WORK ENVIRONMENT AS A MEDIATOR OF THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE: A LITERATURE REVIEW

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Abstract*: The work environment is a crucial catalyst for enhancing job satisfaction among vocational teachers in schools. Early retirement and career shifts among vocational teachers, driven by poor working conditions, can adversely impact both productivity and job performance. This study aims to comprehensively understand the dynamics of job satisfaction through a review of existing literature, thereby contributing to the discourse on previous findings. Specifically, it examines the role of the physical work environment in Malaysia as an intermediary factor that influences job performance in organizations. Employing empirical analysis of past studies, the paper explores the effects and relationships between job satisfaction, teacher performance, and achievement. It underscores the significance of job satisfaction in motivating teachers to nurture students who meet the industry requirements of the country. The study primarily focuses on the work environment as a mediating factor in job satisfaction and its contribution to performance achievement. The outcomes of this literature review are anticipated to enrich the empirical understanding of teacher job satisfaction in schools, offering valuable insights for policymakers, practitioners, and researchers in the field.*

Keywords*: Work Environment, Job Satisfaction, Job Performance, Vocational Teachers*

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Introduction

Technical and Vocational Education and Training (TVET) is pivotal in fostering human capital development, thereby enhancing creativity and innovation, crucial for a nation's economic growth. The Malaysian Education Development Plan (2013-2025) aims to prepare the younger generation for participation in global and regional labour markets (Omardin, 2019), emphasizing their competence and forward-thinking abilities. This plan puts significant focus on developing vocational teachers with the skills and knowledge necessary for meeting current organizational needs. Vocational teachers are essential in achieving excellence in the national education system and producing skilled TVET graduates. Consequently, the job satisfaction and performance of vocational teachers remain key subjects in academic discourse. This context aligns with ongoing efforts to elevate the quality of TVET, aiming to fulfil the Key Performance

Indicators (KPIs) of the Malaysian Education Development Plan (Higher Education) 2013–2025 and the Government Transformation Programme (GTP 2.0). The National Dialogue (2016) addressed critical educational issues, including vocational teachers' competence, institutional quality, and student learning effectiveness (NorZhaahirah, 2022; MOE, 2013; OECD, 2005), highlighting the impact of high-quality educators on student achievements and institutional efficacy.

When examining ongoing transformations in education, it is essential to consider the challenges related to job satisfaction and organisational commitment, as these factors significantly influence work performance (Syamsir & Hidayat, 2020). Job satisfaction, encompassing aspects of justice and civic behaviour within the organization (Samsudin & Rindam, 2018), is a crucial measure. Positive civic behaviour can enhance teacher productivity, as supported by research from Hidayah and Harnoto (2018), which identifies equity perceptions, job satisfaction, and civic conduct as key to improving teacher and school performance. Therefore, organisations should acknowledge that integrating aspects of civic behaviour, teacher job satisfaction, and organisational commitment into the work environment can elevate job performance (Rawabdeh et al., 2019). Understanding these roles within the work environment enables management to strategize and address the gap in enhancing job satisfaction. This literature review concept paper will analyse the relationship between job satisfaction and job performance, with the work environment serving as a mediating factor.

Literature Review

Definition of Job Satisfaction
Job satisfaction encompasses positive emotions and favourable interactions experienced by employees in relation to their work, contributing to the perceived value of their job (Rosli & Ibrahim, 2021; Khun-inkeeree et al., 2021). Each work scenario within an organization has a unique satisfaction pattern, essential for developing high-quality personnel and achieving organizational objectives. Positive psychological effects elicited by work-related needs can enhance employee motivation (Aziri, 2011) and productivity. These effects also help reduce teacher absenteeism, turnover rates, and work exclusion, while improving work productivity, performance, and the mental and physical well-being of employees (Aman-Ullah et al., 2021; Inayat & Jahanzeb Khan, 2021; Saqib et al., 2014). Additionally, job satisfaction, viewed as a cognitive evaluation, plays a critical role throughout an individual's employment. This satisfaction, expressed through emotions like happiness, comfort, and positive feelings, results from behavior or experiences driven by motivation and a positive work environment. High individual satisfaction levels in the organization can lead to increased productivity and work performance (Bell & Sheridan, 2020; Zaffar, 2018). Furthermore, high individual efficacy can be generated when individuals feel happy and enjoy their work.

Job satisfaction is typically understood as an individual's subjective evaluation of their emotions and sentiments regarding their job (Syamsir & Hidayat, 2020). Positive emotions and enjoyment in their work contribute to employees' job satisfaction. Conversely, work dissatisfaction in schools is linked with teachers managing heavy workloads, stress, student behaviour issues, conflicts with colleagues, inadequate support from school administration, and discrepancies in student work. Job satisfaction is a cognitive evaluation of one's work conditions that significantly impacts an individual's employment duration. Satisfaction is characterized by pleasure, contentment, and positive affect, influenced by motivation and a conducive work environment. Achieving high satisfaction within an organization positively

affects productivity and work performance (Bell & Sheridan, 2020; Zaffar, 2018). A heightened sense of efficacy can develop when individuals find happiness and enjoyment in their work environment.

The concept of job satisfaction includes various interpretations, influenced by factors that foster or elicit satisfaction. This study aims to understand the management of organizations to ensure the well-being of teachers and the successful implementation of tailored programmes and activities. It seeks to increase lecturers' motivation, commitment, and job satisfaction. Lecturers with high job satisfaction are more likely to align with the school's goals and mission (Caprara et al., 2003). Banerjee et al. (2017) found that these educators contribute to increased student academic achievement and reduced disciplinary issues. Job satisfaction directly affects teacher burnout (Madigan & Kim, 2021; Jomuad et al., 2021), the intention to resign (Schaufeli & Salanova, 2007), job turnover, and students' academic progress (Sun & Wang, 2017; Akiri, 2014; Chamundeswari, 2013). Conversely, teachers with higher job satisfaction are more likely to exhibit enthusiasm (Chen, 2007), commitment (Katsantonis, 2019), and positive engagement with student tasks and achievements (Caprara et al., 2003). Factors like recognition of job performance (Nazrin & Maizatul, 2020), salary (Joseph et al., 2021; Mohd Rokeman, Che Kob & Che Sobry, 2023), clear work objectives, and well-defined roles within the organization are critical in the context of job satisfaction (Chiwoya & Daka, 2022; Ismail et al., 2021). This study will examine various factors as indicators of different dimensions of individual job satisfaction within an organizational context.

Work Environment

In recent years, academics from various organizations have conducted studies on job satisfaction, recognizing its impact on work outcomes and the potential to enhance teacher effectiveness in educational settings through worker motivation. The dynamic nature of the work environment significantly influences individual productivity and job satisfaction. Research shows that fulfilling a teacher's job satisfaction can lead to successful completion of responsibilities and tasks (Mohd Rokeman, Che Kob & Che Sobry, 2023; Patel & Chandra, 2022; Marius et al., 2022; Chika et al., 2022; Eric et al., 2022; Richard, 2022; I. Bakir & Seyda, 2022; Daka et al., 2018; Mukuka-Hagane & Daka, 2018). Job satisfaction encompasses both extrinsic and intrinsic happiness within the organization, influenced by individual perceptions of treatment in the work environment (Muhammad Syafii & Ajmal, 2021; Ramoo et al., 2016). The presence of these factors contributes to achieving job performance that aligns with organizational objectives and addresses human resource management challenges. A worker experiencing consistent job pleasure is thus well-positioned to contribute constructively to the organization.

The World Health Organization (WHO) defines the working environment as including physical elements such as structure, infrastructure, furniture usage, and the presence of chemicals and biological agents. However, the workplace environment also involves interpersonal dynamics, ambient noise, task guidance and support, lighting, air quality, and occupational safety (Unaradjan, 2019). This perspective differs from Sedarmayanti and Day (2017), who emphasize the workplace's physical elements like lighting, ventilation, noise levels, spatial arrangement, and amenities. In educational settings, the environment also includes the use of air, water, and materials to facilitate student-teacher engagement, with adjacent land resources enhancing the experience for all involved.

Moreover, the comprehensive operational setting comprises architectural structures, appliances, machinery, illumination, air circulation, temperature control, airflow management, and effective communication channels between management, employees, and colleagues. George (2000) notes that an educational setting with suitable physical infrastructure, equipment, and materials can meet educators' pedagogical needs. Bhattacharjee et al. (2019) observed that the work environment influences productivity, safety, health, and emotional stability. Rabbanee (2012) suggests that lecturers are more inclined to fulfil their tasks in a comfortable environment, and contentment with the work setting can increase their likelihood of staying and reduce the pursuit of alternative employment. Bruck & Allen (2002) affirm that job satisfaction is pivotal in enhancing employee performance, leading to improved work outcomes and fewer issues.

Methods
This research is being conducted through the analysis of secondary data sources, such as websites, journals, and papers, pertaining to the current studies on job satisfaction. A comprehensive literature analysis was conducted to assess the diverse findings in the field of job satisfaction within organisational contexts, with a specific focus on the role of the work environment as a mediator.

Findings And Discussion
According to the global assessment on teacher job satisfaction by UNESCO (2021), the organisational climate is identified as a crucial factor in the work environment. The utilisation of the Teaching and Learning International Survey (TALIS) 2018 by researchers during data gathering revealed that the enhancement of professional teacher development plays a crucial role in fostering teacher job satisfaction (Sims, 2017; Wang et al., 2019). According to the results of the Teaching and Learning International Survey (TALIS 2018), teacher job satisfaction encompasses various factors that have an impact on teachers' levels of productivity, dedication, and professional effectiveness.

Job satisfaction in teachers is influenced by various factors, including the organisational climate, wages, colleagues, and career routes. These elements have been found to have substantial outcomes in terms of teachers' overall satisfaction with their jobs. The analysis also encompassed the examination of proposed enhancements aimed at improving the educational facilities inside the institution, with the objective of enhancing students' learning outcomes and upholding the instructional excellence of the teaching staff. Nevertheless, teachers are not exempt from contending with an organizational setting and atmosphere that fosters detrimental and diminished emotional states. The presence of an unfavourable working environment can lead to adverse outcomes for the psychological and physiological well-being of educators. Some of the repercussions include issues related to attendance, disciplinary matters, difficulties in carrying out assigned tasks, and other similar challenges. Furthermore, this issue will have an impact on the teacher's trust in the instructional delivery within the classroom setting. Consequently, the interruption of students' aims and learning outcomes will impede their ability to reach a degree of satisfaction (Bennell & Kwame, 2007). Hence, the behaviour and delivery patterns of teachers in schools are influenced by several facets of the work environment and climate.

Concerning this issue, Nadia et al. (2022) conducted a study to determine the effect of the work environment on teachers' job satisfaction in Faisalabad City. According to the findings of their study, the educational process necessitates the availability of suitable resources and instruments

to facilitate effective in-person instruction. Laboratory facilities, library resources, restroom facilities, furniture, televisions, and information and communication technology resources are typical in academic environments. The prevalence of inadequate and poorly maintained facilities has the potential to reduce the quality of work and hinder the achievement of organizational objectives (Taheri et al., 2021). According to the literature, the availability of facilities and equipment in the workplace has been found to increase the effectiveness of instructors' teaching practices and contribute to their motivation to improve their job performance (Inayat & Jahanzeb Khan, 2021; Bahtilla & Hui, 2021; Muhammad Syafii & Ajmal, 2021). Inadequate physical amenities, such as restrooms, prayer rooms, cafeteria areas, and computer labs, hinder students' ability to effectively participate in learning sessions.

In addition, these limitations hinder teachers' ability to effectively deliver instruction. A further concern is that the crowded and constrained classroom environments may cause discomfort for both instructors and students, thereby impeding the optimal execution of the teaching and learning process (Kithuka, 2008). According to a study conducted in Tanzania by Kitogo researchers, approximately seven classes are overcrowded, posing difficulties for instructors in effectively managing the classroom environment. These congested conditions are marked by cramped and ineffective learning environments, which hinder the educational process. According to Musila (2010), fifty percent of the participants in a study conducted in the Osibwoga district were dissatisfied with the availability of school facilities. This discontent was identified as a possible factor affecting their motivation and work performance.

From a different perspective, the work environment influences the level of individual satisfaction within an organization. A stable, tranquil, and enjoyable work environment can reduce tension and workload throughout the workday. A less conducive organizational environment, on the other hand, has made teachers feel less secure with the teaching and learning process. The lack of resources or apparatus in the workplace to support the teaching and learning process is one of the issues at hand (Hassan & Wahab, 2017). In addition, Muhammad Fajar et al. (2022), Gian & Hadi (2022) and Nadia et al., (2022) found that the work environment affects motivation and has an impact on individual job satisfaction. Therefore, there is a correlation between job satisfaction and work performance and organizational environment (Yahya et al., 2021; Hareesol et al., 2021). The work environment typically consists of a place to work, work tools, organizational policies and regulations (Parvin & Kabir, 2011). Among other things, the individual work is the starting point and the completion point of the work, which entails the physical environment of the workplace. This is predicated on two components of the identified environment, namely the occupational characteristics and the employment context (Ababneh, 2007).

Numerous studies on teacher job satisfaction have established a strong correlation between the school environment and teachers' level of satisfaction (Enwezor & Obi, 2022; Kurniawan & Andriani, 2022; Werang & Irianto, 2018). In addition, the work environment encompasses several dimensions that are considered in the evaluation of the organizational climate experienced by teachers. These dimensions include workload, peer support, and the teacher's view of student discipline. On the other hand, Earthman (2002) examines the correlation between school facilities and the quality of teachers' assignments in his research. The results of this study indicate that facility or environmental factors have an impact on worker productivity and performance. In line with this, Zulaine et al. (2021) conducted a study that provides more evidence for the notion that an unfavourable work environment, characterized by inadequate school facilities, might have a detrimental impact on teaching quality and teacher performance

inside educational institutions. The research conducted on a sample of 375 secondary school teachers in Sabah indicates that instructors exhibit a moderate level of job satisfaction with respect to school facilities. Moreover, Kyra (2013) also provided support for these findings in her study on teachers in Kinondoni, Tanzania. She discovered that the insufficiency of teaching and learning materials, along with the absence of libraries in schools, has led to a decrease in teachers' satisfaction.

Educators face difficulties in achieving their goals, visions, and missions in today's complex school system (Goutam, 2019), and this environment also has an effect on teachers' actions and outcomes (Mukhtar, 2020). Meanwhile, the Malaysian Ministry of Education has released a paper named "PPPM 2013-2025" that emphasizes the need and necessity of rethinking education in light of modern technology developments. However, it also reveals a huge discrepancy in the improvement of educational infrastructure, especially the deficiency of learning resources, which represents a significant barrier to the development of specific institutions. The Ministry of Education in Putrajaya (2013) reports that many schools still do not have the most modern facilities and equipment needed to ensure students receive an education that best prepares them to meet the changing needs of Malaysia's industrial sector. It has been noted that many schools (2700 to be exact) still do not have access to computer laboratories, as stated in the PPPM 2013-2025 report. The survey also notes that a sizable fraction of the nation's 2,000 secondary schools does not have access to computer labs. The elements of the physical workplace are crucial to workers' happiness. Previous studies have also shown that environmental factors have a vital role in investigations of job satisfaction.

Job Performance

Teachers job satisfaction in an organisational environment is frequently linked to exemplary job performance. The topic of job performance attainment is frequently discussed among scholars in several fields, particularly in relation to the effectiveness of instruction by teachers and the academic success of students. In order to enhance teacher job satisfaction, it is imperative to investigate the factors that contribute to the attainment of high-quality work. Moreover, job satisfaction is significantly associated with performance attainment, as indicated by several studies (Ismail et al., 2021; Zulaine et al., 2021; Fadzin et al., 2020; Bahrudi, 2019; Othman et al., 2018; Hazriyano, 2017). Job satisfaction is frequently linked to an individual's job performance and can serve as an indicator of their accomplishments within the organisation. Multiple scholarly investigations have revealed that there exists a robust correlation between job happiness and both organisational success and employee commitment (Junaid et al., 2021; Khan et al., 2021).

The conceptual execution of work is contingent upon the requisite abilities, knowledge, attitudes, motivation, and capacity to execute the assigned tasks within the organisational context (Chia et al., 2013). In the study conducted by Adeyemi (2010), job performance is conceptualised as the capacity of teachers to establish connections between inputs pertaining to objectives and aims, with the aim of enhancing the teaching and learning process. In relation to the construct of job performance, it encompasses the amalgamation of an employee's cognitive and physical capabilities in the execution of their assigned tasks. According to Nurlila (2018), the performance of an organisation is determined by the quantity and quality of work produced, which reflects the capability and ability of its personnel to achieve the established objectives. Furthermore, Ismail et al. (2021) provide additional support for the assertion that a positive correlation exists between job satisfaction and teacher job performance. The operational success of an organisation is determined by the evaluation of work performance and job

satisfaction. Task performance and contextual performance are two key factors used to assess these aspects. Task performance refers to the extent to which employees do their assigned tasks, while contextual performance refers to the extent to which people contribute to the overall productivity of the organisation (Bevan, 2012). Employees that exhibit high levels of performance are more likely to possess the intrinsic drive and dedication necessary to provide optimal commitment to the organisation. According to Muchal (2014), there is a correlation between an individual's degree of task performance at work and their job happiness. However, if the level of job satisfaction experienced by teachers is unsatisfactory, it can have a negative impact on school performance and create challenges for others (Rozlina, 2015).

The Relationship Between Job Satisfaction and Job Performance

According to the research by Samsudin & Rindam (2018), employee satisfaction significantly enhances performance achievement and excellence. High levels of job satisfaction led employees to a greater commitment to their professional responsibilities and alignment with the organization's vision and goals, thereby enhancing productivity and performance (Ali et al., 2013; Agusramadani & Lia Amalia, 2018). A study by Norsimah et al. (2020) involving 440 MRSM teachers found their work performance to be notably high. This outcome underscores the importance of improving teacher performance as a measure of their ability to achieve job objectives.

Furthermore, the study by Othman, Abd Rahman, and Hanafi (2018) explored the relationship between job satisfaction, commitment, motivation, and performance, revealing significant correlations between job satisfaction levels and job performance. Components of job satisfaction, including income, supervision, promotion processes, colleagues, and the nature of the work, are closely linked and greatly impact an individual's work performance. The study's results suggest that various factors related to job satisfaction are influential in driving employee commitment, motivation, and performance.

Conclusion

The existing literature consistently demonstrates a significant relationship between job satisfaction and job performance, aligning with the findings of Zulaine et al. (2021). Their study revealed a high level of job satisfaction among school instructors in interior regions and its positive impact on performance success. However, maintaining commendable performance standards requires support from all stakeholders within the organization. Therefore, it is crucial to effectively manage job satisfaction factors, including work environment, compensation, colleagues, and workload, ensuring they are within feasible limits. Enhancing work happiness can be achieved by implementing a robust compensation structure that includes opportunities for bonuses and career advancement. A potential avenue for expanding research efforts is the adoption of diverse methodological approaches, such as combining different methodologies. This strategy could enable a more thorough exploration of educators' perspectives, understanding, and behaviour in the educational setting. Additionally, incorporating variables like student behaviour and history could provide a more comprehensive view of the issues being studied.

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