

Factors Influencing Job Satisfaction in the Malaysian Vocational College: Herzberg Two Factor Theory Perspective

Mohamad Zaid Mustafa*, Noor Azlin Yamin, Abdul Rasid Abdul Razzaq, Rosnee Ahad

Faculty of Technical and Vocational Education, University Tun Hussein Onn Malaysia, Malaysia

Received July 17, 2020; Revised September 7, 2020; Accepted September 17, 2020

Cite This Paper in the following Citation Styles

(a): [1] Mohamad Zaid Mustafa, Noor Azlin Yamin, Abdul Rasid Abdul Razzaq, Rosnee Ahad, "Factors Influencing Job Satisfaction in the Malaysian Vocational College: Herzberg Two Factor Theory Perspective," *Universal Journal of Management*, Vol. 10, No. 1, pp. 18 - 25, 2022. DOI: 10.13189/ujm.2022.100102.

(b): Mohamad Zaid Mustafa, Noor Azlin Yamin, Abdul Rasid Abdul Razzaq, Rosnee Ahad (2022). *Factors Influencing Job Satisfaction in the Malaysian Vocational College: Herzberg Two Factor Theory Perspective*. *Universal Journal of Management*, 10(1), 18 - 25. DOI: 10.13189/ujm.2022.100102.

Copyright©2022 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract Teaching nowadays requires high commitment from teachers; the workload is heavy, the role is broad and the teachers are directly responsible for educating and developing the students. Educating and developing technical and vocational students requires quality, competent and high commitment teachers. Without commitment and motivation, they feel dissatisfied, or lack of passion in their job and the worst situation, some of them may withdraw or turnover from the profession. Teachers will achieve job satisfaction when the motivation and hygiene factors complement each other. Vocational colleges want their teachers to have the best possible performance. However, how to motivate the teachers? There is not much point in motivating them if they do not care about hygiene factors. Motivating people to work when the things they complain about disappear. When the dissatisfaction is taken away, the institutions can focus on motivating teachers effectively. Hence, the purpose of this study is to highlight the factors that affect job satisfaction in vocational colleges in Malaysia and identify the factors that affect job satisfaction. This study used Two-Factor Theory from Herzberg to decide how significant hygiene and motivator factors are related to job satisfaction among the vocational teachers and how the two factors complement each other. Among the factors identified are company policy, supervision, work conditions, salary, recognition, the work itself, personal growth, and achievement. This study also has theoretical implications

for directing future developments study and offers practical suggestions to the management in the improvement of job satisfaction among vocational teachers. Job satisfaction is essential for individuals and vocational colleges. Factors affecting job satisfaction need to be given more attention to improve the quality of education and thus achieve student success. Herzberg Two-Factor Theory provides two factors that affect teachers' motivation in the workplace. Hygiene factors will influence teachers' working less if they are not present, while motivational factors will motivate teachers to work better if they are present. Therefore, any hygiene factors must be resolved first, and then motivating factors must be boosted.

Keywords Job Satisfaction, Vocational College, Herzberg Two-Factor Theory

1. Introduction

In recent years, Malaysia has been facing a difficult economic situation that made increasingly competitive global economic changes and gave a direct effect on the work environment. These challenges and rivalry in the labour market have caused the demand for competency and a high-performance workforce in the organisations that influences employees' productivity [1]. The Malaysian

workers live and prosper in an extremely unpredictable world and must enhance the quality of services and products offered [2]. Changes in the economic system also affect the education system. The implementation of the Vocational Education Transformation Plan has entered into the empowerment phase (2017-2020), gave a lot of effect and changes to the education system in the vocational college. The changes mentioned are in terms of curriculum, way of working, infrastructure, human resources, and management (Technical and Vocational Education Division, 2018). These changes require high commitment among administrative staff and teachers to improve the quality of the national education system.

The quality of the education system depends heavily on the effectiveness and efficiency of its teachers. To achieve high performance, the vocational college must have a highly satisfied staff and teacher. Therefore, the most valuable and critical factor the vocational college needs is a competent, capable, and productive employee [3]. The practical organisation should have an environment that encourages the employee to get high satisfaction [4]. These satisfied employees will affect customers and organisational productivity [1]. Several studies have reported that employee satisfaction is one of the factors leading to the organisation's productivity and profitability. Patterson [5] said that the organisation's performance depends on the recruiting and retention of happy employees. A study by Farinde-Wu and Fitchett [6], found that increased job satisfaction has helped teachers' retention in colleges and universities. The importance of job satisfaction and motivation in the academic setting is very significant for the long-term growth of any educational system across the world [7]. Noordin and Jusoff [8] studied the level of job satisfaction amongst lecturers in public universities. They expressed that successful educational programs were depending on the critical contributions of commitment, collaboration and most significantly, overall professionalisation of academic staff. The study also stressed that job satisfaction, engagement and retention of academic staff are critical to the universities' functionality. A sustainable and optimistic university environment transforms into a contribution to increased academic staff's job satisfaction. In 2017, [9] pointed out that academic staff job satisfaction and motivation play a significant role in delivering positive results of the colleges and enhanced students' learning. A healthy organisational climate will not only increase job satisfaction of the academic staff but also improve learning motivation and increase the productivity of the university.

2. Job Satisfaction

An essential part of the success of any organisation is motivated and satisfied employees [1]. So, job satisfaction is a critical element for success in an organisation which depends on the hard-working, loyal, motivated, and

satisfied workforce [10]. Herzberg et al. [11] explained job satisfaction because of motivating and hygiene factors. Herzberg suggested that between factors that can fulfill job satisfaction are responsibilities, growth, recognition, and achievement. In contrast, factors that ground job dissatisfactions are company policy, pay, and the relationship between leaders and subordinates. Bushra et al. [12] identified job satisfaction as a degree at which an individual is happy, comfortable or confident with his or her job. It is an optimistic and enthusiastic emotion about an individual who had obtained from his or her career's performance [13].

Job satisfaction is necessary for the workforce's well-being as it reflects what the individual reaction towards their job is [14]. If any lack of job satisfaction, it will create disgruntled employees who are unable to perform at the best of their capabilities [15]. Job satisfaction is a good feeling of the employee in their job. It is an essential element that employees tend to be more productive and motivated when they are satisfied and happy [16]. Every organisation needs to create a great working experience for their employees. A comfortable and motivated employee will guarantee the company's long term success, and it's believed that job satisfaction by all employees in any industry is very much directly related to their level of motivation [2]. Thus job satisfaction is not only crucial to staff but also the employers as job satisfaction can enhance motivation that will, in turn, increase productivity and reduce staff turnover. Kafumbu [17] believes that job satisfaction is what employees feel about their work that includes a variety of intrinsic and extrinsic factors to the individual. Therefore, the ability of people to complete tasks and how organisations value their workforce is critical as it affects job satisfaction. Based on previous research that has been carried out for decades, while the concept of job satisfaction differs from researcher to researcher, there is a similarity thought that job satisfaction is an emotional reaction related to work [18], [19]. Satisfying employee satisfaction within the organisation will help the organisation expand, increase productivity, and compete globally.

2.1. Herzberg Two Factor Theory*

From several interviews, Herzberg developed this theory to describe the times when they felt excellent and awful about their jobs. He simply asked; what satisfied these people at work and what dissatisfied them at work? He found that two factors affect job satisfaction at work, which is a motivator and contributing to job dissatisfaction as a factor in hygiene. According to Herzberg [20], employees achieve job satisfaction when their motivation and hygiene factors complement each other. Motivational factors include work itself, achievement, promotion opportunities (advancement), responsibility, recognition, and possible career development (growth), whereas hygiene factors include company policies, supervision, salary,

interpersonal relations, and working conditions. Herzberg believed in this theory that the hygiene factors could contribute to working dissatisfaction if employers did not show much concern about the related contributing factors. Herzberg Theory' also stressed that if all employees achieve job satisfaction within an organisation, it will assist employees in reducing work stress, high turnover, and absenteeism issues [11]. The facets of job satisfaction are divided into two main categories, namely the job environment itself that involves how people are handled, the essence of job assignments, working relationships with other people, and incentives. The other category deals with the individual factors that the person puts in the job. Singh and Bhattacharjee [21] further highlighted that the lecturers depend on factors such as salaries, fringes, education and administration policies, working environments, incentives for promotion, and job description responsibilities.

2.2. Hygiene Factor

Hygiene factors include the supervision of leaders on followers, salaries, working conditions, and interpersonal relationships [22]. Employee's morale will increase when they feel that their leaders show appreciation in what they deliver, and when leaders hear their suggestions to improve the work process. Herzberg points out that these hygiene factors will not only motivate employees but can help employees in reducing job dissatisfaction when they implement this factor effectively. The successful outcome of hygiene factors requires organisational leaders to create a comfortable working atmosphere for their employees. The following are some of the aspects of hygiene that affect job satisfaction.

2.2.1. Organisational administration and policy

Herzberg further emphasized that various variables lead to job satisfaction. Organisational administration policy includes good or bad practices of policies that affect employees. The policies established need to be reasonable, egalitarian, and unbiased. The Herzberg hypothesis was further strengthened by Naeem [23] in her research in various organisations in Pakistan when he found that the company culture and promotional policies were significantly positive concerning employee satisfaction. The relationship demonstrates that the leaders who determine organisational culture and policies must ensure that the policies are not unclear and unambiguous. Leaders must consider the concerns and be able to listen to the opinions of workers on policy change to build a healthier working environment [23].

2.2.2. Supervision

Be a good supervisor or leader is essential to enhance the employee level of job satisfaction. Crossman and Harris [24] highlighted that leaders are important people as they are the ones who implement strategies, decision making,

and action successfully. Alshmemri et al.[25] also point out that supervision is related to the competence or incompetence of the supervisory role. The task of leadership is vital to maintaining a healthy workplace, for leaders are the ones who oversee and keep their workers ultimately accountable at work.

2.2.3. Work Condition

Alshmemri et al.[25] defined, work condition involves the physical surroundings of the job and whether there are excellent or inadequate facilities. The conditions of work in which teachers work for themselves and their students in the end. Teachers are happy and expect to stay in colleges with a healthy work environment for a long time. Therefore, the working conditions such as clean, well-maintained facilities and access to modern instructional technology need to correlate significantly with the essential elements of the work environment. Besides, social environments such as culture, leadership, and relationship among colleagues also influence teachers' job satisfaction and career plans [26]. Then, it is necessary to provide teachers with a supportive and conducive work condition to contribute to their career development and to positive student's learning outcomes. They need a healthy and secure environment that offers both personal comforts and makes doing a great job easier. If the working conditions are pleasant (clean, attractive surroundings), teachers may find their duties easier to fulfill. On the other hand, teachers find it more challenging to get things done if the working conditions are bad (hot, noisy environment). Hence, having a friendly and supportive environment can lead to improved job satisfaction.

2.2.4. Salary

Employees are motivated to attain more and only give in all their efforts if they are happy with their salary. Alshmemri et al.[25] defined, salary is compensation paid (increase or decrease) by an employer in return for successful work done by an employee. Hee et al.[10] believed that the remuneration system plays a key role in order to determine the employee's level of job satisfaction. Due to the uncertain economic conditions have led to higher living costs and have forced employees to seek higher income that can guarantee their future and life satisfaction. It reinforces the Herzberg theory; if individuals believe that they are not well compensated, a state of emotional dissatisfaction will develop. Based on the study by Tlaiss [27], the majority of women managers were dissatisfied with their current salary and level of pay. The lack of satisfaction with a salary can impact their motivation and productivity dramatically, given the importance of these monetary aspects in the survival of employees in the developing countries.

2.2.5. Co-worker relations

Co-worker relationships are not a professional and personal level, but only under the circumstances that are

limited to the individual and working relationships between the worker and superiors, subordinates, and peers. This relationship includes job-related interactions and social discussions in the work environment and during break times. According to Walsh et al. [2], another method of determining if happier people's success is superior to their less satisfied colleagues is by evaluating if their supervisors, co-workers, and subordinates earn comparatively more favourable ratings. Last but not least, a positive relationship between superiors and subordinates will create harmony and an energetic environment for the employee to perform their job and attain higher job satisfaction. Saiti and Fassoulis [3] emphasized the recognition of work by their superiors leads to happiness and indirectly affects productivity, creating a feeling of devotion to the college and its goals, and develops a positive and cooperative attitude between managers and subordinates. The study by Dhamija et al. [28] also supports that the employees expected more satisfaction in terms of work-life balance, including healthy superior-subordinate relationships, as it would encourage them to fulfill their family responsibility more effectively. Understanding the different types of relationships in the workplace can help to determine the role of existing relationships play, and which ones may be lacking. The more we can build strong, meaningful relationships, the more likely we are to not only succeed but be more satisfied with career.

Hygiene factors are all about keeping an employee feeling relaxed, healthy, happy, and satisfied at work. Employees will feel lost if they are unable to meet the necessary hygiene factors. If this happens within a short period, it will cause dissatisfaction among the employees and will affect the organisation. Based on various researches, most assumed that hygiene factors did not inspire workers directly. Nevertheless, if employees are not concerned about these factors, hygiene factors may cause grave dissatisfaction.

2.3. Motivator Factor

The other factor in the two-factor theory in influencing job satisfaction is motivation. Alshmemri et al. [25] stated that motivation is the variable that strongly correlated with job satisfaction. The motivation factors must be improved to increase employees' job satisfaction. Motivation, also known as intrinsic factors, such as recognition, personal growth, achievement, advancement, work itself, and responsibility, affects job satisfaction. The job satisfaction enhances an individual's need and creates value towards employee's personal growth and career development. Moreover, Maslow has offered fulfillment of individual needs as a framework to understand job satisfaction [29]. Moreover, in contrast to hygiene factors, Herzberg concluded from his research that motivator plays an important role in increasing job satisfaction and can increase the productivity of the organisation [11]. Below

are the motivational factors that have been identified.

2.3.1. Advancement

Advancement is the positive or favourable position of the employee in the workplace, while a negative or neutral position at work is considered negative advancement [25]. Employee advancement opportunities are significant to intense job satisfaction. Advancement and opportunities for promotion encourage stronger job satisfaction because they position employees to demonstrate just how well they feel satisfied with their jobs [10]. Employee advancement can be either a formal promotion or informal promotion, even though many times, it is an official transfer from one position to another. Advancement also can be a sideways move from the current organisation to a new organisation with a similar title, salary, and responsibility such as a teacher making a sideways move from current school to another school with the same job tasks. Then, a sideways move is part of employee advancement that can enhance more durable employee job performance [5]. Therefore, employees who move upward commit to their employers to prove they are worthy of the promotion and show their skills to the new employer [2].

2.3.2. Responsibility

This factor includes both responsibility and authority about the job. Responsibility is related to gaining satisfaction from being given the responsibility and freedom to make decisions. Gaps between responsibility and authority negatively impact job satisfaction leading to dissatisfaction. A study by Singh and Bhattacharjee [21] also found the responsibility is positively significant correlated to job satisfaction. This study highlights the fact that the highest contributing factor in job satisfaction among academicians is the responsibility factor. The correlation between overall job satisfaction and the authority to carry out job responsibilities is positive and significant [30]. Herzberg's theory suggests that when employees take responsibility, it makes them aware of the fact that the employers think they have capabilities and reliable candidates. Jobs where responsibility is involved always carry a higher level of satisfaction. If the employee has no responsibility for the job, the employee will feel insecurity and self-doubt, which has an immediate effect on job satisfaction.

2.3.3. Recognition

As human beings, we love to get appreciation and recognition from the outcome of the best work we have done. Recognition and appreciation are part of the needs of life and demands in job satisfaction. Maslow Theory stated that recognition is one of the important factors that keep the human being motivated in life [31]. There is a fundamental need for individuals to feel they are growing in their jobs, they do a better job every day and how they are doing it. Tahir and Sajid [15] suggest that recognition programs might be the best solution for increasing the satisfaction of

teachers. As such, the supervisor or management should continuously give feedback and recognise efforts made by employees [4]. They need to interact and keep them in their position by remaining to be focused on their abilities and spend more time and work harder as long as their employers appreciate and recognise their efforts. Several studies have a significant result when the level of job satisfaction is always higher wherever appreciation is higher [15], [32], [33]. When recognition influences motivation, the ultimate result is reflected in the efficiency of work automatically.

2.3.4. The Work Itself

The work itself can define the nature of work. The nature of the work is the willingness to work performed by employees that has a significant effect on their level of job satisfaction. Most employees have a passion for specific tasks and would prefer to handle these tasks in the best way [4]. An employee needs to have a satisfaction level derived from the job that he or she is doing. A work that is important to employees and the diversity of skills tends to affect job satisfaction. Therefore, the work itself affects job satisfaction, while the work environment affects dissatisfaction. It means if the employee is satisfied with the work and can perform tasks that properly it will increase their job satisfaction, if they feel distressed by the work environment, it will increase the dissatisfaction [21].

2.3.5. Personal Growth

Career seems to have become more demanding because of technology and economic changes. While we enjoy our work, sometimes there comes a time when it stuck and felt bored [34]. This feeling comes out because it appears dull and uninteresting to perform the same job. When it comes to applying skills and knowledge that they have learned in the university in the workplace, they may find that they are unable to apply any of them. So, this is where personal growth and advancement opportunities play a role in job satisfaction [35]. Being able to use the talents and skills is the most critical dimension in job security, by developing those skills through mentoring, training, and education programs inject new challenges and variety into jobs. This opportunity lets employees not only expand their skills and learn a few new skills, but also give a benefit to the company [10]. Therefore, the employer needs to provide employees with the opportunity for growth by giving them a new task and allows them to become innovative in new areas and to gain further professional knowledge. When the employees take the possibility of growth, it gives more credit to employee career development by broadening their experience while they are becoming a more valuable asset to an organisation [35].

2.3.6. Achievement

Alshmemri et al.[25] suggested that there are positive and negative achievements or performance. Positive achievement includes achieving a specific success, such as

completing a complex and challenging task on time, solving a job-related problem (have more ideas and solutions), or seeing positive results of one's work [2]. Negative achievement involves failure to perform at work or poor decision-making on the job. Employees will feel satisfied when they achieve their career goals and get an appreciation for their efforts. This appreciation further enhanced the employees to be more innovative, productive, efficient, committed, and have belongingness to the organisation [18]. Through this positive achievement, employees' job satisfaction will improve. Employees will feel more passionate and satisfied with the job. Employees would be happy, fulfilled, and inspired to work harder because they loved the impression of satisfaction.

Motivator factors are vital in influencing employees' job satisfaction. The lack of these factors will directly impact employee job satisfaction and will result in unfavourable outcomes. Demotivated and unsatisfied employees will cause an increase in turnover, absenteeism rate, and high customer complaints in the organisation. Hence, employers need to pay attention to these factors so that they can produce a satisfied, happy, and productive workforce.

2.4. How The Herzberg Two-Factor Complement Each Other For Teachers?

Teaching nowadays requires high commitment from teachers; the workload is heavy, the role broad and the teachers are directly responsible for educating and developing the students. Educating and developing technical and vocational students requires quality, competent and high commitment teachers. Without commitment and motivation, they feel dissatisfied, or lack of passion in their job and the worst situation, some of them may withdraw or turnover from the profession. Teachers will achieve their job satisfaction when the motivation and hygiene factors complement each other [20]. But how? As intrinsic factors, motivation can encourage teachers to work harder. While the hygiene factors will not encourage teachers to work harder, but they will cause them to become unmotivated if they are not present. In other words, poor hygiene factors may decrease teachers' job satisfaction while motivating factors to increase teachers' job satisfaction.

Herzberg [20] believed in this theory that the hygiene factors could contribute to job dissatisfaction if employers did not show much concern about the related contributing factors. This statement, supported by a study from Kacel et al. [36], found that both motivation and hygiene factors contributed to job satisfaction. They also found by improving hygiene factors such salary can improve job satisfaction. To get an ideal situation, teachers are very motivated and almost have no complaints in their job.

Nevertheless, it does not mean when teachers are highly motivated, and they do not have any complaints. As humans, there are many things we feel satisfied and dissatisfied. For example, teachers are motivated when

doing their job, but they still have complaints about the work environment or work condition. Sometimes, in the worst situation, teachers are not motivated and have many complaints about their job. Some of the previous studies were related to the influence of hygiene factors such as work environment on job satisfaction [37], [38]. Alshmemri et al.[25] also proved the hygiene factors were less important to job satisfaction; however, the motivation factors were essential and led to job satisfaction. Generally, the employee who starts his/her job will be very concerned with the hygiene factors such as salary and work environment

Vocational colleges want their teachers with the best possible performance. However, how to motivate the teachers? There is not much point in motivating them if they do not care for hygiene factors. Motivating people to work when the things they complain about disappear. When the dissatisfaction is taken away, the institutions can focus on motivating teachers effectively. Herzberg Two-Factor Theory likewise concentrated on the main needs recommended by Abraham Maslow. Maslow [31] also suggests in Needs Theory; humans are motivated to satisfy five basic needs, and we seek to satisfy the lowest level of needs [39]. Once this is done, we seek to satisfy each higher level of need until we have satisfied all the five needs.

3. Theoretical Framework

This study suggested the Herzberg Two-Factor Theory of job satisfaction in developing the proposed theoretical

framework [11]. Based on the review and previous findings in the literature, a theoretical framework was developed, as presented in Figure 1.

4. Research Implications

This research objective is to show a better understanding of the reasons why it is necessary to retain teachers' job satisfaction in vocational education in Malaysia and addressed the factors that affect the satisfaction of teachers. Considering the possible reasons will help the management of these intuitions to devise a program or policy that will enhance their teachers' job satisfaction. Understanding individual goals, coupled with more extensive skills and abilities, can lead to more significant opportunities. Individuals are valuable assets to organisations. Employers need to take note of what contributes towards employee job satisfaction. If the college is not able to do that, it will dissuade the motivation of these teachers and will interfere with their teaching focus. Loss of teaching focus would affect a student's academic performance. Besides, the most severe impact on vocational college is that these teachers will look for other work opportunities and work environments, which are more secure and provide them with higher job satisfaction and job security. Use the right approaches to improve job satisfaction, and vocational colleges will be able to enhance employee loyalty and promise excellent organisational performance and productivity.

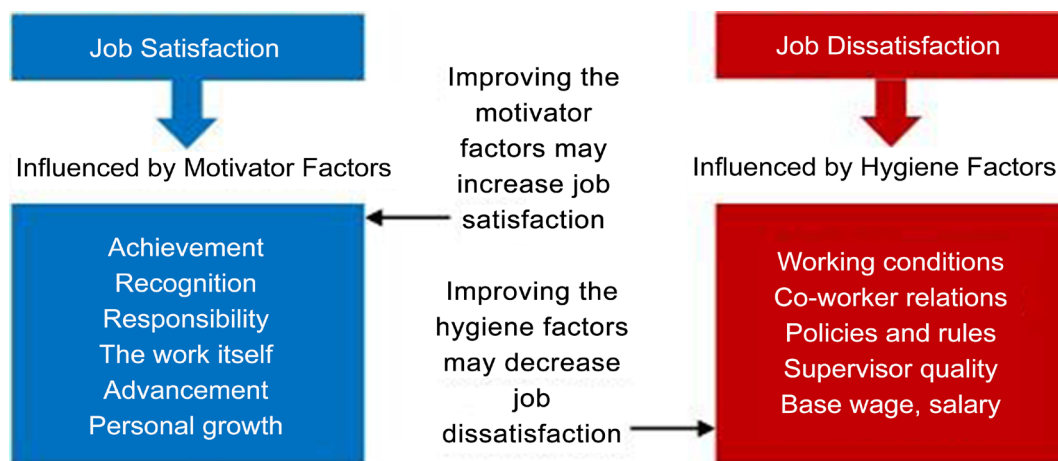


Figure 1. Theoretical Framework (Adapted from Herzberg's Two-Factor Theory)

5. Conclusions

Herzberg Two-Factor Theory provides two factors that affect teachers' motivation in the workplace. Hygiene factors will influence teachers' working less if they are not present, while motivational factors will motivate teachers to work better if they are present. Therefore, any hygiene factors must be resolved first, and then motivating factors must be boosted. As an employer, a vocational college needs to ensure teachers' job satisfaction is at the maximum level. If the management wants to increase teachers' job satisfaction, they should be concerned with the nature of the work itself, which is the opportunities it presents for gaining status, assuming responsibility, and achieving self-realisation. In addition to this, if management decides to decrease dissatisfaction, they must focus on the job environment, which includes policies, procedures, supervision, and working conditions. Other than that, management must tackle the issue of employee satisfaction in order to boost workplace happiness. The education world now demands quality teachers to produce quality students. As such, significant efforts need to be made to provide happy, motivated, satisfied, and productive academicians. Satisfied teachers deliver better service because they can understand their job and students better. Once satisfied, teachers would in return contribute more to institutions by helping to achieve vocational colleges' mission and vision.

Acknowledgments

The authors would like to thank the team members in the Faculty of Technical and Vocational Education (FPTV), UTHM, for their support, ideas and knowledge. This paper received the Research Fund (E15501) from the Research Management Centre, University Tun Hussein Onn Malaysia.

REFERENCES

- [1] M. B. Thakur, S. Ansari, and P. Bidkar, "Exploring the relationship between work environment and job satisfaction," *Manager*, vol. 68, no. 1, 2020.
- [2] L. C. Walsh, J. K. Boehm, and S. Lyubomirsky, "Does Happiness Promote Career Success? Revisiting the Evidence," *J. Career Assess.*, vol. 26, no. 2, pp. 199–219, 2018.
- [3] A. Saiti and K. Fassoulis, "Job satisfaction: Factor analysis of Greek primary school principals' perceptions," *Int. J. Educ. Manag.*, vol. 26, no. 4, pp. 370–380, 2012.
- [4] D. Vujičić, A. Jovičić, D. Lalić, S. Gagić, and A. Cvejanov, "The relation between job insecurity, job satisfaction and organisational commitment among employees in the tourism sector in Novi Sad," *Econ. Ind. Democr.*, vol. 36, no. 4, pp. 633–652, 2015.
- [5] M. N. Patterson, "Proactive Personality Benefits: The Role Of Work-Life Saliency, Career Encouragement, And Career Satisfaction," San Jose State University, 2018.
- [6] A. Farinde-Wu and P. G. Fitchett, "Searching for Satisfaction: Black Female Teachers' Workplace Climate and Job Satisfaction," *Urban Educ.*, vol. 53, no. 1, pp. 86–112, 2018.
- [7] A. Saiti and Y. Papadopoulos, "School teachers' job satisfaction and personal characteristics: A quantitative research study in Greece," *Int. J. Educ. Manag.*, vol. 29, no. 1, pp. 73–97, 2015.
- [8] F. Noordin and K. Jusoff, "Levels of Job Satisfaction amongst Malaysian Academic Staff," *Asian Soc. Sci.*, vol. 5, no. 5, 2009.
- [9] D. Hinić, J. Grubor, and L. Brulić, "Followership styles and job satisfaction in secondary school teachers in serbia," *Educ. Manag. Adm. Leadersh.*, vol. 45, no. 3, pp. 503–520, 2017.
- [10] O. C. Hee, H. S. Yi, L. L. Ping, T. O. Kowang, and G. C. Fei, "Factors Influencing Job Satisfaction in the Palm Oil Industry in Malaysia," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 2, 2019.
- [11] F. Herzberg, B. Mausner, and B. B. Snyderman, *The Motivation to Work*. New Brunswick (U.S.A), London (U.K): Transaction Publishers, 2010.
- [12] F. Bushra, A. Usman, and A. Naveed, "Effect of Transformational Leadership on Employees' Job Satisfaction and Organizational Commitment in Banking Sector of Lahore (Pakistan)," *J. Bus. Soc. Sci.*, vol. 2, no. 18, pp. 261–268, 2011.
- [13] B. Dimitrios and K. Athanasios, "Transformational Leadership and Job Satisfaction in the Banking Sector: A Review," *Int. Rev. Manag. Mark.*, vol. 4, no. 3, pp. 187–200, 2014.
- [14] R. Z. A. R. Ibrahim, K. Ohtsuka, M. M. Dagang, and A. A. Bakar, "Job satisfaction among Malaysian employees: An application of spector's job satisfaction survey in the South East Asian context," *J. Pengur.*, vol. 41, pp. 69–79, 2014.
- [15] S. Tahir and S. M. Sajid, "Understanding the Job Satisfaction of Indian Academicians," *Manag. Labour Stud.*, vol. 44, no. 4, pp. 369–393, 2019.
- [16] B. K. Joo and I. Lee, "Workplace happiness: work engagement, career satisfaction, and subjective well-being," *Evidence-based HRM*, vol. 5, no. 2, pp. 206–221, 2017.
- [17] F. T. Kafumbu, "Job Satisfaction and Teacher Turnover Intentions in Malawi: A Quantitative Assessment," *Int. J. Educ. Reform*, vol. 28, no. 2, pp. 207–226, 2019.
- [18] O. C. Hee, S. H. Ong, L. L. Ping, T. O. Kowang, and G. C. Fei, "Factors Influencing Job Satisfaction in the Higher Learning Institutions in Malaysia," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 2, pp. 9–20, 2019.
- [19] N. Mustapha and Z. C. Zakaria, "The Effect of Promotion Opportunity in Influencing Job Satisfaction among Academics in Higher Public Institutions in Malaysia," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 3, no. 3, pp. 20–26, 2013.
- [20] F. Herzberg, "One More Time : How Do You Motivate Your

- Employees," *Harv. Bus. Rev.*, no. January, pp. 86–96, 1968.
- [21] M. Singh and A. Bhattacharjee, "A Study to Measure Job Satisfaction Among Academicians Using Herzberg's Theory in the Context of Northeast India," *Glob. Bus. Rev.*, pp. 1–22, 2019.
- [22] F. Herzberg, "One more time: How do you motivate your employees," *Hbr*, vol. 6, no. 5, pp. 76–86, 1968.
- [23] N. Naeem, "Impact of Organizational Culture and Promotional Policies on Employee Job Satisfaction: The Case of Pakistan," *J. Bus. Financ.*, vol. 01, no. 02, pp. 63–68, 2013.
- [24] A. Crossman and P. Harris, "Job Satisfaction of Secondary School Teachers," *Educ. Manag. Adm. Leadersh.*, vol. 34, no. 1, pp. 29–46, 2006.
- [25] M. Alshmemri, L. Shahwan-Akl, and P. Maude, "Herzberg's two-factor theory of job satisfaction," *Life Sci. J.*, vol. 14, no. 5, pp. 12–16, 2017.
- [26] E. S. K. Wong and T. N. Heng, "Case Study of Factors Influencing Jobs Satisfaction in Two Malaysian Universities," *Int. Bus. Res.*, vol. 2, no. 2, pp. 86–98, 2009.
- [27] H. A. Tlaiss, "Job satisfaction of women managers in Lebanon: The effect of organisational factors in the services industry," *Int. J. Cross Cult. Manag.*, vol. 13, no. 3, pp. 279–298, 2013.
- [28] P. Dhamija, S. Gupta, and S. Bag, "Measuring of job satisfaction: the use of quality of work life factors," *Benchmarking An Int. J.*, vol. 26, no. 3, pp. 871–892, 2019.
- [29] M. K. Nalla, S. Y. Paek, and S. S. L. Lim, "The influence of organisational and environmental factors on job satisfaction among security guards in Singapore," *Aust. New Zeal. J. Criminol.*, vol. 50, no. 4, pp. 548–565, 2017.
- [30] L. A. Leip, J. Stinchcomb, and M. Schiff, "Job Satisfaction and Work-Related Stress: Results From a National Survey of Prison Wardens," *Crim. Justice Rev.*, vol. 42, no. 4, pp. 400–410, 2017.
- [31] A. H. Maslow, "A theory of human motivation," *Psychol. Rev.*, vol. 50, no. 4, pp. 370–396, 1943.
- [32] F. Castanheira, "Job Descriptive Index," *Encycl. Qual. Life Well-Being Res.*, pp. 3439–3441, 2014.
- [33] M. Islam and S. Islam, "Job satisfaction of university library employees: A study of two university libraries in Bangladesh," *Bus. Inf. Rev.*, vol. 28, no. 3, pp. 184–192, 2011.
- [34] J. Hu and H. Liu, "Job satisfaction among nurses in China," *Home Heal. Care Manag. Pract.*, vol. 17, no. 1, pp. 9–13, 2004.
- [35] H. T. M. Bui, "Big five personality traits and job satisfaction: Evidence from a national sample," *J. Gen. Manag.*, vol. 42, no. 3, pp. 21–30, 2017.
- [36] K. B., M. M., and N. D., "Measurement of nurse practitioner job satisfaction in a Midwestern state," *J. Am. Acad. Nurse Pract.*, vol. 17, no. 1, pp. 27–32, 2005.
- [37] T. Marshall, E. M. Mottier, and R. A. Lewis, "Motivational Factors And The Hospitality Industry: A Case Study Examining The Effects Of Changes In The Working Environment," *J. Bus. Case Stud.*, vol. 11, no. 3, p. 123, 2015.
- [38] S. Pawirosumarto, P. K. Sarjana, and R. Gunawan, "The effect of work environment, leadership style, and organisational culture towards job satisfaction and its implication towards employee performance in Parador hotels and resorts, Indonesia," *Int. J. Law Manag.*, vol. 59, no. 6, pp. 1337–1358, 2017.
- [39] A. R. Reid-Cunningham, "Maslow's Theory of Motivation and Hierarchy of Human Needs: A Critical Analysis," *PhD Thesis*, pp. 1–83, 2008.