

A Study on The Level of Motivation and Factors Associated with Job Satisfaction Among PTSB Lecturers

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Abstract

The success of an organisation depends a lot on its employees' satisfaction in carrying out their roles and duties. Thus, job satisfaction is seen to be a significant predictor of employees' work-related well-being. Motivation and job satisfaction of employees have been an important research area in recent years. This research paper aims to identify the level of motivation and the factors that encourage work pressure among General Studies Department Lecturers of Politeknik Tuanku Sultanah Bahiyah, Kulim. The objective of this study is to identify the level of motivation, factors that lead to work stress and the most driving factors for work pressure among the respondents. A total of 27 lecturers from the General Studies Department of Politeknik Tuanku Sultanah Bahiyah, Kulim were selected as respondents to this study. It uses quantitative method whereby a questionnaire was used in the data collection process and the results were analysed using "Statistical Package for Social Sciences" (SPSS) version 20.0 software. The analysis was made using descriptive statistical methods in the context of frequency, percentage and mean. Findings from this research show that the level of motivation of lecturers is at a moderate level, while the factors that drive work pressure are less and not critical. As for the factors that most encourage work pressure, it is found the deterioration of work quality as well as fatigue after work hours.

Keywords: - Job satisfaction, employees' role, working environment, motivation

1. Introduction

In the current rapid national development, roles and responsibilities for lecturers have also become more difficult and challenging. The profession of a lecturer can be associated with the teaching profession in Malaysia, which is now increasingly complex. The teacher's role is no longer specific to teaching, educating and guiding but has grown to the level of socializing, encouraging, inspiring, channelling values, instilling respect and critical appreciation in students. Guaranteeing the quality of service in the teaching profession in the millennial is a great encounter. The lecturers have a responsibility to give birth to a generation that is able to carry out research and exploration of knowledge in various fields while at the same time benefiting the lives of the residents. The duties of the lecturers not only teach and deliver lectures, but they also play a role in creating, improving weaknesses and developing knowledge.

According to Abidin & Ayudin (2008), the lecturer's duties can be divided into five categories: conducting teaching, conducting research, publishing research results, supervising students, and engaging in professional service. In short, the lecturer's career demands that the academic staff do exploration, research, writing, publishing, consulting, services to society and student development. The ability to complete tasks and work successfully is always correlated with an individual's motivation level. A

person will experience pressure at work and other issues if their motivation levels decline.

Motivation is generally a force that moves a person to achieve an objective. Broussard & Garrison (2004) defined motivation as the attribute that moves someone to do or not do something. The elements in an organization that elevate, sustain, and guide behaviour toward a goal are referred to as motivators. From a professional standpoint, motivation refers to an employee's endeavour to accomplish a predetermined objective. It is desire, will, and willingness to do something good (Agustin et al., 2023).

Motivation can affect performance work. An organization needs to understand the concept of motivation in order to be able to motivate its employees. It is also necessary to understand the employee's reaction to the actions that can be taken by the organization such as those involving salary, reward, rank and so on. According to Norazahar et al. (2020), thirty percent of the Politeknik Kota Kinabalu lecturers attempted to change careers by pursuing graduate studies. According to the research, lecturers' experiences with teaching were negatively impacted by heightened expectations for academic success, a lack of challenge, a lack of self-growth, a lack of self-efficacy, and limited job autonomy. Work pressure is actually a form of push that can make an individual more motivated to achieve a goal. However, too much stress can affect the health of those who experience it.

This means that those who are unable to solve problems and bear a heavy workload will easily experience stress that is harmful to their health. Work pressure will also cause a person to feel dissatisfied and quickly give up. Next, relationships with family members will also be strained due to a failure to control these feelings. Awareness that stress is important because stress will lead to various types of diseases. All this will affect the quality of the daily life of the lecturers (Sidal, 2002).

1.1 Problem Statement

In general, the Polytechnic has a role as an organization that provides academic services in technical and vocational aspects including business to students. In this matter, the lecturer is responsible for educating the students. The profession of being a lecturer is not an easy one due to the many challenging responsibilities. Lecturers not only have to give lectures, they also have to give and evaluate coursework for students. Not only that, they also need to supervise and prepare in the field they teach. They also need to guide the students and counsel them. In addition, the lecturer should be a role model for the students by setting a good example because their every behaviour is always observed by the students. It is up to the lecturers' motivation level and absence of work-related stressors to make sure they are comfortable during teaching. Lecturers who are under a lot of work pressure and lack motivation are unlikely to stay in the teaching profession for very long. Studies have shown that the field of education is one of the professions with a high risk of experiencing stress (Agyapong et al., 2022)

Stress at work should be avoided because it can affect the deterioration of work performance, which can ultimately affect the organization. A person's job satisfaction is important because they will do their work sincerely and will not complain if they are not satisfied with their work. Even if they are not quite happy with their job, it is not a major undertaking. Girdwichai & Sriviboon (2020) relate job satisfaction to the feeling of how much an employee likes or dislikes his job. According to them, employees are satisfied when they have a positive attitude towards work and job prospects and can feel that their job is appropriate to their life situation. Stress affects physiology, psychology and behaviour. Among the physiological effects is suffering from chronic diseases such as high blood pressure, kidney failure and heart failure. The psychological effect it is easy to vomit, lose motivation and so on. While the effect on behaviour is that a person will feel angry and not do the job perfectly. Many researchers have done studies related to stress among educators, especially among school teachers. However, there are not many studies related to the level of motivation and work pressure among lecturers. With that, the researchers feel that a study needs to be done to examine the level of

motivation and the factors that drive work stress among lecturers. The study sample consisted of 27 lecturers from the General Studies Department of Politeknik Tuanku Sultanah Bahiyah, Kulim.

1.2 Research Objectives

1. Identify the level of motivation of the General Studies Department lecturers.
2. Identify the factors that lead to work stress among the lecturers.
3. Determine the main factor of work-related stress in lecturers.

1.3 Research Questions

1. What is the motivation level of the General Studies Department lecturers at Politeknik Tuanku Sultanah Bahiyah, Kulim?
2. What are the factors that lead to work pressure among the lecturers?
3. What is the main factor contributing to work stress among the lecturers?

2. Literature Review

2.1 Motivation

Educator motivation is a crucial issue for educational leaders and management because it has a significant effect on student motivation as well. Educator motivation is also vital for educational progress. Educators who are motivated are more likely to work according to changes in the education system. Vinoy & Senthil (2019) clarify that A driven teacher can also ensure that curriculum and structural changes that start at the foundational level are implemented. Teachers need to be motivated for their own needs and fulfilment. Although the basic importance is linked to teacher motivation, research shows that the level of motivation of educators is lower while the level of stress is higher when compared to other professional groups. In general, the motivation of educators is the basis of the teaching and learning process, many educators are said not to be highly motivated. The motivation of instructors has been the subject of numerous studies, although the structure of the research hypothesis is still unclear. Instructors can exhibit a greater lack of concern for the source of stress at times.

According to Jesus (1996), the key to understanding educators who exert work pressure is their professionalism. In addition, effectiveness in a career is the basis for intrinsic motivation in educators, which is directly linked to the perception of personal competence. The intrinsic motivation of educators also has roots in self-determination or motivational orientation for the teaching profession. The higher the intrinsic motivation, the greater their personal desire to continue the teaching profession. Educators who are

intrinsically motivated are able to complete professional tasks as promised and then achieve their own goals. An educator who has intrinsic motivation is also able to influence the values that are characterized in the teaching and learning process. Girdwichai & Sriviboon (2020) believe educators consider the teaching and learning process to be the cause of stress for them. For educators who have just started a career as a teacher or lecturer, their efforts towards work are high and their goals are also high. After several years of service and after going through problems in their career, there is a feeling of dissatisfaction and also pressure from work. So overall, motivation is a very important key factor for lecturers because it will motivate them to carry out their duties more effectively.

2.2 Work Pressure

Work stress among educators has gained attention in Western countries over the past three decades. This can be proved by many studies of work stress conducted on teachers. In Malaysia, studies on work pressure among teachers or educators have attracted many researchers recently. The evidence from the study of work pressure on teachers and educators also shows how serious this problem is. Educators recognize that job stress can have a profound effect on performance and well-being. Excessive stress will also reduce performance and affect the health of educators as well. Educators who cannot achieve high expectations from the community, administrators and parents will feel disappointed and further which will result in them experiencing tension and stress in their work (Saleem, et al., 2021).

According to the statement of the National Union of Teaching Profession (NUTP), service problems, work pressure, role conflict, role ambiguity, the absence of a strong social support system from principals and colleagues and a series of other problems that are not solved fairly and satisfactorily have resulted in many teachers resigning, changing to other professions or applying for early retirement from the teaching profession. A study conducted by Norazahar et al. (2020) found a connection between job satisfaction and workload. Lecturers at Politeknik are inundated with paperwork and reports, making it difficult for them to focus on instructing the students. In addition to lecturing, professors had to carry out research and publish all of their written works. They also have to handle secretarial duties like filing and other paperwork. Each of them increases their everyday task. Some of them were unable to handle the workload while still taking care of their families. As an educator, I agree that workload is the main factor contributing to work stress. I am always faced with various challenges, including various experiences, joys and disappointments. There is no denying that stress will disrupt the order in carrying out tasks.

Work stress is the most important factor that will affect the productivity of an organization and individual development through emotional, mental, behavioural and physiological disorders. According to Jessica et al. (2023), work pressure can reduce work performance through frequent absenteeism, early retirement, frequent neglect of responsibilities, a lack of flexibility or too much strictness. If stress is not overcome, the effects will manifest in the form of mental illness, negative behaviour and serious physical conditions such as high blood pressure, heart disease, back pain and various types of psychometric diseases.

There is no significant difference between the workload of teachers and lecturers. Polytechnic lecturers in particular are faced with many side tasks such as being involved in student affairs, examinations, assets, scholarships, timetables, quality and many more. All these numerous side tasks force lecturers to devote time and energy to various types of commitments that can affect teaching and increase professionalism. da Cruz Carvalho et al. (2020), assert that any situation that causes a person to feel threatened or stressed if he does not change or adapt to the situation will cause stress. Therefore, lecturers need to know the scope of their duties and plan their work so that they do not face pressure and go through life without pressure.

2.3 Educators' Beliefs and Level of Job Satisfaction

Determinants that influence the motivation and performance of educators and provide satisfaction in a career stem from a source of aspiration, recognition and respect. Previous studies by Shrand et al. (2021) and Hoy et al. (2006) support the critical influence of teachers' self-efficacy beliefs on performance and motivation. The attitude of self-efficacy that you have as an educator encourages commitment to the profession and collaborative relationships with students' peers and parents. Educators who feel themselves to be effective are more likely to value other staffs in educational institutions consisting of directors, colleagues, staff, students and even parents. They are able to behave according to their responsibilities, and to see the educational institution as a system capable of following the mission.

Findings from Nyam & William-West (2014) research show that believe on educators' self-efficacy has an important role in influencing and maintaining their commitment to the workplace and job satisfaction. Job satisfaction accompanies the effectiveness of educators and contributes to maintaining their efforts towards the academic achievement of students. Student achievement reflects the ability of educators to impart knowledge and experience to promote student learning. On the other hand, the satisfaction of educators is most likely derived from their competence. Lastly, the degree to which a teacher's self-efficacy satisfies their innate

desire for competence and the degree to which it fosters performance that allows them to feel proud of and rewarded for their work both directly and indirectly impact the contentment of educators with their jobs.

Therefore, overall job satisfaction can be obtained if educators continue their commitment to work and internal motivation is also important so that they are able to complete their tasks successfully.

3. Research Methodology

This study is descriptive where the data is shown in an easier form to understand. The survey method is also applied to get the results for the study because the data is only taken at a specific time. A total of 27 lecturers from the General Studies Department of Politeknik Tuanku Sultanah Bahiyah, Kulim were used as a study sample. The instrument used in this study is a questionnaire. This questionnaire is divided into 3 parts with 27 items. Part A consists of demographic type questions, questions in Part B and C are about the level of motivation of lecturers and the factors that lead to work stress. There are 5 items for questions in Part A, 9 items for Part B and 13 items for Part C. A 4 points Likert scale is used for the items in Part B and C. The data consists of respondents' answers from the distributed questionnaire. The researchers analysed the data using SPSS version 20.0 software. Data analysis consists of frequency, percentage and mean. The discussion about the findings of the study will be explained using a frequency table.

4. Research Findings

A questionnaire adapted from Girdwichai & Sriviboon (2020) research, was distributed to the respondents. The following are the findings of the study for items in Part A, which is about demographic factors of respondents. Based on Table 1, it was found that for the Gender question, the majority of respondents were female, which was 21 people while the male respondents were only 6 people. As for the age range, most of the respondents are in the 36-45-year-old category which is 13 people, 10 people in the age range of 46-50 years and 4 people in the age range of 51 years and above. This shows that most of the respondents are in the middle-aged category and the work spirit can be said to be quite high and experienced. Next for the marital status item, 3 people are single and 24 people are married. For the item of years of service period, there were 1 people within a period of 1-7 years, 10 people within a period of 8-15 years, 14 people within a period of 16-20 years and 2 people within a period of 21 years and above. This shows that most of the respondents are still in the service period between 16 to 20 years. And it shows a period that is quite long in service. As for the basic

salary item, 11 people earn a basic salary in the range of RM3001-RM4000, 10 people in the range of RM4001-RM6000 and 6 people in the range of RM6001 and above.

Table 1. Demographics of respondents

No	Items	Demographic Details	Frequency	Percentage %
1	Gender	Male	6	22%
		Female	21	78%
2	Age	30-35 years	0	0%
		36-45 years	13	48%
		46-50 years	10	37%
		51 years above	4	15%
3	Marital Status	Single	3	11%
		Married	24	89%
4	Service Period	1-7 years	1	4%
		8-15 years	10	37%
		16-20 years	14	52%
		21 years and above	2	7%
5	Basic Salary	RM3001 – RM4000	11	41%
		RM4001 – RM6000	10	37%
		RM6001 above	6	22%

So overall, for the demographic part, it was found that most of the respondents who are the lecturers in the General Studies Department are middle-aged people with a minimum of 9 years of work experience, and the respondents who are categorized as junior (novice) is less.

Data on the first part of questionnaire concerning the profile of respondents were analysed using frequencies and percentage distributions. Means were used to determine the levels of lecturers' motivation and job satisfaction.

Table 2. Likert scale

Mean Range	Description	Interpretation
3.43 - 4.00	Strongly Agree	High
2.80 - 3.42	Agree	Medium
2.01 - 2.79	Disagree	Low
1.00 - 2.00	Strongly Disagree	Very Low

For the questions in Part B and C, it uses a 4-Likert scale base on Table 2. The following are the findings of the study for the items in Section B. Based on Table 3, it shows the frequency distribution, percentage and mean of motivation level of the General Studies Department lecturers at PTSB. From the 9 items analysed, item 1, 2 and 7 obtained a high mean value. The other items got only a moderate/ medium mean.

So, this finding shows that most of the respondents try hard to complete the task and have problems related to their duties. And nearly 23 respondents have a high level of motivation to come to work without taking

sick leave and so on. For item 5 regarding the category of officers with high work performance, the lowest mean value was 2.89.

Table 3. Level of motivation

No	Statements	SD	D	A	SA	Min	Level
1	I put effort seriously every time carrying out tasks.	-	-	13 48.1%	14 51.9%	3.52	High
2	When I face internal problems in doing the job, I will try my best efforts to overcome them.	-	1 3.7%	9 33.3%	17 63%	3.59	High
3	When works are given, I feel that I have a big concern and try to prepare without delay.	1 3.7%	2 7.4%	12 44.4%	12 44.4%	3.30	Medium
4	Overall, I have a high degree of job satisfaction from the tasks I have completed.	-	3 11.1%	14 51.9%	10 37%	3.26	Medium
5	I am one of the officers with the greatest level of work performance	1 3.7%	6 22.2%	15 55.6%	5 18.5%	2.89	Medium
6	I always encourage and be helpful if my colleagues need upgrade themselves in work.	-	3 11.1%	10 37%	14 51.9%	3.41	Medium
7	I'll try to report to work, even though illness or other unavoidable circumstances.	-	-	4 14.8%	23 85.2%	3.85	High
8	I prefer not to go out during working hours unless it's necessary for official.	2 7.4%	7 25.9%	12 44.4%	6 22.2%	2.81	Medium
9	I will stay at the polytechnic till my retirement is required.	2 7.4%	9 33.3%	7 25.9%	9 33.3%	2.85	Medium
		2.5%	12.7%	39.5%	45.3%	3.28	
Overall average		Very Low	Low	Medium	High		

SD: Strongly Disagree **D:** Disagree **A:** Agree **SA:** Strongly Agree

Overall, the findings show that 45.3% of respondents have a high level of motivation. A total of 39.5% of respondents have a moderate/medium level of motivation. 12.7% of respondents have a low level of motivation and 2.5% of respondents have a very low level of motivation. This finding shows that although 45.3% of respondents have a high level of motivation, the percentage of respondents who are in the moderate to very low category shows a value of 54.7%, that is, more than 50%, which is half of the total number of respondents, do not reach a high level of motivation. So, in conclusion, the level of motivation of the lecturers is only at a moderate level with an overall mean of 3.28.

The following are the findings of the study for the items in Section C, Factors that lead to work stress. Based on Table 4, it shows the frequency, percentage and mean distribution of the factors that lead to work

stress for the PTSB General Studies Department lecturers. From the findings above, it was found that the factors lead to work stress was at a very low level.

Based on the 13 items that were analysed, all items got an average score from low to very low. Item 2 regarding the deterioration of work quality has a mean of 2.37. Item 3 on spiritual, emotional and physical fatigue after work also obtained 2.37 while item 10 on the atmosphere of the workplace not encouraging people to carry out work earned a mean of 2.30. Items 7, 8 and 9 obtained a very low mean, so it shows a gloomy feeling among lecturers, the level of anger and patience, the spirit of work and the relationship between the employer, friends and family of the respondent are at a good level and it does not give them work pressure. The other items also obtained a low mean value which shows the lack of factors that motivate respondents to face their work pressure.

Table 4. Factors that drive work stress.

No	Statements	SD	D	A	SA	Min	Level
1	My efficiency in the job decreases compared to before.	7 25.9%	12 44.4%	3 11.1%	5 18.5%	2.22	Low
2	The quality of my work has deteriorated	3 11.1%	14 51.9%	7 25.9%	3 11.1%	2.37	Low
3	I feel very spiritually, emotionally and physically exhausted after work.	4 14.8%	12 44.4%	8 29.6%	3 11.1%	2.37	Low
4	I often feel bored while working.	6 22.2%	12 44.4%	7 25.9%	2 7.4%	2.19	Low
5	I lack focus while performing any tasks given to me.	5 18.5%	16 59.3%	5 18.5%	1 3.7%	2.07	Low
6	I feel frustration with my work.	6 22.2%	14 51.9%	5 18.5%	2 7.4%	2.11	Low
7	I am often moody, irritable and impatient while working.	7 25.9%	19 70.4%	1 3.7%	-	1.78	Very Low
8	I have little or no enthusiasm during working time.	5 18.5%	18 66.7%	4 14.8%	-	1.96	Very Low
9	I think that strained relationship with employers, colleagues, friends and family members lead to work stress.	8 29.6%	18 66.7%	1 3.7%	-	1.78	Very Low
10	My workplace atmosphere is not encouraging to carry out work.	4 14.8%	14 51.9%	6 22.2%	3 11.1%	2.30	Low
11	I don't get proper appreciation if I do my job well.	6 22.2%	14 51.9%	6 22.2%	1 3.7%	2.07	Low
12	Salary and benefits received are not equivalent with my qualifications	5 18.5%	17 63.0%	2 7.4%	3 11.1%	2.07	Low
13	I often think about resigning or changing jobs.	10 37.0%	8 29.6%	6 22.2%	3 11.1%	2.11	Low
Overall average		21.6%	53.6%	17.4%	7.4%	2.11	

SD: Strongly Disagree **D:** Disagree **A:** Agree **SA:** Strongly Agree

Item number 2, "The quality of my work has declined," is the aspect that respondents cited as most contributing to their level of work stress. Whereas, item number 3 which is that I feel very tired spiritually, emotionally and physically after work has a low mean of 2.37. Overall, according to the findings of the study for Part C, 56.3% of respondents did not agree on the factors that induce work stress. 21.6% strongly disagree with the factors that drive work pressure. While 17.4% of respondents agree and 7.4% strongly agree with the factors that drive work stress. Therefore, the overall mean for work stress factors is 2.11 and more than 50% of respondents gave feedback that work stress factors did not really affect their work potential and enthusiasm.

5. Discussion

The study's conclusions indicate that while respondents' levels of motivation are modest, the variables that contribute to job pressure have low

values. This shows that a low level of motivation does not necessarily make a person face work pressure. The main people who are tasked with applying and imparting knowledge to students are typically lecturers. They must evolve with any kind of change and renewal that comes around occasionally, whether they like to or not. The situation generally results in lecturers having to deal with various responsibilities that are more challenging, heavier and more complex. Finding of section C in questionnaire leads to main factor contributing to work stress among the lecturers is the respondents feel spiritually, emotionally and physically exhausted after work. Classes, meetings, students' affair issues and involving in institution programmes led the respondents to leave their office exhausted.

Stress at work should be avoided because it can affect the deterioration of work performance, which can ultimately affect the organization. A person's job satisfaction is important because they will do their work sincerely and will not complain if they are satisfied with their work. Riyanto et al. (2021) relates

job satisfaction to the extent to which an employee likes or dislikes his job. According to them, employees are satisfied when they have a positive attitude towards work and job prospects and can feel that their job is compatible with their life situation. This can be linked to the findings of this study, which are that although the level of motivation among lecturers is low, they try hard to complete the tasks given. In addition, problems faced in completing tasks can also be solved with effort. If a job can be completed with one's own efforts, it will give a sense of self-satisfaction.

6. Conclusion

The study's objectives have been addressed by the findings of this research. Finding out how motivated the lecturers in the PTSB General Studies Department are is the first objective of this research. The findings of the study show that the level of lecturers' motivation is at a moderate level. The second objective of the study is to identify factors that lead to work stress among lecturers. The factors that induce work pressure show only low values and those factors do not have much impact or work pressure on lecturers. The third objective, which is to identify the factors that most encourage work stress among lecturers, is the deterioration of work quality and fatigue after work hours.

Work pressure needs to be taken seriously. Simple stress can be a strong impulse. It can help our body and mind work well and contribute to mental health. Therefore, overall it can be concluded that this study provides very useful information especially to the research respondents. It was found that the motivation of the department's lecturers is at a moderate level and the work pressure factor is not yet or no longer critical. It is recommended that the department and the polytechnic to organize courses and lectures to guide lecturers in increasing their level of motivation and also provide steps to avoid work stress by providing knowledge about the dangers of work stress. Motivation is important in leading oneself towards higher progress. A low motivation level will make you want to give up or lose interest in what you're doing. Future research will focus on delving deeper into the internal motivation of lecturers and their degree of job satisfaction in the teaching and learning process.

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