



The Factor Affecting Academic Staff Satisfaction at TVET Institutions

Iskandar Reduan¹, Habsah Mohamad Sabli^{1*}, Azrol Adenan¹

¹Politeknik Mukah, KM 7.5 Jalan Oya, 96400 Mukah, Sarawak, Malaysia

*Corresponding author: habsah@pmu.edu.my

Please provide an **official organisation email** of the corresponding author

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Abstract

Despite the importance of academic staff satisfaction, there is limited research on the factors that affect their job satisfaction in TVET institutions. It is crucial to identify and address the factors that impact academic staff satisfaction to ensure a high quality of education and training. Furthermore, TVET institutions often face unique challenges that can affect academic staff satisfaction, such as the lack of resources and the difficulty in attracting and retaining skilled staff. Therefore, this study aims to identify the factors that affect academic staff satisfaction at TVET institutions and provide recommendations for improving staff satisfaction and retention. Therefore, this paper aims to identify the factor affecting job satisfaction among academic's staff at Politeknik Mukah Sarawak (PMU). Several factors that contribute to job satisfaction differ among employees. This study adopts Herzberg's Motivation Hygiene Theory of Job Satisfaction includes Organizational Leadership Style and Supervision, Organizational Communication, Promotion Opportunities, Job Security, Remuneration, and Employee benefits. A total of 189 respondents were involved in the study from five main departments and two support departments. Data is collected using the questionnaire method, Google Form as a study instrument, and distributed to respondents. The data was analyzed using the Partial Least Squares Structural Equation Modeling technique. According to the data processing results, only Organization Communication is not significant in academic staff job satisfaction at PMU. The outcome of this research can help the decision makers to increase job satisfaction among PMU (Politeknik Mukah Sarawak) staff.

Keywords: - Job satisfaction, organizational leadership style and supervision, working condition

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1. Introduction

Malaysia's education system is considered quite competitive, owing to the proliferation of universities in recent years (Ahsan, Abdullah, Yong, & Alam, 2009). Malaysia's Higher Education Institutions (HEIs) include public universities, private universities, branch campuses of foreign universities, polytechnics, and community colleges. Polytechnics, as part of Malaysia's institutions of higher learning, have been utilizing the blended learning approach through its self-developed learning management system - Curriculum Online Document Information System (CIDOS) (Saharudin, Hamzah & Rahman, 2020). Romli (2016) claimed in her study that the respondents

(polytechnic commerce diploma students) well received CIDOS as a blended learning method. Malaysia's education system has undergone remarkable changes and rapid transformations since independence as the country strived to improve educational standards. The initial system's purpose was simply to assist people in coping with daily life. However, as time passed, people began to believe that education would also lead to a better way of life (Zain et al., 2017). During the post, Covid 19 pandemic, the hybrid teaching, and learning method is still used in PMU. The shift back to face norms resulted from lecturers and students having difficulties adapting to the new environment. Lecturers need to record and teach online if any students are affected by Covid 19. This has

resulted in the lecturer having to make two methods at once. Besides teaching in a minimum of 16 credit hours, the lecturer also needs to perform other side tasks and needs high commitment. Due to this commitment, the academic staff can be exposed to stress and workloads. Hence this paper aims to identify the factor affecting job satisfaction among academic staff at PMU. According to Alam (2009), Job satisfaction is undoubtedly one of the hottest issues in management research, and it has been studied in various industrial environments and at various levels of employee roles and responsibilities dimensions.

Employee job satisfaction is critical to the success of a higher education institution because high quality education and positive student learning outcomes can be sustained and achieved by paying special attention to factors influencing job satisfaction (Hee et al., 2019). Performance evaluations should consider job satisfaction (Wahi et al., 2021). Employees who are contented at work are more productive and more likely to stick to the organization longer Sarker et al. (2013) than those who are unhappy. High rates of employee turnover place stress on academic staff members at PMU because of changes in organizational management, including procedures and rules. The evidence for this comes from studies (Noordin & Jusoff, 2009) that demonstrate a reasonable level of job satisfaction among Malaysian universities' academic staff members. Based on Herzberg's Motivation Hygiene Theory, job satisfaction will be evaluated with the following factors: organizational leadership style and supervision, working conditions, organizational communication, opportunities for advancement, job security, compensation, and employee benefits. This study was motivated by how crucial job satisfaction is for educators Researchers are drawn to this topic by inconsistent results and a dearth of studies. The research findings may aid in developing facilities or implementing rewards for educators or the government. This paper is structured as follows. In the beginning, it offers a summary of pertinent literature. Second, it describes the methodology and design of the study. It then presents and discusses the research's findings before offering a conclusion.

The Motivation-Hygiene Hypothesis is another name for Herzberg's dual-factor theory (1959). The central idea of this theory is the separation of motivational and hygiene variables. These two factors influencing job satisfaction are divided into two categories. In determining job satisfaction, motivational factors are regarded as more important than sanitary factors. The desire to avoid unpleasant experiences is linked to hygiene factors. Because of "the individual's desire for self-development and self-actualization," motivation factors contribute to job satisfaction. Motivational elements include organisational communication, promotion opportunities, and job security, while hygienic elements include organisational leadership style and supervision, working conditions, remuneration, and employee benefits. According to (Smerek & Peterson, 2007), motivators are factors that inspire employees to work. These motivators result in job satisfaction.

Motivational elements are based on an individual's desire for personal development. When motivational factors are present, they can aid in the active creation of job happiness. If they are effective, they can motivate people to give above-average effort or performance (Sureshchandar et al., 2002). Receiving recognition, opportunities for advancement, responsibility, status, a sense of personal accomplishment, and personal growth in the workplace are all motivating factors. Motivational factors contribute to increased job satisfaction (Chu & Kuo, 2015). As hygiene factors, factors that reduced job dissatisfaction were identified. The foundation for hygiene factors is an organization's desire to reduce unpleasantness in the workplace. Employee dissatisfaction happens when an employee believes that these factors are insufficient. Company policy and administration, feelings of job security, financial pay, supervisory quality, and the quality of human relations and the working environment are typical hygiene variables (Hee et al., 2019).

Job satisfaction is defined as an individual's behavior concerning their work duties and their motivation. Positive behavior leads to a balanced level of job satisfaction, whereas negative behavior leads to job discontent (Scott et al., 2005). Employees who are happy with their jobs are more likely to stay with the company in the long run, because they care more about the quality of their work and are more loyal to the company (Subardjo & Tentama, 2020). It is impossible to overestimate the importance of job satisfaction in terms of performance. People who are happy with their jobs are more motivated, put in more effort, and are more likely to perform well than those who are unhappy (Lam et al., 2022). Given the importance of job satisfaction among PMU's academic staff. According to previous research, the existence of various factors and associations between variables becomes a reason to conduct this research.

2. Methodology

The Partial Least Square-Structural Equation Modeling (PLS-SEM) technique is used in this study to test the relationship between variables using a quantitative descriptive method. SEM is used as an analytical technique to confirm whether a particular model is valid or not. The PLS-SEM model is evaluated in two steps: evaluating the model (the outer model) and evaluating the structural model (evaluating the inner model). The outer model's evaluation includes the value of outer loading, average variance extracted (AVE), and composite reliability (CR), while the inner model's evaluation includes the value of path coefficients and R-square (R²) (Chuan, 2006). The Motivation-Hygiene Hypothesis is another name for the questionnaire based on Herzberg's dual-factor theory (1959). The participants in this study were PMU academic staff. The sample size for this study was 189 respondents, which were successfully collected through efforts to distribute as many questionnaires as possible during the Covid-19 pandemic, which occurred in the third quarter of 2022.

3. Result and Discussion

3.1 Descriptive Statistic

Table 1. Demographic respondent profiles

Categories	Items	Frequency	%
Gender	Male	100	52.9
	Female	89	47.1
Marital Status	Single	36	19.1
	Married	153	80.9
	Widowed	-	-
	Divorced	-	-
Do You Live Far from your family?	Yes	111	58.7
	No	78	41.3
Age	<20	-	-
	21-25	-	-
	26-30	24	12.7
	31-35	35	18.5
	36-40	50	26.5
	>40	80	42.3

Table 1 displays information about the demographic profiles of lecturers. The survey included 52.9% male lecturers and 47.1% female lecturers. More than half of the respondents (81.0%) were already married, with the majority (56.3%) living far away from their families. Nearly half of those polled were over the age of 40, with the majority being Muslims (83.6%) and Malay (68.8%). The Department of Commerce employs the majority of the lecturers (19.6%), and 57.1% have been with the department for at least 12 years. Finally, it is worth noting that 75% of lecturers work 15-19 hours per week.

3.2 Validity and Reliability Test

Table 2 summarizes the score information from factor loading, VE, CR, and Cronbach's Alpha for the modified SEM model. This test was used to assess discriminant validity, and the results on CR were positive. Table 6 displays the factor loading, CR, and Cronbach's alpha values for construct investigations. The modified SEM model's factor loading, VE, CR, and Cronbach's Alpha values are all excellent. All factor loadings are still above the cut-off value (0.50). The reliability obtained is good because all variance extracted (VE) values are greater than 0.50, construct reliability (CR) is greater than 0.70, and Cronbach's Alpha is greater than 0.60. (cut-off values). Furthermore, Cronbach's alpha values for Organizational Leadership Style and Supervision (OLS), Organizational Communication (OC), and Promotion Opportunities Job Security and Remuneration and Employee Benefit (REB) were 0.925, 0.946, 0.941, 0.935, and 0.929, respectively. The SEM model is good based on the overall suitability test results.

Table 2. The validity and reliability measurements for all constructs

Item Description	Factor Loading	VE	CR	Cronbach's Alpha
OLS1	0.861	0.712	0.925	0.899
OLS2	0.834			
OLS3	0.844			
OLS4	0.871			
OLS5	0.808			
OC1	0.824	0.779	0.946	0.926
OC2	0.902			
OC3	0.898			
OC4	0.885			
OC5	0.902			
POJS1	0.869	0.762	0.941	0.921
POJS2	0.874			
POJS3	0.915			
POJS4	0.898			
POJS5	0.804			
REB1	0.772	0.742	0.935	0.912
REB2	0.885			
REB3	0.868			
REB4	0.906			
REB5	0.872			
PJS1	0.827	0.723	0.929	0.904
PJS2	0.857			
PJS3	0.846			
PJS4	0.855			
PJS5	0.867			

3.3 Goodness of Fit

Based on the information provided in Table 3, the final structural equation model (SEM) appears to have a good overall goodness of fit. The APC and AARS indices, which measure the absolute and relative fit of the model, respectively, both show significant and good fit at a p-value of less than 0.001. The AVIF index, which indicates the amount of variance explained by the model, is acceptable since it is less than 5 and ideally less than 3.3. The GoF index, which provides an overall assessment of the fit, is considered large since it exceeds the threshold of 0.36 for a large effect size. This suggests that the model fits the data well. The SPR index, which measures the standardized parameter estimate, is acceptable since it is greater than 0.7 and ideally equal to 1. This indicates that the model's parameter estimates are reliable and accurate. The RSCR index, which measures the model's ability to reproduce the correlations among the variables in the sample, is acceptable since it is greater than 0.9 and ideally equal to 1. This indicates that the model reproduces the correlations in the data accurately. The SSR index, which measures the amount of variance in the observed variables explained by the model, is acceptable since it is greater than 0.7. This indicates that the model explains a reasonable amount of variance in the observed variables. Overall, the results of the goodness-of-fit indices suggest that the final SEM is a good fit for

the data and that the model provides a reasonable explanation of the relationships among the variables included in the analysis.

Table 3. Overall goodness of fit for final SEM

Goodness of Fit	Result	Model Requirement	Testing Decision
APC	0.244	P<0.001	good fit
AARS	0.598	P<0.001	Good fit
AVIF	3.374	acceptable if <= 5, ideally <= 3.3	acceptable
GoF	0.671	small >= 0.1, medium >= 0.25, large >= 0.36	large
SPR	0.857	acceptable if >= 0.7, ideally = 1	acceptable
RSCR	0.993	acceptable if >= 0.9, ideally = 1	acceptable
SSR	1.000	Acceptable if >=0.7	acceptable
NLBCDR	1.000, ac		

3.4 Interpretation of Path Coefficients in SEM

The coefficient of determination (R-Square, R2) is 0.66, indicating that 66% of the diversity of the PJS constructs can be explained by the OLS, OC, POJS, and REB constructs combined, while the remaining 44% is explained by other constructs not included in the SEM model. The hypothesis testing results are shown in Table 4. Table 4 displays the results of hypothesis testing in the direct relationship of several constructs. Three of the four hypotheses are significant with p-values of 0.05.

Table 4. The Relationship Path among the Constructs.

Hypothesized Paths	Estimate	P	Result
H1: OLS->PJS	0.120	0.047***	Significant
H2: OC ->PJS	0.013	0.429	Not Significant
H3: POJS ->PJS	0.507	<0.001***	Significant
H4: REB ->PJS	0.277	<0.001***	Significant

Note: ***, **, and * denote the two-tail statistical significance at 1%, 5%, and 10% respectively Source: Data Processing, 2022

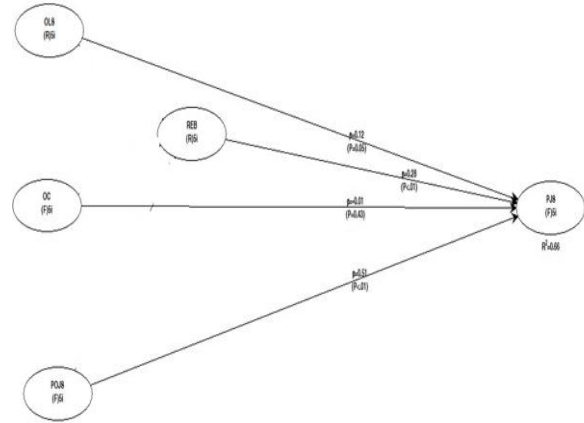


Fig.1. The Path Coefficient

$$PJS = 0.12OLS + 0.01OC + 0.51POJS + 0.277REB + e \quad (1)$$

A significant direct effect of Organizational Leadership Style and Supervision (OLS) on Personal Job Satisfaction (PJS) of 0.12 is obtained. The higher the value of Organizational Leadership Style and Supervision, the higher the value of Personal Job Satisfaction; conversely, the lower the value of Organizational Leadership Style and Supervision, the lower the value of Personal Job Satisfaction. It is also obtained a significant direct effect of Promotion Opportunities Job Security (POJS) on Personal Job Satisfaction (PJS) of 0.51. Personal Job Satisfaction increases as Promotion Opportunities Job Security increases; conversely, as Promotion Opportunities Job Security decreases, Personal Job Satisfaction decreases. Additionally, it is determined that the direct effect of remuneration and employee benefits (REB) on Personal Job Satisfaction (PJS) is 0.708. The higher the remuneration and employee benefits value, the higher the Personal Job Satisfaction value; conversely, the lower the remuneration and employee benefits value, the lower the Personal Job Satisfaction value. There is no significant direct effect of Organizational Communication (OC) on Personal Job Satisfaction (PJS). The higher/lower the Organizational Communication value has no effect on the Personal Job Satisfaction value. According to the findings of this study, Organizational Leadership Style and Supervision, Promotion Opportunities, Job Security, Remuneration, and Employee Benefit have a positive and significant effect on Personal Job Satisfaction.

4. Conclusion and Recommendations

As stated previously, the goal of this study is to identify the factors influencing job satisfaction among academic staff at Politeknik Mukah Sarawak (PMU). Based on the findings, three of the four independent variables, namely Organizational Leadership Style and Supervision, Promotion Opportunities, Job Security, Remuneration, and Employee Benefits, have a significant and positive influence, and Interface Issues, are significant and in accordance with the theory. Meanwhile, the variable Organizational Communication has no effect on personal job satisfaction. Although this research is appealing, there have been critics and suggestions for improvement of the organizational communication scales developed in Western organizations to make them applicable to collectivist culture-based organizations. Despite the fact that the current study confirmed earlier studies, caution should be exercised when extrapolating the results due to the complex relationship between communication and work satisfaction in organizational settings. One of the most challenging issues for the discipline of corporate communication is applying theories and models created in one part of the globe while trying to comprehend a phenomenon that occurs in another part of the world (Abu Bakar & Mustaffa, 2013). The complex and dynamic evolution of communication and its relationship with job satisfaction in organizational environments will be better understood and clarified with more research. Because successful communication enables them to accomplish the organizational goal, managers and supervisors must ensure and promote effective communication flow in their businesses. However, the scope of this study is limited to the academic staff of Politeknik Mukah, and the findings do not reflect the overall results of the academic staff of Politeknik Malaysia. This study's respondents are also bound by Malaysian government circulars and policies that cannot be implemented at the institutional level. Some of the questionnaires were not returned to the researcher due to time constraints and costs, which was one of the study's limitations and setbacks. The study also underscores the unique challenges that TVET institutions face, such as the lack of resources and the difficulty in attracting and retaining skilled staff. To address these challenges, the study recommends that TVET institutions prioritize the development of policies and practices that promote job security, provide opportunities for professional growth and recognition, and support work-life balance. Furthermore, it is crucial for TVET institutions to foster a positive and supportive work environment that values the contributions of academic staff and promotes a culture of collaboration and innovation. Overall, the findings of this study have important implications for the management of TVET institutions and provide insights into the factors that impact academic staff satisfaction and retention. By addressing these factors and creating a supportive work environment, TVET institutions can

improve the quality of education and training provided to students and contribute to the development of a skilled and competent workforce.

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