Determining Factors of Job Satisfaction in TVET Organizations towards Work Productivity in Achieving SDGs

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Abstract
Job satisfaction plays a role in enhancing excellent work productivity in Technical and Vocational Education and Training (TVET) institutions in Malaysia. The role of job satisfaction is crucial in the competition of global challenges in the ever-evolving world of education. The focus of this study aligns with the Sustainable Development Goals (SDGs) and the Fourth Industrial Revolution (4IR) to promote quality education and health well-being for all societies. The purpose of this study is to examine the factors in job satisfaction and work productivity in the context of preserving SDGs. This qualitative study involves secondary data sources such as books, journal articles, and online resources focusing on SDGs. The main challenge in preserving sustainable development to achieve the Vision of Prosperity 2030 (WKB 2030) is by providing a work environment that can enhance job satisfaction, thereby positively impacting work productivity and placing the 17 SDGs at the heart of human well-being, especially in TVET organizations.
Keywords: Job Satisfaction, Work Productivity, Sustainable Development Goals, Industrial Revolution 4.0

Introduction
Research interest in job satisfaction has been significant, drawing attention from numerous scholars across various organizational sectors (Olubiyi, 2023; Bilderback, 2023; Westerman et al., 2022; Lawal et al., 2022; A Rahim, 2022; Ghasemy, Rosa-Díaz, & Gaskin, 2021; Silva et al., 2020; Khan et al., 2014). This interest is fuelled by its long-term impact, particularly in the pursuit of Sustainable Development Goals (SDGs). The SDGs highlight the importance of quality education (SDG4) in addressing job satisfaction concerns within TVET organizations. The influence of job satisfaction indirectly shapes the quality of education, promoting lifelong learning (Hager, 2004) and enhancing work productivity. This agenda aligns with the 17 Frameworks of the SDGs, emphasizing 169 targets linked to eight Sustainable Development Goals established in 2000 (UNESCO, 2020). The primary focus is on addressing poverty Monteiro (2019) and improving human well-being UNESCO (2020) by 2030. Job satisfaction often correlates positively with work productivity. The evolution of TVET in Malaysia has encountered various challenges in ensuring the sustainability of its establishment agenda. Malaysian TVET institutions operate to meet industry demands and contribute to economic

growth, aligning with the transformations of the Fourth Industrial Revolution. However, the transformations in TVET pose indirect challenges to job satisfaction among teaching staff, impacting the production of graduates equipped with the necessary skills for diverse industrial fields.

In the process of aligning the adjustments in the planned Technical and Vocational Education system, comprehensive consideration must be given to all facets of management and implementation. To achieve the goal of producing highly skilled and marketable TVET graduates by 2025, a thorough examination of the human resources overseeing the implementation of the TVET education system in Malaysia is imperative. Specifically, the focus is on teachers who bear the responsibility and trust outlined by the Ministry of Education Malaysia. The success of the country's education system hinges on the dedicated efforts of teachers (Ministry of Education Malaysia, 2013). The changes introduced in the TVET education system have impacted various stakeholders, notably teachers, in realizing the objectives established by the Ministry of Education Malaysia (KPM).

Consequently, issues surrounding job satisfaction and the productivity of TVET teachers have become subjects of ongoing debate. This scenario aligns with the ongoing transformation in the TVET education system, aimed at enhancing the quality of education to attain the school performance index (KPI) specified in the Malaysia Education Development Plan (Higher Education) 2015-2025. Additionally, the National Dialogue (2016) addressed contemporary issues in the education landscape, particularly focusing on the quality of teachers, schools, and student learning. High-quality teachers play a crucial role in contributing to student academic achievement and overall institutional excellence (NorZhaahirah, 2022; KPM, 2013; OECD, 2005). This research paper explores the factors involved faced by teachers in achieving job satisfaction to enhance work productivity in TVET organizations.

Issues and Challenges of Job Satisfaction

The significance of job satisfaction persists as a crucial component that warrants attention, given the potential negative consequences when not adequately addressed. One such consequence is emotional, involving stress and self-efficacy related to job satisfaction if unfulfilled by the institution (Atmaca et al., 2020; Lee et al., 2014; Skaalvik, 2010). Consequently, factors contributing to teacher dissatisfaction encompass poor-quality work results, negligence, truancy, disciplinary issues (Al-Hanhanah & Al-Harethi, 2019), a diminished enthusiasm for teaching, stress, and a decline in student achievement (Maqbool, 2017). Failure to address these issues effectively can negatively impact the teaching and learning process, school success, and student academic achievements, thereby influencing the overall quality of education (Gilmour et al., 2022). This challenge may impede the active participation and advancement of individuals in the teaching profession. Hence, this research gap will focus on exploring the factors of job satisfaction on work productivity in achieving the objectives of the Sustainable Development Goals (SDGs) within TVET organizations in Malaysia. This discussion serves as a crucial framework for action in TVET organizations to attain sustainable well-being at work, aligning with the objectives of the Shared Prosperity Vision 2030 (WKB 2030) and the initiative of achieving quality education goals in Technical and Vocational (TVET) institutions in Malaysia.

Every organizational work situation has its unique satisfaction patterns that contribute to producing quality workers and accomplishing organizational objectives. Positive psychological effects on work requirements will enhance motivation (Aziri, 2011) and worker

productivity, concurrently reducing teacher absenteeism, work stoppage rates, productivity and work performance issues, negligence, and addressing the mental and physical health concerns of workers (Aman-Ullah et al., 2021; Inayat & Khan, 2021; Maiti, 2019; Saqib et al., 2014). Additionally, frequently studied factors in job satisfaction include recognition for work achievement (Zulkafli & Mahbob, 2020), salary considerations (Joseph et al., 2021; Hendrasti, Syahrul, & Fahmy et al., 2021) based on work level, and clear work goals for goal attainment (Zulkafli & Mahbob, 2020).

Methodology
The literature review is part of the analysis, evaluation, and contribution to current knowledge related to the research problem (Hart, 2018). This literature review consists of various published sources about the factor of job satisfaction relationship towards work productivity. Several journals, periodicals, seminal books, and other published materials have been referred to conduct this literature review.

Literature Review
The understanding of job satisfaction has undergone evolution and embraced diverse meanings and perspectives since the 1930s (Judge et al., 2017, 2020). Job satisfaction is delineated as the behaviours, feelings, and aspirations individuals hold toward their work (Essien & Gimba, 2017), encompassing both positive and negative emotions (Islam & Siengthai, 2009) arising from the experience and evaluation of the respective work (Judge, 2020). In contrast, Chipunza and Malo (2017) characterize job satisfaction as an individual's overall perception and evaluation of their job. This underscores that job satisfaction contributes to a sense of happiness and enjoyment in connection with one's work.

Productivity, on the other hand, denotes the efficient and committed execution of assigned tasks (Musibau, 2010) and serves as a metric for achieving the goals of educational institutions through job performance (Nakpodia, 2011). In an educational context, this definition posits that productivity can be achieved by fulfilling responsibilities with unwavering dedication and commitment. This alignment is consistent with the Sustainable Development Goals (SDG) led by the United Nations Member States (2015), a universal accord aimed at addressing poverty and enhancing human welfare by the year 2030 through the United Nations Development Programme [UNDP, 2018] (Padilla & Hudson, 2019).

Determining Factors of Job Satisfaction
Various factors contribute to job satisfaction, including motivation, school leadership, and environmental climate (Hosan et al., 2019), as well as students, administration, teaching and learning, colleagues, work environment (Aggarwal et al., 2023; Ishrat, & Afridi, 2022), and factors like workload, salary, and family (Isa et al., 2021). The findings underscore the significance of these factors in influencing the quality of teachers' work in executing their essential tasks at school. These findings elucidate the determinants of teacher job satisfaction from diverse research perspectives, reflecting variations based on environmental situations and the scope of teachers' work in specific institutions. Additionally, the fulfilment of elements of job satisfaction contributes to heightened resilience in the industry among workers. Elements such as salary, work environment, and colleagues play a pivotal role in influencing their endurance within the organization (Suhada, 2020).

Concurrently, the work environment, viewed as a climate development, involves cultivating an organizational culture emphasizing cooperation, respect, and affection

(Mustafa et al., 2021). This approach responds to changes, fostering worker creativity and innovation in their tasks, ultimately leading to optimal job performance in a positive and joyful work environment. Satisfaction with daily work further contributes to the retention of workers who can deliver excellent and professional services, thereby determining the success and achievement of the institution and the retention of teachers (Struyven & Vanthournout, 2014).

Meanwhile, the escalating teacher workload has resulted in a decline in motivation among educators, with some contemplating early retirement (Annuar Ahmad., 2022). Teachers grapple with an average workload of 64.1 hours per week, with 61.3 percent (39.5 hours) allocated to academic tasks and 38.7 percent (24.6 hours) devoted to non-academic purposes. Consequently, teachers experience decreased performance, diminished work motivation, and susceptibility to psychological stress (Hasan, 2015). Addressing this issue necessitates exploring appropriate approaches to manage teacher workload, ensuring the production of quality educators who are indispensable assets for the country's future.

Additionally, Oulhou & Ibourk (2021) define stress in job satisfaction as pressure, coercion, or a worker's condition resulting from the workload burden in the organization. Stress impacts emotional fatigue and weakens achievement due to high work pressure, influencing job satisfaction and affecting a person's physical and mental health (Nilufar et al., 2009). However, low work pressure can lead to workers producing quality work services, reducing the turnover rate, and minimizing frequent job changes within an organization. Nevertheless, the work pressure experienced by teachers encompasses factors such as the number of working hours, responsibilities, and routine and non-routine tasks that surpass the capacity of teachers at any given time (Muttalip, Amir, & Amat, 2021). As the level of pressure in the organization increases, the intention to quit work among workers also rises. However, this problem can be addressed by fostering a positive, harmonious, and cheerful work environment. Therefore, the organization should scrutinize the aspects of work pressure faced by workers to enhance performance and work motivation.

Teacher job satisfaction is significantly influenced by effective leadership, with a principal's leadership style impacting individual behaviour and contributing to increased job satisfaction and reduced unemployment rates in schools (Baroudi, Tamim, & Hojeij, 2022). The principal's self-efficacy plays a vital role in setting and achieving goals, ultimately enhancing school excellence. Leadership in Technical and Vocational Education must be robust to meet the challenges of the evolving system, aligning with the goal of transforming the Technical and Vocational Education system for targeted outcomes.

However, the adult teaching profession faces work pressure and mental health challenges, posing risks to overall well-being (Kamarudin et al., 2020). This pressure affects the emotional, psychosomatic, and physical aspects of lecturers, making the profession less attractive and causing dissatisfaction. Factors such as unstable emotional tendencies and the need for treatment can have detrimental effects on the college, leading to problems like high absenteeism and reduced efficiency, impacting organizational effectiveness (Cohen & Hudacek, 2011).

Furthermore, a comprehensive work environment encompasses building facilities, tools, equipment, lighting, ventilation, temperature, air flow, and relationships between management, workers, and colleagues (George, 2000). A well-equipped school environment with suitable teaching aids can meet teachers' needs, contributing to their job satisfaction. The work environment influences productivity, safety, health, and emotional stability,

fostering lecturer happiness and commitment to duties. Satisfied lecturers are more likely to stay in the organization, ensuring better performance and fewer problems.

Several empirical studies indicate that teacher job satisfaction is influenced by school administrator policies, with school administration management acting as a decision-maker in determining the school's direction (Nordin et al., 2021; Nurhasanah et al., 2021). However, an imbalance in administrative tasks may lead to a shortage of quality staff, causing problems such as inefficient management and weak leadership. Moreover, salary and allowance rewards are extrinsic motivational factors influencing teacher job satisfaction based on time, workload, and qualifications (Mehrad, 2020). Herzberg's Theory (1959) supports the idea that salary rewards contribute to job satisfaction, and the Salary Satisfaction Model through Equity Theory emphasizes their role in affecting overall satisfaction. In addition, socializing and interacting with colleagues create a positive atmosphere, improve service quality, and contribute to individual job performance (Nor A'tikah, Siti, Nurul, & Intan, 2019). Colleagues who maintain positive relationships foster a harmonious workplace, enhancing job satisfaction and organizational performance. These factors collectively impact job satisfaction and organizational productivity, potentially influencing the achievement of Sustainable Development Goals, particularly SGD 8, in TVET institutions in Malaysia.

Furthermore, fostering positive social interactions among colleagues within the organization serves as a catalyst, creating a favourable atmosphere in the workplace (A'tikah et al., 2019). Constructive relationships among coworkers play a pivotal role in assisting employees in addressing daily work challenges, ultimately enhancing service quality and individual job performance, and cultivating a cohesive and harmonious environment (Lee et al., 2011). Conversely, colleagues who excel in their roles but display rudeness and poor communication skills may engender an aggressive attitude and be disinclined to offer assistance, adversely affecting the organization's dynamics (Zainal, Nazief, & Abdul, 2018). Therefore, engaging in social interactions with colleagues characterized by mutual respect and positive conduct constitutes a fundamental element in the workplace, contributing to increased job satisfaction and organizational performance accomplishment (Holm et al., 2015). These identified factors have a substantial impact on job satisfaction and organizational productivity, potentially jeopardizing the nation's progress towards attaining Sustainable Development Goals (SDGs), particularly SGD 8, if issues related to job satisfaction lead to diminished job performance and compromise the quality of teaching delivery at the TVET institution level in Malaysia.

The Relationship Between Job Satisfaction and Work Productivity

Job satisfaction plays a pivotal role in significantly shaping work productivity (Akinwale & George, 2020), contributing to the overall efficiency of the organization. The correlation between job satisfaction and performance achievement encompasses intrinsic elements, such as satisfaction with the job itself and recognition, along with extrinsic factors like salary, colleagues, and promotions (Toropova et al., 2021). Highlighting the importance of teacher job satisfaction is essential for cultivating educators' dedication to producing outstanding students. Individuals facing elevated expectations in their work environment tend to experience heightened levels of satisfaction, positively influencing the overall work process (Abd Razak et al., 2018). According to Hamali (2016), job satisfaction serves as an indicator of positive emotions in an individual, representing their value in the workforce through the work environment factor. It acts as a driving force to enhance productivity and work motivation. TVET lecturers' content with their assigned responsibilities (Kamra, Singh, & Kumar, 2016)

demonstrate positive behaviour and emotions, signalling satisfaction with their designated tasks (Firdaus et al., 2017)

Conclusion

Various factors that impact job satisfaction exert an influence on work productivity within TVET organizations in Malaysia, as elucidated in this study. The study's focal point underscores the application of technology aligned with Sustainable Development Goal 8 (SDG 8), emphasizing the creation of suitable jobs and fostering economic growth. Job satisfaction, integral to emotional well-being and behaviour in a conducive work environment, contributes to the development of educators with a sense of self-well-being. A work environment that is comfortable and conducive fosters a cheerful and enjoyable atmosphere, especially within the TVET education sector, emphasizing work skills and high competence. It is imperative to address job satisfaction issues to achieve Sustainable Development Goal 8 (SDG 8) and avert long-term challenges like mental health concerns, early teacher retirement, truancy, and a decline in student achievement.

To align with the country's aspirations outlined in the Malaysian Education Development Plan (PPPM 2013-2025) and adhere to the mission of the Sustainable Development Goals (SDGs), this study underscores the significance of addressing job satisfaction issues. This is particularly crucial in providing a quality education environment encompassing social, economic, and health dimensions for individuals and communities. The long-term strategy for addressing job satisfaction issues and maintaining the well-being of working individuals involves implementing a flexible work schedule, appropriate workload distribution, and infrastructure and work facilities suitable for contemporary global challenges. TVET institutions play a pivotal role in realizing the aspirations of the Sustainable Development Goals (SDGs) by cultivating a cheerful and positive work environment (Ghasemy etal., 2021). Lawal et al (2022) also stress the importance of job satisfaction for individual health and well-being in achieving the SDGs, contributing to heightened individual productivity. The organizational climate, comprising rewards, work environment, promotions, and worker safety, is instrumental in enhancing motivation during work. Stakeholders need to focus on the organizational climate, recognizing its substantial impact on the quality of output or productivity, particularly as TVET institutions navigate the challenges of the Fourth Industrial Revolution (IR 4.0).

The challenge of job satisfaction issues, particularly within TVET organizations, indirectly affects the attainment of Sustainable Development Goals (SDGs), specifically SDG4, aimed at ensuring inclusive and equitable education and promoting lifelong learning opportunities. These challenges encompass the organizational climate, including the physical work environment, job nature, workload, social support, and professional development (UNESCO, 2018), influencing the successful implementation of the SDGs. TVET institutions must now integrate technology in response to the evolving landscape of information technology. Nevertheless, challenges arise as some teachers may encounter difficulties adapting to the digital changes in classroom delivery. Successful transition necessitates cooperation and a readiness to embrace change from the teacher's perspective to fulfil the implementation agenda of SDG 8, as envisioned by the country. TVET institutions boasting a content and cheerful workforce contribute to Sustainable Development Goal 3 (SDG 3). Within the context of TVET organizations, positive values in development and organizational management are paramount for achieving improved performance levels and a sustainable workplace, thereby contributing to a harmonious and healthy society. In essence, efforts should be channelled

towards formulating activities that enhance well-being, satisfaction, and happiness within TVET organizations (Silva et al., 2020).

Theoretically, this study measures the importance of aligning organizational practices with Sustainable Development Goals (SDGs) and fostering a workplace culture that values sustainability. By embracing these measures, organizations can not only contribute to societal well-being but also enhance employee job satisfaction. Furthermore, the adoption of ethical business practices and corporate social responsibility initiatives can significantly improve overall employee satisfaction. The awareness that their organization is committed to sustainability and actively making a positive impact on society has the potential to boost morale. Additionally, addressing employee well-being, encompassing both physical and mental aspects, aligns with SDG 3 (Good Health and Well-being). The implementation of wellness programs, flexible work arrangements, and initiatives prioritizing employees' health all collectively contribute to their overall job satisfaction.

Study Recommendations

Thorough consideration and in-depth study of empirical research on job satisfaction issues are essential for achieving optimal individual productivity within TVET institutions. This necessity arises as TVET has garnered global recognition and is acclaimed for its potential to bolster the country's economic growth through the strategic development of a skilled, semi-skilled, knowledgeable, and highly employable workforce (Ang & Lim, 2022; Masud et al., 2018; Yeap et al., 2021). Future researchers have the opportunity to delve into exploring the influence of job satisfaction on motivating TVET teaching staff to attain self-satisfaction, delving into the interconnected concepts of job satisfaction and self-efficacy within the framework of Sustainable Development Goals (SDGs). The anticipated implications of the study include a heightened confidence level among TVET teachers, empowering them to adeptly manage classrooms, implement effective teaching strategies, attract students to the learning process, and ultimately enhance overall teacher job satisfaction.

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