

Exploring Determinants and Challenges of Job Satisfaction in Technical and Vocational Education and Training (TVET): A Systematic Review

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Abstract

The significance of job satisfaction in educational settings is well-documented. However, TVET environments present unique challenges that necessitate a focused investigation. This review draws upon a comprehensive search of academic databases to synthesize relevant studies from diverse geographic and TVET institutional contexts. The aim is to delineate the predominant determinants and challenges affecting job satisfaction among TVET educators. By conducting a systematic review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique, literature from Scopus and Google Scholar was extracted and examined using specific keywords related to job satisfaction challenges. A total of n=18 primary data were identified and analysed, leading to the emergence of three main themes: (1) determinants of job satisfaction, (2) potential, and challenges and 3) recommendations and suggestions. The review emphasizes various approaches and techniques affecting job satisfaction issues, identifies gaps in the existing literature, and suggests future research directions to explore the possibilities and challenges associated with outcome-based education in TVET. The insights from this review are poised to inform policy formulation, institutional strategies, and professional development initiatives aimed at enhancing job satisfaction and creating a conducive environment for effective teaching and learning in TVET education.

Keywords: Job Satisfaction, TVET, Technical and Vocational, Education, Challenges, Determinant, Job Satisfaction Factor, Systematic Review

Introduction

The vocational education system in Malaysia is heavily dependent on the effectiveness and efficiency of its professional workforce to achieve sustainable well-being at work, in alignment

with the Shared Prosperity Vision 2030 WKB (2030) agenda. This emphasis is crucial for advancing the quality education goals within Technical and Vocational Institutions (TVET). It is imperative for the TVET management system to have highly satisfied lecturers to enhance job performance (Arif et al., 2021). The teaching profession ranks fourth in high work pressure among public services, facing challenges compared to other civil servants like police officers, prison officers, and nurses (Hong & Ismail, 2017). The satisfaction of vocational college lecturers in their careers is essential for effective education delivery. Conversely, job dissatisfaction can decrease teaching motivation, hindering the quality educational transformation process (Rasyid & Tanjung, 2020). The evolution of Vocational Education (PTV) is a key indicator of Malaysia's progress towards achieving the Sustainable Development Goals (SDGs) by 2030, particularly in providing quality education across social, economic, and individual and community health dimensions.

Job Satisfaction

The notion of job satisfaction has garnered attention in a diverse range of academic fields, such as psychology, sociology, economics, and management studies, since the 1930s. It remains a critical area of research, particularly given the changing dynamics of the labour market and approaches to employment in alignment with the Sustainable Development Goals (SDGs) (Rokeman & Kob, 2024). This research area has experienced a resurgence of interest, with a 'new wave' of studies aimed at broadening the scope and depth of understanding in this domain. Numerous research efforts have been undertaken to identify the factors influencing job satisfaction levels at both the individual enterprise (micro) and societal (macro) levels (Joanna & Jerzy, 2020).

Job satisfaction is defined as the positive feelings and interactions between workers and their job tasks, which provide value and meaning in their work (Rosli & Ibrahim, 2021; Khun-inkeeree et al., 2021). Each work environment within an organization has its unique satisfaction pattern that contributes to the development of quality workers and the attainment of organizational goals. Furthermore, positive psychological effects on job needs lead to increased motivation Aziri (2011), enhanced worker productivity, reduced teacher absenteeism, turnover rates, work negligence, and improvements in the mental and physical health of workers (Aman-Ullah et al., 2021; Inayat & Khan, 2021). Key factors often studied in relation to job satisfaction include recognition for job performance (Rokeman & Kob, 2023; Nazrin et al., 2020), salary Rokeman et al (2023); Forson et al (2021); Syahrul et al (2021) based on job level, and clear work objectives to achieve specific goals (Nazrin et al., 2020). Despite the ongoing evolution and increased focus on job satisfaction concepts, there is no universally accepted definition. Therefore, to comprehend the concept of job satisfaction, it is essential to refer to the widely accepted definitions used by the majority of researchers for a comprehensive understanding of different conceptualizations of job satisfaction.

Table 1

Definitions of job satisfaction presented in literature

Author	Definition
Rosli & Ibrahim, (2021)	Job satisfaction refers to the pleasant and enjoyable feelings and interactions between workers and the tasks they perform that provide value and meaning in the job.
Syamsir & Hidayat, (2020)	Individual perspectives on feelings and emotions in assigned work.
Kong et al., (2018)	The varied emotions ranging from positive to negative feelings that arise from employees' perceptions of the extent to which their tasks fulfill their needs.
Author	Definition
Willem A, Buelens M, Jonghe I. D. (2007)	An individual's perceptual / emotional reaction to important facets of work
Liu L. F. (2007) Daehlen M. (2008)	The disparity between the quantity of rewards employees is given and their perception of the appropriate amount they should receive.
Hegney D, Plank A, Parker V (2006)	The importance of values is underscored by research findings indicating that job satisfaction diminishes when intrinsic work values are unfulfilled.
Ruggiero J. S. (2005)	Job satisfaction is a complex multidimensional concept. There is no consensus model for the dimensions of job satisfaction
Hoppock R. (1935)	A combination of psychological, physiological, and environment factors that induce a person to give an honest answer to the questions: "am I satisfied with my job?"
Vroom V. H. (1964)	The emotional inclination of individual employees towards their present job responsibilities.
Schneider B. & Snyder R. A. (1975)	Personal evaluation of current working conditions or affects that arise as a result of performing work
Locke E. A. (1976)	The positive emotional state derived from an individual's view of their job as meeting important values present in the workplace, given that these values align with their needs.
Cranny C. J., Smith P. C., Stone E. F., (1992)	Emotional reaction or feeling in relation to the job that arises as a result of comparing actual results with expected results considered to be correct
Spector P. E. (1997)	Attitude, specifically the way people think about their work and its various facet, which is related to the extent to which people like or dislike their job
Brief A. P. (1998)	Internal state expressed through emotional and/or cognitive evaluation of work experience; cognitive elements is job satisfaction; emotional element is how one feels in the workplace, including in the terms of comfort

The term "job satisfaction" encompasses various dimensions according to researchers in the field, leading to contextual ambiguity in its definitions. There is no absolute universal definition or standardized operationalization in research. Currently, job satisfaction is perceived as the effective response of individuals to the alignment or misalignment between desired and achieved outcomes in the workplace. Furthermore, job satisfaction can have significant impacts on teaching and learning progress, particularly in Technical and Vocational Education and Training (TVET). Enhancing job satisfaction in education is crucial as it not only benefits teachers but also profoundly influences students, schools, and the education system as a whole.

TVET Education

TVET education plays a vital role in human capital development, fostering creativity and innovation for overall economic growth. A knowledgeable and highly skilled young generation is essential for competing in the job market and mitigating global and regional risks through the Malaysian Education Development Plan (2013-2025) implementation. The evolution of Technical and Vocational Education and Training (TVET) underscores the importance of educators adapting to contemporary industry skill demands, establishing them as pivotal agents in enhancing the quality of the national education system by fostering accomplished TVET graduates. This strategy resonates with UNESCO's objective to revamp TVET for a smooth and fair shift from 2022 to 2029, emphasizing skill enhancement for empowerment, meaningful employment, and enabling transitions to digital, sustainable, and inclusive economies and societies. The teaching profession is currently under significant pressure, with educators facing mental health challenges that jeopardize their well-being. This pressure can have emotional, psychosomatic, and physical impacts on lecturers, reducing the attractiveness of the profession and leading to dissatisfaction. Emotional instability or the need for treatment among lecturers can further disrupt the college environment, resulting in increased absenteeism, decreased job performance, compromised work efficiency, and reduced organizational effectiveness.

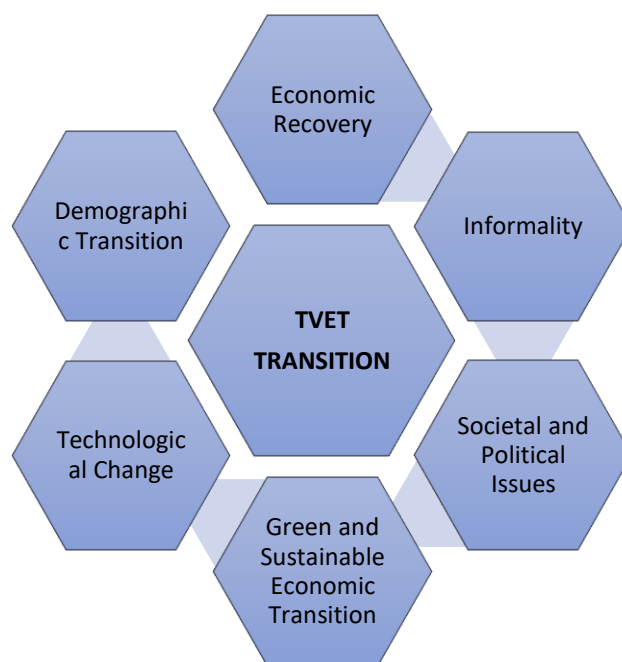


Figure 1. TVET Transitions [UNESCO Strategic Planning, 2022-2029]

In response, global shifts in Technical and Vocational Education and Training (TVET) are aligned with SDG4, encompassing various dimensions to reposition TVET as a pathway for individuals to learn, work, and thrive. This transformation serves as a driver for digital and green transformation, sustainable economies, and social cohesion and justice, considering factors such as climate change, the informal economy, demographic transitions, and the growing use of artificial intelligence. These changes indirectly influence the job satisfaction of TVET educators as the field adapts to meet future skill demands and technological advancements. This systematic review delves into the exploration and expansion of existing research on job satisfaction within Technical and Vocational Education and Training (TVET) environments. Through a thorough examination of the literature, the review aims to uncover key themes, methodologies, potentials, and challenges in integrating job satisfaction within TVET educational settings. By providing a systematic and rigorous analysis, this review offers valuable insights into the current understanding of this emerging field.

By illuminating the existing knowledge base and delving into the opportunities and obstacles related to job satisfaction, this systematic review contributes to the advancement of educational practices. It serves as a guide for educators, researchers, and policymakers in making informed decisions regarding the adoption and implementation of supportive work environments that prioritize the well-being and professional growth of teachers, ultimately enhancing job satisfaction and retaining skilled educators within the education system. The following questions serve as a guide for this study's analysis of the findings in the literature on the effect of job satisfaction TVET education in Malaysia:

1. What factors will have positive impact on job satisfaction on TVET educators in Malaysia?
2. What are the potential and challenges in job satisfaction in TVET environment?
3. What are the recommendations and suggestions on job satisfaction factors that may manifests differently in TVET education in Malaysia?

Materials and Methods

This section emphasizes the necessity for a comprehensive exploration of the determinants, challenges, and future recommendations concerning job satisfaction among TVET educators. It outlines the research methodology employed to address the formulated Research Questions (RQs). The review is structured into three main segments: (1) determinants of job satisfaction in TVET education, (2) potentials and challenges, and (3) recommendations and suggestions. The primary aim is to examine both the opportunities and obstacles linked to incorporating job satisfaction and propose potential recommendations in TVET education. To achieve this goal, a systematic review and synthesis of relevant scientific literature were conducted, focusing on significant job satisfaction research. Additionally, the section outlines actionable steps to tackle identified issues and suggests future research avenues for scholars.

The analysis is conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approach, a widely recognized standard for conducting Systematic Literature Reviews (SLRs). PRISMA provides guidelines for evaluating and reviewing the rigor and accuracy of a review, emphasizing the inclusion of randomized studies and evaluation surveys, which are pivotal components in systematic analysis reports across various study types Moher et al (2009) (Figure 3). An online database was used to search pertinent published articles. Scopus was utilized to discover the article papers in this systematic literature review study to be analysed. Scopus was elected because it is considered as one of the most major and comprehensive scientific databases for academicians who want to discover data, for instance scientific journals, conference proceedings, book chapters and

many more Singh et al (2021) and additional information on relevant studies was searched using Google Scholar.

The use of Google Scholar as a primary database for this systematic literature review is justified by its comprehensive coverage of academic and scientific content. However, the researchers acknowledged the need to carefully curate the search results to mitigate the inclusion of irrelevant or low-quality sources. By thoroughly reviewing each retrieved record, the researchers were able to ensure the accuracy and reliability of the studies included in the final analysis (Haddaway et al., 2015). The section provides a concise overview of the four key sub-sections utilized in the study process: identification, screening, eligibility, and data abstraction.

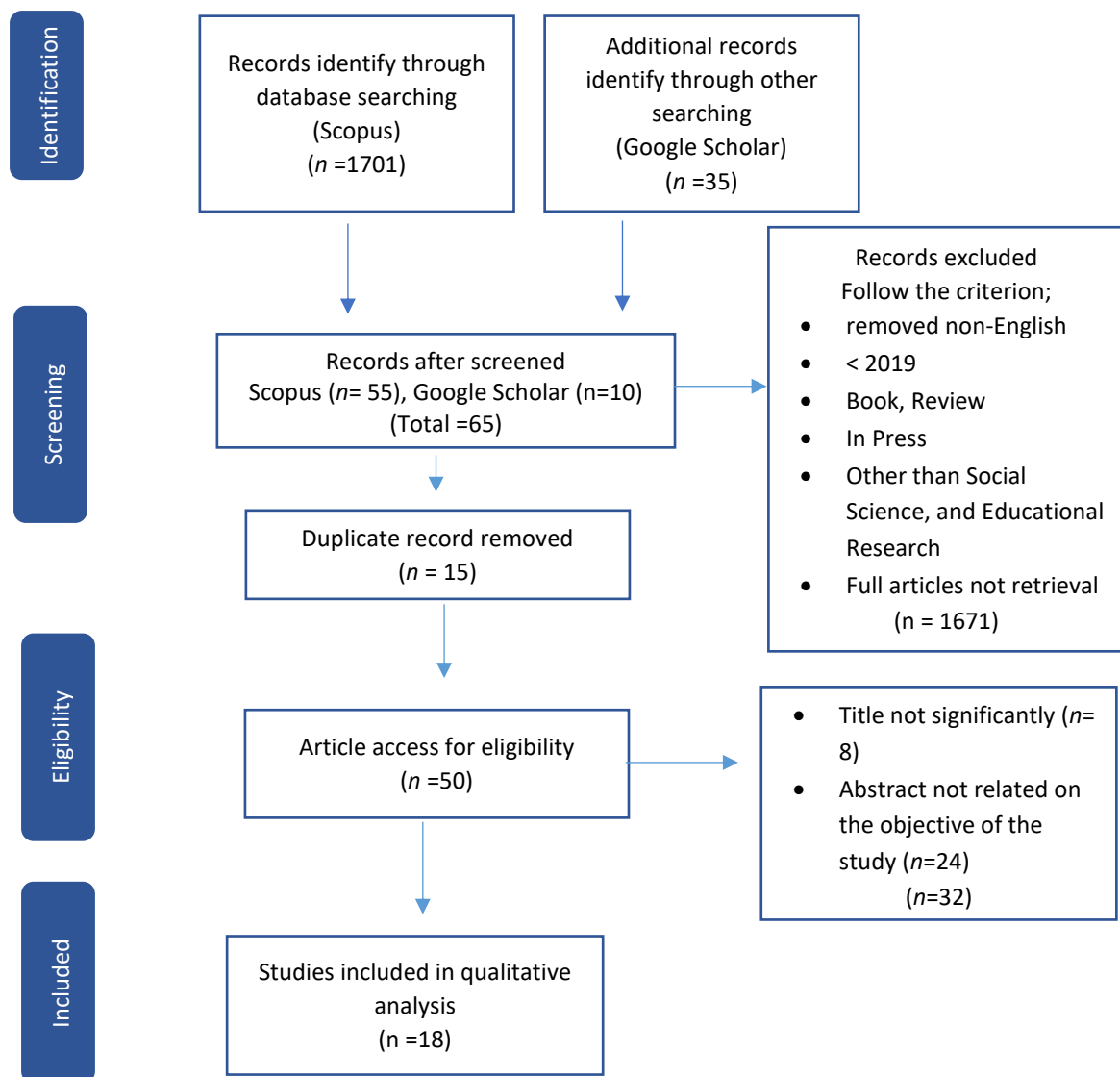


Figure 2. Flow diagram of article selection

Identification

During the identification phase, the research delved into associated study resources related to the integration of job satisfaction in Technical and Vocational Education and Training (TVET) education. The initial step involved utilizing keywords such as "determinant", "factors",

"challenges" job satisfaction," "TVET education," or "technical and vocational education" and "Malaysia" These keywords were identified first, followed by seeking comparable terms in thesauri, dictionaries, and previous studies. Subsequently, search strings were formulated for the Scopus and Google Scholar databases once the relevant terms were identified. As a result, the study retrieved 1736 publications from the databases in the initial stage of the advanced search process (refer to Figure 1).

Table 2

The search string used for the systematic review process.

Databases	Keywords
Scopus	TITLE-ABS-KEY ("determinants" AND "factors" AND "job satisfaction*" AND "Malaysia" OR "TVET" AND "technical and vocational" AND (LIMIT-TO (PUBSTAGE, "final")) AND (LIMIT-TO (SUBJAREA, "SOCL")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English"))
Google Scholar	"determinant*" OR "factor" OR "challenges*" OR "job satisfaction*" OR "Malaysia" OR "TVET education*" AND "technical and vocational education*"

Screening

In the second phase of the study, 1736 articles underwent scrutiny based on specific exclusion and inclusion criteria established by the researchers. The primary criterion revolved around literature, focusing on primary sources of practical information. Publications such as books, book series, meta-synthesis, meta-analyses, reviews, systematic reviews, and chapters were excluded from the current investigation. The study specifically targeted papers written in English within the subject areas of social science and educational research. A timeframe of five years (2019-2023) was selected, with only the most recent publications considered. A total of 1671 publications were excluded based on specific parameters outlined in Table 2. Additionally, in this phase, duplicate papers were eliminated. Out of 65 articles, 15 were removed due to duplication.

Table 3

Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Literature type	Journal (Article), Proceeding	Book, Review
Language	English	Non-English
Subject Area	Social Science, Educational Research	Besides Social Science, Educational Research / Others
Timeline	2019 – 2023	< 2019
Publication Stage	Final	In Press

Eligibility

For the third screening stage, a total of 50 articles were considered, and their titles and primary findings were meticulously reviewed to ensure alignment with the inclusion criteria and relevance to the study's objectives. Based on empirical data, 32 reports (n=32) were excluded due to insignificant titles or abstracts unrelated to the study's aim. Consequently, only 18 articles were deemed suitable for further evaluation.

Data Abstraction and Analysis

This study encompassed a variety of research designs (qualitative, and quantitative) that were examined and synthesized through an integrative analysis as a key assessment approach. The primary aim of the study was to identify relevant topics and subtopics. The initial phase involved data collection for theme development. Table 4 illustrates how the authors meticulously reviewed a set of 18 articles for statements or content relevant to the study's themes. Subsequently, the authors evaluated recent significant works on job satisfaction in Technical and Vocational Education and Training (TVET) education, focusing on challenges and recommendations provided. The examination encompassed both the research findings and methodologies utilized in all studies. The authors then collaborated with co-authors to establish themes based on the data within the study's context. Throughout the data analysis process, a log was maintained to document any analyses, perspectives, inquiries, or other pertinent ideas that could influence data interpretation. The authors scrutinized the findings for any discrepancies in the theme development process. Any discrepancies in concepts were discussed among the authors, and final adjustments were made to ensure consistency in the themes created. To validate the issues, two experts—one specializing in higher education and the other in job satisfaction—conducted the analytical selection process. Through the expert review process, each subtheme was clarified, deemed significant, and deemed appropriate by defining the domain.

Result and Finding

Data extraction was conducted to facilitate the comparison of literature materials that met the specified criteria (Bevan et al., 2020). The process involved filtering data from the study's instruments based on predefined categories. The study focused on categories such as determinants of job satisfaction in Technical and Vocational Education and Training (TVET) education, challenges, and recommendations. These categories were synthesized to offer a clearer overview for generating meaningful comparisons. After undergoing multiple screening processes, a total of 18 articles were selected. The study identified that ten articles were sourced from the Scopus database, eight articles is from the Google Scholar. These articles were distributed across different publication years, with one in 2019, nine in 2020, two in 2021, two in 2022, and four in 2023. Additionally, the articles were categorized based on themes aligned with the outlined research objectives. The findings indicated that the articles explored topics related to determinants of job satisfaction in TVET education, challenges, and recommendations (refer to Table 4).

Table 4

The research article findings are based on the proposed search criterion

No	Authors	Title	Method	Findings and Recommendations
1	Mohamad, M. M., Johari, M. F., Othman, K. H., & Chia, S. Y. (2023)	Level of Job Satisfaction Among Vocational College Lecturers	Quantitative	This study focuses on job satisfaction among TVET instructors at vocational colleges. Specifically, it examines factors such as working conditions, salary, direct supervision, coworkers, and promotion opportunities.
				Findings and Recommendations:

No	Authors	Title	Method	Findings and Recommendations
				To enhance job satisfaction, stakeholders should prioritize increasing promotion opportunities. Lecturers are encouraged to explore pathways for career advancement, such as the "Excellent Teacher" pathway, to identify opportunities for professional growth and career development within the TVET system.
2	Doraisamy, H. D., & Rahman, A. B. A. (2023)	The difference in the skills employment, job training satisfaction and job engagement by training duration among NDTs Apprentices in Southern region of Malaysia	Quantitative	<p>This study investigates the impact of the National Dual Training System (NDTS) apprenticeship training program on skilled employability. The relationship between job satisfaction, skills, and employee performance is explored. Additionally, the study aims to identify how the duration of the NDTS program influences skilled employees' employment outcomes.</p> <p>Findings and Recommendations: Satisfied employees perform better, enhancing organizational productivity. Training opportunities contribute to long-term employee satisfaction. Duration of NDTS program affects skilled employees' job outcomes.</p>
3	Badruldin, N. M. A. (2023)	Stress Factors and Job Satisfaction Amongst Community College Lecturers in Pahang	Quantitative	<p>This study explored how stress, workload, and student attitude impact job satisfaction among community college lecturers in Pahang. A survey involving 107 lecturers was conducted online, and SPSS version 26 was utilized for data analysis.</p> <p>Findings and Recommendations: The findings indicated that workload was a primary stress factor compared to student attitude, influencing lecturer stress levels. Additionally, the study revealed that job satisfaction among community college lecturers in Pahang was moderate. To help enhance lecturer well-being, community colleges in Pahang can use these findings to address workload issues and improve job satisfaction levels.</p>

No	Authors	Title	Method	Findings and Recommendations
4	Reduan, I., Sabli, H. M., & Adenan, A. (2023)	The Factor Affecting Academic Staff Satisfaction at TVET Institutions	Quantitative	<p>This study focuses on academic staff satisfaction in TVET institutions. Despite its importance, limited research exists on the factors affecting job satisfaction among academic staff. Unique challenges faced by TVET institutions, such as resource constraints and staff retention difficulties, underscore the need to address these factors.</p> <p>Findings and Recommendations: All factors except Organization Communication significantly impact academic staff job satisfaction at PMU (Polytechnic Mukah Sarawak). Decision-makers can use these findings to enhance staff satisfaction and retention.</p>
5	Nordin, M. N., Mustafa, M. Z. B., & Razzaq, A. R. B. A. (2022)	Special Education Integration Program (PPKI) in Malaysia: Confirmatory Factor Analysis for Teachers' Job Satisfaction	Quantitative	<p>This study investigates job satisfaction among teachers in the Special Education Integration Program (PPKI). Special education teachers face challenges in achieving job satisfaction. Factors such as safety, security, relationships, welfare, finance, and physiology contribute to this issue.</p> <p>Findings and Recommendations: All factors reflect appropriate fit and meet validation criteria. Future researchers can build upon these findings. The study items demonstrate good reliability for further research.</p>
6	Tien, E. C., Hamid, H., & Madar, A. R. (2022)	Relationship Between Self-Efficacy, Workload and Mental Health among Lecturers in Vocational Colleges	Quantitative	<p>This survey examined how changes in management systems, curriculum restructuring, and accreditation processes in Vocational Colleges (KV) contribute to increased workload and mental health issues among teachers, affecting their self-efficacy. The study involved 269 teachers from eight KVs in Johor, using questionnaires for data collection.</p> <p>Findings and Recommendations: Results revealed high levels of self-efficacy and mental health problems</p>

No	Authors	Title	Method	Findings and Recommendations
				among teachers, with an overall high workload but a moderate level in the curriculum area load. Contrary to past studies, the study found that self-efficacy and workload were not strong determinants of mental health issues in vocational teachers. The findings suggest that self-efficacy is linked to workload and mental health, providing valuable insights for KV lecturers. Future research could expand on these findings to address the current challenges faced by vocational teachers.
7	Ali, S. A. (2021)	Financial elements in job satisfaction of special education teachers in Malaysia	Qualitative	<p>The financial element significantly impacts job satisfaction among teachers, particularly in the context of head teacher leadership. Although not a primary factor, it remains relevant to teacher job satisfaction.</p> <p>Findings and Recommendations: Financial factors play a crucial role in achieving job satisfaction. Headmasters managing PPKI should prioritize financial considerations to enhance teacher satisfaction.</p>
8	Wahi, M. F., Sabli, H. M., & Ridho, S. L. Z. (2021)	Job Satisfaction among Academic Staff in TVET Institutions	Quantitative	<p>This study investigates job satisfaction among academic staff in Polytechnic Sarawak during the Covid-19 pandemic and movement control order (MCO). The shift to online learning and household challenges has impacted educators' motivation and satisfaction. The study aims to explore the relationships between recognition and promotion, as well as gender differences in job satisfaction.</p> <p>Findings and Recommendations: Promotion significantly correlates with job satisfaction compared to recognition. No significant gender differences in job satisfaction. Decision-makers should provide appropriate recognition and promotions to enhance educators' job satisfaction.</p>

No	Authors	Title	Method	Findings and Recommendations
9	Khalid, S. M., Ali, K. A. M., & Makhbul, Z. K. B. M. (2020)	Assessing the effect of higher education service quality on job satisfaction among lecturers in premier polytechnics using HedPERF model	Quantitative	<p>This study aims to evaluate the relationship between service quality and job satisfaction among lecturers at top Malaysian polytechnics. Self-report questionnaires were collected from 187 lecturers using the HedPERF model, and data were analysed using SPSS version 23.</p> <p>Findings and Recommendations: The results indicate that non-academic aspects, academic factors, program issues, and access significantly influence job satisfaction among Malaysian polytechnic staff. In contrast, reputation does not significantly impact satisfaction. The study emphasizes the importance of effectively addressing non-academic, academic, program-related, and access issues to enhance employee satisfaction. While reputation did not have a significant effect in this context, treating employees as valuable customers is crucial for delivering excellent service to achieve organizational goals.</p>
10	Nordin, M. N. B., Mustafa, M. Z. B., & Razzaq, A. R. B. A. (2020)	Relationship between Headmasters' Leadership, Task Load on Special Education Programme Teachers' Job Satisfaction	Quantitative	<p>This study examined how the leadership of school headmasters affects the task load and job satisfaction of teachers in the Special Education Integration Program (SEIP). Data were gathered from 400 SEIP teachers in Malaysia using questionnaires distributed through Google Forms. Through Structural Equation Modeling (SEM) analysis, the study found a significant positive relationship between headmaster leadership, task load, and SEIP teacher job satisfaction.</p> <p>Findings and Recommendations: The findings suggest that school administrators should reassess their leadership styles to avoid overburdening teachers and improve job satisfaction among SEIP teachers.</p>

No	Authors	Title	Method	Findings and Recommendations
11	Omar, M. S., Rafie, N., & Selo, S. A. (2020)	Job Satisfaction Influence Job Performance Among Polytechnic Employees	Quantitative & cross-sectional approach	<p>This study addresses the lack of research on job satisfaction among Polytechnic employees. While existing studies have explored this topic, there is limited focus specifically on this context.</p> <p>Findings and Recommendations: Enhancing job satisfaction is crucial for improving Polytechnic employees' performance. Further details and implications are discussed in the study.</p>
12	Yasak, Z. (2020)	Effect of incremental pattern transformation strategy on academic achievement, job task performance and learning satisfaction among vocational trainees	Quasi-experimental design	<p>This study investigates the impact of using incremental pattern transformation materials (iOST) on conceptual and procedural knowledge acquisition among vocational trainees. The focus is on symbolic representations in electrical circuit diagrams.</p> <p>Findings and Recommendations: Experimental groups outperform the control group in academic achievement and job task performance. iOST materials effectively promote learning of symbolic representation. Well-designed learning materials can enhance learning and job performance.</p>
13	Nordin, M. N., Mustafa, M. Z. B., & Abdul, A. R. B. (2020)	Special Education Integration Program (PPKI) Teachers: Task Load And Job Satisfaction	Qualitative	<p>This qualitative study explores the impact of task load on job satisfaction among Special Education Integration Program (PPKI) teachers in Johor, Malaysia. Despite existing research on this issue, specific studies focusing on PPKI teachers' task load and job satisfaction are lacking.</p> <p>Findings and Recommendations: Attention to these elements can reduce task load risks and enhance PPKI teachers' job satisfaction.</p>
14	Omar, M. S., Abdul Aziz, S. F. and Mohd Salleh, N.	Factors Affecting Job Satisfaction among Academic	Quantitative Cross-sectional study	<p>This study investigates job satisfaction among polytechnic academic employees in Malaysia. The focus is on identifying factors that influence satisfaction.</p>

No	Authors	Title	Method	Findings and Recommendations
	(2020)	Employees in Polytechnic		Findings and Recommendations: Job security, salary, and working conditions significantly impact job satisfaction. Strengthening these factors is crucial for a successful polytechnic.
15	Mustafa, M. Z. B., Nordin, M. B., Razzaq, A. R. B. A., & bin Ibrahim, B. (2020)	Organizational Commitment of Vocational College Teachers in Malaysia	Quantitative	This study focuses on organizational commitment among teachers in vocational colleges in Malaysia. Despite the importance of commitment for organizational effectiveness, issues persist regarding teachers' commitment levels, impacting college performance. Previous research has identified factors such as narrative commitment, affective commitment, and continuous commitment that disrupt overall organizational commitment. Findings and Recommendations: The identified factors align with appropriate fit and validation criteria. These findings reinforce previous research on organizational commitment.
16	Omar, M. S., Salleh, N. M., & Aziz, S. F. A. (2020)	The Influence of Organizational Commitment Towards Job Satisfaction among Polytechnic Staff	Quantitative study	This study investigates the impact of organizational commitment on job satisfaction among Polytechnic staff. Despite limited existing research, the relationship between these factors is crucial. Findings and Recommendations: Enhancing organizational commitment is critical for improving Polytechnic staff job satisfaction.
17	Sim, J. P. T., & Ling, Y. L. (2020)	The Relationship of Arrogance Leadership, Job Commitment, and Job Satisfaction in Higher Educational	Quantitative	This study investigated the relationship between arrogance leadership, job commitment, and job satisfaction in higher educational organizations in Sarawak. The research found that arrogance leadership affects job commitment and job satisfaction among lecturers. The study used a descriptive research design and collected data from 130 respondents from 21 organizations.

No	Authors	Title	Method	Findings and Recommendations
		Organisations in Sarawak		Findings and Recommendations: The findings indicate that there is a significant relationship between arrogance leadership and job commitment and job satisfaction. This study can help organizations identify and address issues related to leadership style and employee satisfaction. Recommendations include addressing arrogance leadership and improving job commitment and job satisfaction in higher educational organizations in Sarawak.
18	Leh, L. Y., & Ibrahim, Z. H. B. (2019)	The Influence of Feedback Environment Towards Job Satisfaction in Tvet Education Organization	Quantitative	This study investigated the relationship between feedback environment and job satisfaction among 105 randomly selected lecturers from a Technical and Vocational Education and Training (TVET) organization in Sarawak, Malaysia. The questionnaire included modified items from the Job Satisfaction Scale and the feedback environment questionnaire by Ling (2016). Findings and Recommendations: The study found a significant impact of feedback environment on job satisfaction. Regression analysis revealed that a combination of feedback credibility, quality, and delivery had the most influence on job satisfaction. The study suggests prioritizing feedback environment factors not only to enhance job satisfaction but also to sustain organizational effectiveness in the long term.

Discussions

A total of 18 articles have been obtained, revealing research findings on various problems and challenges faced in the issue and problem of job satisfaction among TVET instructors in Malaysia. All of these articles are empirical studies. The majority of these empirical studies were conducted using quantitative research methods (Mohamad et al., 2023; Doraisamy, & Rahman, 2023; Badrudin, 2023; Reduan et al., 2023; Tien et al., 2022; Wahi et al., 2021; Khalid et al., 2020; Nordin et al., 2020; Mustafa et al., 2020; Sim & Ling, 2020; Leh, & Ibrahim, 2019).

This indicates that data acquisition for the problems and challenges of TVET job satisfaction implementation is more suitable using questionnaire techniques compared to interview techniques. However, according to Creswell and Creswell (2017), the use of a mixed-method approach can actually produce a more comprehensive picture of the research findings than the findings obtained from quantitative or qualitative methods alone.

Based on the thematic qualitative analysis that has been carried out, there are three main themes or elements that emerged from the analysis. The two main elements are: 1) determinants of job satisfaction, 2) issues and challenges in job satisfaction, and 3) recommendations and suggestions for improvement of job satisfaction within the TVET education environment focusing TVET institution in Malaysia.

i. Determinant of Job Satisfaction in TVET Education

The first theme that emerges from the various research studies on job satisfaction determinants among educators in vocational colleges and TVET institutions in Malaysia revolves around the multifaceted nature of job satisfaction in the educational setting. These studies explore a range of factors influencing job satisfaction, including organizational commitment, working conditions, salary, job security, leadership styles, task loads, promotion opportunities, and relationships with colleagues. The research highlights the importance of considering both intrinsic and extrinsic factors in understanding and enhancing job satisfaction among academic staff and teachers. Based on the analysis thematic provided, the key themes and factors related to job satisfaction and work productivity in TVET institutions in Malaysia include:

a) Financial/Remuneration factors

A significant theme emerging from the analysis centres on financial factors and their impact on job satisfaction and work productivity within Malaysian TVET institutions. Research consistently highlights the importance of adequate remuneration, encompassing salary levels, benefits packages, and overall financial compensation. Studies by Mohamad et al (2023); Omar et al (2020); Ali (2021) underscore the influence of salary on employee satisfaction, suggesting that competitive salaries are crucial for attracting and retaining skilled educators. Nordin et al (2022) further emphasize the role of financial elements and benefits, indicating that comprehensive compensation packages contribute to a sense of value and well-being among employees. These findings suggest that TVET institutions must prioritize competitive financial compensation strategies to foster a motivated and productive workforce.

b) Organizational factors

Beyond financial considerations, organizational factors play a pivotal role in shaping job satisfaction and work productivity within Malaysian TVET institutions. Studies consistently highlight the importance of conducive working conditions, encompassing aspects such as physical environment, resource availability, and workload management (Mohamad et al., 2023; Omar et al., 2020; Len & Ibrahim, 2019). Job security, a key motivator for employees, is also identified as a crucial factor (Nordin et al., 2022; Omar et al., 2020). Furthermore, clear pathways for career progression through promotion opportunities are seen as essential for employee engagement and motivation (Mohamad et al., 2023; Wahi et al., 2021). The quality of organizational leadership and supervision, characterized by effective communication, clear expectations, and supportive guidance, significantly influences employee morale and

performance (Doraisamy & Rahman, 2023; Mohamad et al., 2023). Finally, open and transparent communication within the organization is deemed crucial for fostering a sense of belonging and facilitating effective collaboration (Reduan et al., 2023). These findings emphasize the multifaceted nature of organizational factors that contribute to a positive work environment and ultimately enhance job satisfaction and work productivity in Malaysian TVET institutions.

c) Individual/Psychological factors

Beyond external factors, individual and psychological elements significantly influence job satisfaction and work productivity within Malaysian TVET institutions. Employee commitment, encompassing affective, continuance, and normative components, plays a crucial role in driving dedication and engagement (Mustafa et al., 2020). However, the interplay between workload, task load, and work-related stress can negatively impact employee well-being and performance (Badrudin, 2023; Tien et al., 2022; Nordin et al., 2020). Managing workload effectively and addressing sources of stress are critical for maintaining a positive work environment. Furthermore, self-efficacy, or the belief in one's ability to perform tasks successfully, is a key predictor of individual performance and satisfaction (Tien et al., 2022). These findings highlight the importance of addressing individual needs and fostering a work environment that supports employee well-being, reduces stress, and empowers individuals to thrive.

d) Interpersonal factors

Interpersonal relationships within the workplace play a significant role in shaping job satisfaction and work productivity within Malaysian TVET institutions. Positive and supportive relationships with colleagues foster a sense of camaraderie and teamwork, contributing to a more enjoyable and productive work environment (Mohamad et al., 2023; Nordin et al., 2022). Similarly, a strong and supportive relationship with direct supervisors is crucial for employee morale, motivation, and performance. Such relationships, characterized by clear communication, constructive feedback, and mutual respect, empower employees and enhance their overall job satisfaction (Nordin et al., 2022; Sim & Ling, 2020). These findings emphasize the importance of fostering positive interpersonal dynamics within TVET institutions to cultivate a cohesive and productive workplace.

The literature review suggests that these factors, to varying degrees, influence job satisfaction, organizational commitment, and ultimately, work productivity among TVET instructors and academic staff in Malaysia. The research highlights the need to address these multifaceted aspects to enhance job satisfaction and organizational effectiveness in the TVET sector. The findings are consistent with the broader literature on factors influencing job satisfaction in educational institutions, which often include a combination of organizational, financial, individual, and interpersonal variables. This provides a solid foundation for framing the research problem and developing a conceptual framework to guide further investigation in the TVET context in Malaysia.

ii. Potential and Challenges

The second theme explores how the challenges that shaped the TVET transformation reshape the job satisfaction among the TVET educators in Malaysia. In the examination of job satisfaction among TVET educators in Malaysia, several key themes emerge from the review of the problem statements and research gaps. Firstly, organizational factors play a significant

role, with challenges related to working conditions, job security, and organizational leadership being prevalent. Additionally, the lack of opportunities for promotion and career advancement Mohamad et al (2023); Reduan et al (2023); Nordin et al (2022); Wahi et al (2021), as well as issues with organizational communication and support, contribute to job satisfaction concerns (Rokeman & Kob, 2024). Secondly, financial and remuneration factors are of paramount importance, with TVET employees expressing concerns over competitive and fair compensation, including salaries and benefits (Mohamad et al., 2023). The impact of these financial elements on job satisfaction Ali (2021) particularly in the context of leadership, is a critical issue (Nordin et al., 2022).

Moreover, individual and psychological factors, such as the challenges in maintaining employee commitment Sim & Ling (2020); Mustafa et al (2020), motivation, and self-efficacy, as well as the impact of stress, workload, and work-life balance issues, significantly affect job satisfaction (Tien et al., 2022; Omar et al., 2020). The transition to online teaching and adapting to changes during the COVID-19 pandemic have further exacerbated these challenges (Wahi et al., 2021). Interpersonal relationships also play a crucial role, as TVET instructors and academic staff face difficulties in fostering positive relationships with colleagues and supervisors, as well as challenges in managing student attitudes and interactions (Nordin et al., 2020). Contextual factors, such as the unique challenges faced by TVET institutions, including resource constraints and staff retention difficulties, as well as the need to address specialized issues in the TVET sector, including those related to special education teachers, further compound the job satisfaction challenges (Reduan et al., 2023).

Lastly, the research gaps and limitations identified in the provided information suggest a lack of comprehensive, mixed-method studies exploring job satisfaction in the TVET context, limited research specifically focusing on TVET academic staff and instructors, and the need for in-depth investigations on the relationships between various factors and job satisfaction. These findings highlight the multifaceted nature of the challenges and issues surrounding job satisfaction in TVET institutions in Malaysia, underscoring the importance of a holistic approach to address these complexities. These themes highlight the multifaceted nature of the challenges and issues surrounding job satisfaction in TVET institutions in Malaysia. The research gaps identified also point to the need for more targeted and holistic investigations to better understand and address these complexities, ultimately contributing to the sustainability and effectiveness of TVET education in the country.

Recommendations and Suggestions

The third theme focuses on the recommendations and suggestions of job satisfaction challenges faced in the organization or individual parts in TVET education. Numerous studies have highlighted the correlation between employees' job satisfaction and their attitudes and performance in the workplace (Onyemah et al., 2018). The research suggests a positive relationship between job satisfaction and job performance. Therefore, individuals with high levels of job satisfaction are more likely to approach their tasks with enthusiasm and optimism, leading them to exert additional effort in fulfilling their responsibilities. As indicated by Galperin & Burke (2006), employees who exhibit strong passion for their work demonstrate a high commitment to achieving both their professional and personal objectives. This dedication contributes positively to enhancing job performance among employees (Kammerhoff et al., 2019).

The findings and recommendations provided highlight several key themes that can guide strategies to enhance job satisfaction among TVET instructors and academic staff in

Malaysia. Organizational factors emerge as a critical area for improvement, with a focus on providing more opportunities for promotion and career advancement, enhancing working conditions and job security (Mohamad et al. (2023)), and strengthening organizational leadership (Nordin et al. (2020) and communication (Reduan et al., 2023)). Other than that, by addressing financial and remuneration factors is also of paramount importance, as ensuring competitive and fair compensation, including salaries and benefits, can significantly impact employee satisfaction, particularly in the context of leadership.

Additionally, supporting individual and psychological factors is crucial, requiring interventions to reduce workload and work-related stress (Nordin et al. (2020) while implementing measures to improve employee self-efficacy and organizational commitment (Tien et al., 2022). Fostering positive interpersonal relationships, both among colleagues and with supervisors, through open communication and feedback, is another essential component (Sim & Ling, 2020). Aligning organizational practices with employee needs, including regular assessments of job satisfaction factors and targeted interventions, can further contribute to a more satisfactory work environment.

Finally, providing professional development and training opportunities to enhance job skills and competencies, with the duration and quality of programs tailored to meet employee needs, can empower TVET instructors and academic staff to excel in their roles (Khalid et al., 2020; Leh & Ibrahim, 2019). By addressing these multifaceted themes, institutions can develop holistic strategies to enhance job satisfaction and ensure the long-term well-being and effectiveness of TVET professionals in Malaysia.

The recommendations highlight the importance of adopting a multi-faceted approach to improving job satisfaction, addressing organizational, financial, individual, and interpersonal aspects. By implementing these strategies, TVET institutions in Malaysia can enhance employee well-being, organizational commitment, and ultimately, organizational productivity and effectiveness.

Conclusions

As a conclusion, this systematic literature review provides an overview of current research on job satisfaction among educators in technical and vocational education and training (TVET) institutions in Malaysia. It summarizes relevant articles published over the years. A total of 19 publications were analysed in this review. Firstly, the majority of factors that determine job satisfaction are categorized into financial/remuneration factors, organizational factors, individual/psychological factors, and interpersonal factors, as these were most frequently suggested in the articles. Despite the potential benefits, challenges exist in addressing job satisfaction issues in TVET organizations, particularly for educators. Technical infrastructure, teacher training, content development, and cost considerations pose hurdles that need to be addressed to ensure successful integration of job satisfaction initiatives.

Secondly, the most commonly suggested ways to increase educators' job satisfaction include addressing organizational factors, supporting individual and psychological factors, fostering positive interpersonal relationships among supervisors and colleagues, and providing professional development and training opportunities. The previous studies have extensively discussed various issues related to employees' job satisfaction in TVET settings. The systematic review identifies gaps in the existing literature and suggests future research directions to explore further the possibilities and challenges associated with job satisfaction in TVET education. Policymakers, educators, and researchers can benefit from the valuable insights provided in this review, which can aid informed decisions regarding the adoption and

implementation of effective strategies to enhance job satisfaction in TVET educational settings.

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