important for HEI. Blackmore (2014) stated that universities must manage the staff in a positive manner to avoid talent waste.

2.1.4 Academic External Engagement

Yonezawa, Horta, & Osawa (2016) in their discussion stated that a large institution of higher learning has more aspiration for international collaboration as it has better financial and human resources stability for its implementation. Most large universities offer a dual program as part of international education and this requires well knowledgeable resources that are capable of continuous network with partners. The human resources will be costly as there will be many travels to learn more about the partners and delivery system. Without a proper engagement, internationalisation cannot be achieved academicians may not be international-minded to carry out the given program. Munusamy & Hashim (2019) stated that an effective internationalisation gives an opportunity for better cooperation and collaboration as Malaysia strives to become stronger in higher education.

Cohen, Nelson, & Walsh (2002) has emphasized the importance of academic engagement whereby it can transfer academic knowledge into the industry and it may be adding more value than licensing university patents as what is seen by most companies. University may also derive income from academic engagement if there is an intellectual property from any innovation created. Mowery & Nelson (2004) have stated that academic engagement is not something new but been in place for a long time as part of a mission in US universities that focus on practical and technical. He also gave an example of US land grant universities that provide practical education and at the same time assist agriculture firms. Academic engagement has been related to a lot of entrepreneurship theory in research.

Perkamnn et al (2013) in his discussion stated academic engagement has the character of inter-organizational collaboration that involves person to person interactions and links universities and other organizations which may bring financial and non-financial benefits. Apart from that, he stated that a broader goal in conducting research for publishing can be achieved by working together and new ideas provided by academicians to solve firms' issues. If this academic engagement is with multinational firms, more broader views from global minded can be achieved in other aspects that can be passed down in classroom engagements.

Sheridan, Barry-Murphy and Madden (2013) discussed academic engagement as not a separate from education and research based on the capacity to bind together teaching and research on an economic and societal emphasize. It is looked at a new way in viewing teaching and research activities. Sheridan et. al (2013) further stresses on external engagement in collaborative research can bring a great contribution to teaching and curriculum development which will

bring great benefit for the students. It shows there are so many numbers of external engagements that brings many benefits to education institutions yet the engagement level in Malaysian HEIs context are not well known or analysed.

2.1.5 Global Mindedness

As the world is becoming globalised, it is important to pay attention to the concept of global mindedness. Habib (2018) stated that it is important for faculty members to promote global mindedness to prepare students to be global citizens. Harrison (2014) discussed the need for education in preparing students to be global minded citizens due to the growing global economies and migration leanings. Educators have to understand the importance of staying in a connected world and create global mindedness among students (Harrison 2014; Hill 2012). Therefore, as Habib (2018) highlighted that global minded faculty is important in today's globalised world.

Muller (2012) defined global minded education as a direction for ethnocentrism reduction, better understanding, and respect for intercultural from a global view. Duckworth, W. Levy, and J. Levy (2005) highlighted the growth of global mindedness as an important element for educators to increase in perception and behaviours of ethnocentric. Harwood and Baily's (2012) looked at the importance of global mindedness which is described as open-mindedness as a requirement for a good citizen. Dunn and Wallace (2006) highlighted that faculty should not be judgmental on others' cultures when teaching in different environments that they are used to.

Assisting students to understand a subject from other cultural views is important to add a unique value (Munro, 2007). In order to do this, the educators' themselves must have clear viewpoints and understanding of the subject from various viewpoints in the world. Ball (2009) came up with the proposition of teachers to increase the knowledge by having a generative change process in a class of diverse students. However, this can only take place if the classroom has a wide range of students from mixed culture.

In empirical research carried out by Black and Bernandes (2014), the findings revealed that teacher's global mindedness increased after attending a three-week teaching practicum. The initiatives to create community by more open-minded globalisation of their program increased after the practicum. James & Davis (2010), in their study, carried out at Kent State University College of Education revealed that faculty members agreed with important aspects of global mindedness. Global mindedness is a big term and can represent various areas for different people (Habib, 2018). International-mindedness and global-mindedness are stated as synonymous in nature and purpose. (Duckworth et al., 2005) Therefore, the measurement for global mindedness and global mindedness should not vary as the terms are often used for the same meaning and purpose.

Lai, Shum, & Zhang (2014) discussed that there is lack of support from school such as time and resources, training and accountability component for global mindedness integration in teaching. None to the researcher's knowledge in global mindedness integration on research has been studied in the literature.

2.1.6 Academician Satisfaction

Stier (2004) has identified 3 internationalisation ideologists, namely, idealism, instrumentalism and educationalism. While idealism focuses on strategies and instrumentalism focuses on economic growth or monetary driven, educationalism focuses on learning enrichment. Clarke & Hui Yang (2019) discussed that internationalisation of higher education should be looked as non-instrumental activity. Academicians are the backbone of learning enrichment in HEIs. As

most literatures focuses on the first two ideologist, not much focus is given in relation to learning enrichment and internationalisation from the academician perspectives. Often studies were conducted on student satisfaction related to quality and internationalisation of higher education. When it comes to academicians, many studies were conducted, however the focus were mainly job satisfaction without taking into consideration of many aspects from internationalisation move. Hence there were not much focus in overall satisfaction of the academicians.

Academician satisfaction are important to ensure the internationalisation effort is meaningful from learning enrichment factor rather than instrumental factors, which is mainly used now to gauge the success of internationalisation of higher education all over the world. Hence it is important to look at what drives to academician satisfaction in HEIs and how successful it is in relation to internationalisation from the perspective of the faculty itself. Faculty here refers to the academicians.

3.0 Proposition Development

The variables in this research are categorized as dependent, independent, moderating and mediating variable. The framework is based on the model introduced by Ramanathan et al (2012) as shown in Figure 2.5. This framework comprehends Theory of Internationalisation by Knight (1995) and Theory of Planned Behavior(1991).

The independent variables for this research are institutional support, technology integration and talent management. Academic external engagement is included as moderating variable in this research. Global mindedness is included as mediating variable with academician satisfaction and student performance as dependent variables. Based on this point of view, the conceptual framework is illustrated in Figure 2.6. Institutional support means support obtained from institution wide including support from colleagues, head of departments and management in term of funds and emotional support during crisis or any issues faced within the institutional level. It includes both faculty level as well as institutional level. This also includes allocation of funds by management that supports activities carried out by the individual. Technology integration means the availability of the latest technology which includes teaching tools in the institution along with the easy access to academicians. Talent management means the way an individual is recruited, recognized and rewarded for their contributions in the institution. All these independent variables contribute to the academician satisfaction.

Academic-external engagement used as moderating variables refers to engagement of academic with industry and collaboration with international partners which includes collaborations with other HEIs. This collaboration adds value to the academician satisfaction. Global mindedness used as mediating variable measures level of global mindedness the academician has that mediates the academician satisfaction and student performance. All these variables are employed to sum up the academician satisfaction towards internationalisation in this research.

By studying the relationship between these independent, moderating and mediating variables, factors affecting academician satisfaction on internationalisation can be obtained. On top of that, level of external engagement in PHEIs that enhances academician satisfaction towards internationalisation will be known. These will also give an insight to the gap of the research, which is, level of international mindedness of academician and factors that contributes to it that leads towards academician satisfaction. Based on these, the following propositions were developed.

P1 Perceived institutional support has a significant positive relationship with global mindedness of academician in Malaysia Public Higher Education Institutions.

P2 Perceived technology integration has a significant positive relationship with global mindedness of academician in Malaysia Public Higher Education Institutions.

P3 Perceived talent management has a significant positive relationship with global mindedness of academicians in Malaysia Public Higher Education Institutions.

P4 The higher academic external engagement, the stronger the relationship between perceived institutional support and global mindedness of academicians in Malaysia Public Higher Education Institutions.

P5 The higher academic external engagement, the stronger the relationship between perceived technology integration and global mindedness of academicians in Malaysia Public Higher Education Institutions.

P6 The higher academic external engagement, the stronger the relationship between perceived talent management and global mindedness of academicians in Malaysia Public Higher Education Institutions.

P7 Global mindedness mediates the relationship between institutional support and academician satisfaction in Malaysia Public Higher Education Institutions.

P8Global mindedness mediates the relationship between technology integration and academician satisfaction in Malaysia Public Higher Education Institutions.

P9 Global mindedness mediates the relationship between talent management and academician satisfaction in Malaysia Public Higher Education Institutions.

P10 Global mindedness has a significant positive relationship with academician satisfaction in Malaysia Public Higher Education Institutions.

4.0 Methodology
Secondary data were used mainly for this conceptual study. Journals from many reliable sources were used to conduct literature reviews. Keywords such as "internationalisation of education", "global mindedness" and "academician satisfaction" were used to look for relevant journals within the area of study. Most of the terms found on global mindedness were related to global scale on knowledge of academicians on global aspect emphasizing very much on culture. There were no direct studies related to global mindedness of academicians in relation to higher education and internationalisation. Further search on non-academic related industry were also searched to adopt to this study. There were also none to the researcher's knowledge on the global mindedness study in Malaysian higher education context.

Databases used to study academic researches includes Science Direct, SAGE-journals and Emerald Insights. Books with Internationalisation Theories and Theory of Capability Approach were also studied. Scientific databases were explored to look into different models and frameworks used before along internationalisation studies. Government websites and media reports were analysed to obtain figures related to Malaysian Higher Education context.

5.0 Findings
Bedenlier and Zawacki-Richter (2015) outlined three major level as an impact of internationalisation on faculty members. The three levels are individual level, institutional level and global level. Their study showed there is a need to focus on the relationship of the concepts on internationalisation and globalisation at macro level. It was concluded that academy faculty are affected by the internationalisation at these three different levels which ranges from direct personal involvement in the institution to global development with indirect implications. It was highlighted to have a further research from the methodological dimension and definitions from practical and societal related perspective. As faculty in various national higher education are not necessarily affected by the same impact, research is suggested to analyse these impacts by focusing on the specificities of the higher education system (Bedenlier and Zawacki-Richter, 2015). Drawing from these suggestions, institutional level is studied further in this study by

categorising it into three factors based on HEI system context to study how the internal institutional factors affects global mindedness of academicians that shapes internationalisation of higher education. While the impact of internationalisation on faculty members are given importance, there are lack studies on how internal factors affects level of satisfaction towards internationalisation. This study intends to measure the level of satisfaction.

The variables in this research are categorized as dependent, independent and moderating variable. The independent variables for this research are institutional support, technology integration and talent management. Academic external engagement is included as moderating variable in this research. Academic-external engagement refers to engagement of academic with industry and collaboration with international partners which includes collaborations with other HEIs. This collaboration adds value to the global level thinking of an academicians by enhancing their global mindedness.

Global mindedness of academicians is the mediating variable. The mediating variable effects on the outcome which is the dependent variable which is academician's satisfaction. Based on literature, in entrepreneurial studies, the global mindset creates the network to internationalise. However, this is not applicable for university setting, the network, collaboration etc. shapes the global mindset of the academicians and strengthen the student performance and academician satisfaction. This study closes the gap between entrepreneurial study and university setting.

Based on this point of view, the conceptual framework is illustrated in Figure 5.0. Internal support means support obtained from institution wide including support from colleagues, head of departments and management in term of funds and emotional support during crisis or any issues faced within the institutional level. This also includes allocation of funds by management that supports activities carried out by the individual. Technology integration means the availability of the latest technology which includes teaching tools in the institution along with the easy access to academicians. Talent management means the way an individual is recruited, recognized and rewarded for their contributions in the institution. All these independent variables contribute to the global mindedness of an academicians. The variables are employed to sum up the global mindedness of academicians in this research leading towards academician satisfaction.
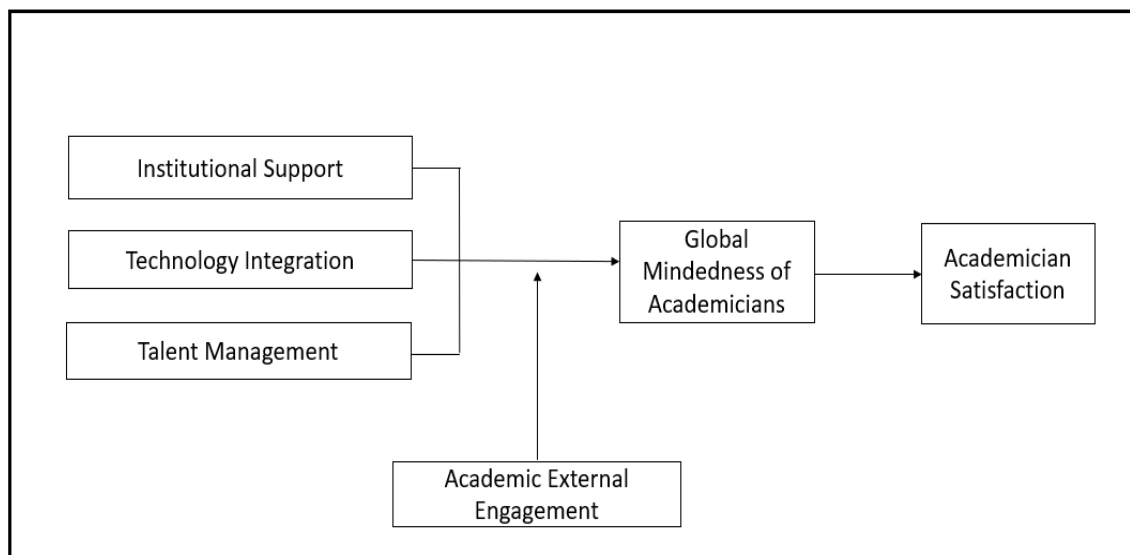

Figure 5.0 Conceptual Framework

6.0 Discussion and Conclusion

The performance of HEIs relies very much on academicians who are the core resources in educational institutions. While there are many literatures are there to support the lack of competent graduates in Malaysia in this century, there is less literature on how global minded are academicians in higher education in relation to internationalisation of higher education. Thus, there is a need to identify global mindedness of faculty members, in particular academicians. This study identifies factors that affects academician satisfaction in internationalisation of HEIs and shows how global mindedness affects academician satisfaction in internationalisation of HEIs.

7.0 Theoretical Implications

The proposed study will examine the effect of perceived institutional factors on global mindedness of academicians. This study examines the institutional factors which are institutional support, talent management and technology integration on global mindedness of academicians. This study hopes to provide significant contributions in the area of internationalisation if higher education.

First, this study will provide enrichment to the existing literature on the effect of perceived institutional support, perceived talent management and perceived technology integration on global mindedness of academicians. Literature review reveals there isn't many studies conducted in the area of global mindedness at the higher learning and the existing literatures are more focused on student's global mindedness rather than academicians. Most of the studies focus on how university environment helps shape international and global mindedness of students. While student's global mindedness is important in successful internationalisation, it cannot be materialized if the academician's global mindedness is low.

Second, the existing literature have not come to conclusion on the actual meaning of global mindedness and often used interchangeably with international mindedness. While the meaning is about the same, it is not specific to the academician. This study uses the same element in the existing studies but adding some variation to cater to the academician global mindedness scale.

Third there are many Internationalisation Models as discussion in Literature Review but most of them are used to study internationalisation at institutional level and not individual level. There is scarcity in literature on internationalisation at individual level focusing on faculty members which are highlighted as important element in internationalisation of higher education. This study will validate the applicability of integrated variables based on theory of planned behavior and elements in internationalisation Theory of Knight. It will contribute to development and testing to validate factors towards internationalisation of higher education using international mindedness as dependent variable and institutional factors as independent variables. The perceived institutional factors will be measured using three main factors which are institutional support, technology integration and talent management which are drawn from various Internationalisation Models. The findings of the study will be able to explain the effect of developed factors on academician satisfaction and how global mindedness mediates in it which is a new development in internationalisation of higher education.

8.0 Practical and Social Implications

The effect of external engagements is analysed, how academicians' external engagement affects the academic satisfaction. This will be able to reveal the barriers towards internationalisation of higher education from the aspect of academicians while currently this barrier has not been looked in depth in existing literatures.

On top of that, the aspect of internationalisation will be looked at local level while existing studies has more contributions on international level, whereby lack studies conducted in Malaysian Higher Education context from the view of faculty members itself to understand the actual barriers in internationalisation from the practical point of academicians.

By studying these, it will add values to the HEIs to perform better in the internationalisation efforts by looking at all the aspects that matters rather and addressing the issues that were highlighted.

9.0 Limitations and Suggestions for Future Research

This study focuses on academician perspectives and did not consider on management perspectives. Future research may look into management perspective as well to conduct a comparison to conclude on how management and academicians differs in the satisfaction on Higher Education Institutions. This study also focuses on only Public Universities as the internal factors for public and private are different given the different setting and resources. Future research may also look into private sectors and come to conclusion overall for Malaysian HEIs.

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