



A Job Satisfactions Key Elements Affecting Job Performance of Tourism Lecturers at Vocational Colleges in Malaysia: A Need Analysis

Nor Roselidyawaty Mohd Rokeman¹, Che Ghani Che Kob^{2*}, Mohd Nasir Mohd Yaacob³

¹ & ² Faculty of Vocational and Technical, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak Malaysia

³ Faculty of Tourism Management, Kolej Vokasional Besut, 22200 Kampong Raja, Besut Terengganu Malaysia

*Corresponding author email: cheghani@ftv.upsi.edu.my

Received 10 January 2025; Revision 13 June 2025 Accepted 30 June 2025; Available online 05 July 2025

Abstract: Job satisfaction factors play a significant role in influencing the overall job performance of academic staff in TVET institutions. Identifying and addressing these factors is crucial to ensure high-quality education and training. Therefore, this paper aims to identify the key elements affecting job satisfaction among tourism vocational lecturers at vocational colleges in Malaysia. Effectively managing the well-being of tourism lecturers requires a deliberate emphasis on these factors to create an environment conducive to job satisfaction. This study adopts Maslow's Theory of Job Satisfaction, focusing on factors such as the work environment, colleagues, workload, and salary benefits. This qualitative study employed a semi-structured interview protocol to conduct a needs analysis. Four tourism lecturers, who were appointed as facilitators and had expertise in the tourism field, were selected via purposive sampling. The interview results were transcribed and analyzed using Atlas.ti software. Based on the needs analysis, all four respondents agreed that the key elements of job satisfaction are primarily centered around the work environment, salary and allowances, colleagues, and workload. The implications of these findings reveal the multifaceted connection between various factors affecting job satisfaction among tourism lecturers. This study provides valuable insights for educational institutions and management personnel tasked with enhancing the well-being and performance of tourism lecturers. The outcomes of this research can help decision-makers improve job satisfaction among tourism lecturers at vocational colleges in Malaysia.

Keywords: job performance, job satisfaction, tourism lecturers, vocational colleges, tvet, need analysis, semi-structured interview

1. Introduction

Job satisfaction refers to the feelings of contentment and fulfilment experienced within a work environment. The *Employee Job Satisfaction and Engagement Report* published by the Society for Human Resource Management highlights a significant increase in employee job satisfaction, with the percentage of employees expressing contentment with their current positions rising from 81% in 2013 to 88% in 2016, indicating a notable improvement (Society for Human Resource Management, n.d.). Hee et al. (2019) argues that by prioritizing factors influencing job satisfaction, institutions can maintain high-quality education and achieve excellent student learning outcomes. Therefore, employee job satisfaction is crucial to the success of higher education institutions. Research suggests that job satisfaction not only enhances job performance (Wahi et al., 2021) but also contributes to the professional development of educators (Top & Ali, 2021). According to the National Union of Teaching Profession (NUTP), over 10,000 teachers express a desire to retire early each year due to excessive workloads (Mohd Rokeman et al., 2023).

Even before the COVID-19 pandemic, employees were already grappling with fatigue, dissatisfaction, and discontentment in their professions. These challenges persisted during and after the outbreak, continuing to impact job satisfaction (Arif et al., 2016). A report by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (as cited in Arif et al., 2016) on global teacher job satisfaction emphasizes that the work environment is a key component of organizational climate. Researchers utilizing data from the Teaching and Learning International Survey (TALIS) 2018 found that professional development is a critical factor contributing to teacher job satisfaction (Pang et al.,

2023; Wang et al., 2019). According to Norazmi (2020), unique challenges faced by Technical and Vocational Education and Training (TVET) institutions include limited resources and difficulties in recruiting and retaining highly competent staff. To address these challenges, this study recommends that TVET institutions prioritize policies and strategies that promote job stability, offer opportunities for professional growth and recognition, and facilitate a healthy work-life balance.

Furthermore, according to the Full Accreditation Certification Assessment Report (MQA 02/FA 9863) in Field 5, which evaluates educational resources for tourism programs in Malaysian vocational colleges, concerns have been raised regarding inadequate computer equipment for teaching and learning sessions. This shortfall affects the overall quality of facilities for both lecturers and students. Additionally, the presence of non-functioning air conditioning units in laboratories contributes to an uncondusive learning environment. The report also highlights the absence of interpretation pathways for the Visitor Interpretation module and the lack of mock travel agent facilities, both of which are essential for practical student preparation in the Diploma in Tourism and Malaysian Vocational Certificate programs. The availability of appropriate facilities and teaching aids plays a crucial role in supporting lecturers in achieving the required module competencies.

The role of Tourism Program lecturers as key implementers in vocational colleges should be recognized, especially in consideration of their workload and qualifications. Studies conducted by Ariff, Mansor, and Yusof (2016) reveal that vocational lecturers experience higher stress levels compared to their counterparts in general secondary schools. This is largely attributed to extended working hours, despite receiving salaries similar to those of regular high school teachers. As such, strong motivation, resilience, and perseverance are vital traits for tourism vocational lecturers to maintain professional performance. These factors are essential to prevent negative impacts on their core responsibilities and overall effectiveness in teaching (Firkhan et al., 2021; Rokeman & Kob, 2024).

Job satisfaction among vocational teachers is inherently linked to the quality of their work environment. Multiple environmental factors contribute significantly to their overall job satisfaction. However, the specific characteristics or elements that are most influential in facilitating the teaching and learning process remain unclear. Hence, there is a need for research that addresses and enhances the work environment for vocational teachers, as this is critical for improving job satisfaction and, by extension, the success of vocational education programs. This study is essential for developing a deeper understanding of the key elements affecting job satisfaction, particularly among tourism vocational lecturers. Therefore, the primary objective of this research is to identify the key factors influencing job satisfaction within TVET education organizations, with a specific focus on their impact on job satisfaction among Malaysian tourism vocational lecturers. Furthermore, this study aims to explore the relationship between job satisfaction and the feedback environment within these organizations.

2. Job Satisfaction

Job satisfaction has a direct relationship with productivity, motivation, job performance, and overall life satisfaction (Fisher & Crawford, 2020), indicating that it also significantly affects employees' personal lives. A satisfied and content individual tends to demonstrate improved job performance, assume greater responsibilities, and foster a stronger sense of belonging within the organization. According to Top and Ali (2021), job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. However, limited attention has been given to the job satisfaction of lecturers in technical and vocational education and training (TVET) institutions (Firdaus & Aslamiah, 2022), which may compromise the quality of education delivered and, ultimately, hinder workforce development. The topic of job satisfaction has garnered significant interest among researchers, particularly in exploring the complex interplay between work, family, recognition, and co-worker relationships (Alajmi & Alausousi, 2019). According to Nordin, Hassan, and Yusof (2021), job satisfaction encompasses both positive and negative feelings and emotions toward one's job, which influence the individual's ability to achieve work goals set by management. It also reflects how individuals are treated in the workplace and their level of commitment to success. In the educational context, teachers with high job satisfaction are more likely to deliver quality teaching, thereby enhancing student achievement and school performance (Sims, 2017).

A conducive and well-equipped work environment is a major contributor to job satisfaction, consistent with findings from previous research on work environment elements (Sims, 2017; Shah & Nor, 2021; Firdaus & Aslamiah, 2022; Enwezor, 2022; Kurniawan & Adriani, 2022). This is further supported by Earthman (2002), whose study demonstrated a positive relationship between school infrastructure and the effectiveness of educators' responsibilities, showing a substantial and lasting impact on employee performance and productivity. Similarly, Nasser et al. (2022) emphasized that technical and vocational schools should be equipped with sufficient workspace, proper ventilation for comfortable breathing, moderate temperatures, ergonomically appropriate furniture and tools, and suitable lighting conditions to support lecturers' working environments. Studies by Asyikin, Yusoff, and Nor (2020) and Nordin, Hassan, and Yusof (2021) highlight the limitations of facilities and teaching resources in vocational colleges, which pose significant challenges for vocational educators in Malaysia. These constraints may lead to reduced job satisfaction and emotional strain when lecturers are performing tasks or conducting lessons in workshops. Such conditions could negatively impact their overall job performance (Joseph et al., 2021; Kurniawan & Adriani, 2022; Sulistyawati et al., 2022; Sudrajat et al., 2022; Derina et al., 2022).

Therefore, the current level of job satisfaction related to the work environment among vocational lecturers is less than ideal. If these issues persist, they may continue to disrupt the teaching and learning processes in vocational colleges, ultimately affecting educational outcomes and the professional well-being of lecturers. Meanwhile, salary factors also contribute to the internal motivation to work harder to earn the salary and incentives commensurate with the tasks performed (Iwu et al., 2020; Norazmi, 2020; Pathak, 2024). Furthermore, colleagues' factors also serve as internal and external motivators that empower individuals to remain enthusiastic, cooperate, and assist one another while performing tasks within the organization (Shah et al., 2021; Syed et al., 2017). Job satisfaction factors included in this study are related to workload, where lecturers' workload involves academic tasks, administration, ad-hoc assignments, and tasks outside the school (Pang et al., 2023; Reduan et al., 2023).

2.1 Maslow Theory

The Hierarchy of Needs Theory, which Maslow proposed, is still well-known and used in recent studies on organizational management (Mohd Rokeman et al., 2023; Pang et al., 2023). Researchers frequently use this framework, which is particularly prevalent in the field of human resource management (Dye et al., 2005). The theory, initially proposed by Abraham Maslow in 1943, suggests that individuals have a collection of essential needs that must be satisfied (Pang et al., 2023). The fulfillment of these fundamental wants assumes a pivotal role in determining the overall contentment of individuals, particularly when the pursuit of self-actualization is undertaken (Rokeman et al., 2024). According to Maslow's thesis, humans are portrayed as rational individuals who have an intrinsic need to fulfill their basic life demands. The theoretical framework describes five distinct stages of human needs: physiological needs (such as food, rest, shelter, and clothing); safety needs; the need for social connection and affection (including empathy and integration into society); esteem needs (including recognition and personal fulfilment); and self-actualization, which represents achieving one's life goals. At the core of Maslow's theory lies a central emphasis on the individual's personality and the holistic achievement of motivation. Hence, those possessing a heightened level of motivation are more inclined to achieve their life ambitions. According to Firkhan et al. (2021), the failure to fulfil these essential human requirements might result in psychological disruptions and impede individual growth, professional progress, and job contentment. The satisfaction of these fundamental needs is crucial for individuals to regard themselves as worthwhile, competent, and productive members of society.

Within the realm of a teaching profession, physiological needs cover various essential elements such as enough salary, suitable rest facilities, and basic workplace amenities. Once individuals have fulfilled their physiological demands, the subsequent priority shifts towards the need for security and stability. Maslow's Hierarchy of Needs has been utilized as a fundamental framework for the improvement of underperforming educational institutions, in accordance with the ideas outlined in Maslow's hierarchy. According to Fisher and Crawford (2020), this particular intervention has demonstrated its efficacy in improving academic achievement and general efficiency. Once individuals have their basic needs fulfilled, educational institutions and their staff members exhibit greater stability, reduced levels of competition, and an enhanced emphasis on personal development. As a result, educators demonstrate a greater propensity to advance within the organizational structure in pursuit of self-actualization (Fisher & Crawford, 2020).

In the present study, it is hypothesized that lecturers who actively work towards fulfilling their basic needs will subsequently experience improvements in their job performance as they seek to achieve their aims and objectives. Fundamentally, this study, according to Maslow's theory, asserts that humans will work hard to satisfy their needs. If those needs have been met, the motivation is no longer there to achieve the same satisfaction, and they will strive to meet the next need. Yet humanity will continue to strive to meet the needs that are still lacking, and it is difficult to move to the top floor if the bottom needs have not been met. Teacher job satisfaction can be attained when the teacher fulfils all the specified prerequisites, including receiving a suitable salary, experiencing a sense of inclusion, equitable treatment by administrators in workload allocation, and receiving commensurate rewards for their exertions. Maslow's theory has exerted a strong influence in the fields of education and human development (Nurhasanah et al., 2021).

Maslow's Needs Hierarchy became the basis for the transformation of a school that went from low-performing to low-socioeconomic according to Maslow's hierarchy of needs. This situation has helped schools in crisis achieve excellent performance and productivity (Fisher & Crawford, 2020). When the lowest levels of need are met, schools and staff become more stable, less competitive with each other, and even more concerned with personal growth. This causes teachers to increase the hierarchy of needs towards self-awareness (Fisher & Crawford, 2020). In this study, the lecturer hypothesized that he would strive to meet the lowest needs and, subsequently, improve his job performance in order to achieve the goals and objectives set.

According to this theory, both teachers' needs and the support they receive from their superiors have an impact on their job performance and job satisfaction. It is imperative for school administrators and leaders to consider these factors within the work climate to ensure the satisfaction of teachers. Specifically, school leaders, such as principals, should strive to create a positive working atmosphere by offering suitable working conditions, providing adequate workspace for teachers, treating teachers fairly, and granting them the autonomy to carry out their responsibilities (Aishwarya & Murthy, 2024). Consequently, this theory can serve as a foundational framework for school principals to effectively exercise their leadership skills in safeguarding the well-being of teachers within educational institutions.

3. Objectives

The purpose of this study was to conduct a needs analysis for key elements related to job satisfaction among tourism lecturers in vocational colleges in Malaysia. The specific objectives to be achieved are as follows:

1. Identifying job satisfactions issues among lecturers in the Tourism Program at vocational colleges in Malaysia
2. Identifying the key elements of job satisfaction towards job performance among tourism lecturers in vocational colleges in Malaysia.

4. Methodology

This qualitative study examines the relationship between job satisfaction and job performance among tourism lecturers at Vocational Colleges in Malaysia.

4.1 Sample of the study

This study involved four respondents or participants who were experts or main coaches among the tourism lecturers in a vocational college in Malaysia. The four lecturers selected have expertise in the tourism field and have taught the subject for more than 5 years. They were selected as the sample for the study according to the purposive sampling procedure.

4.2 Procedure of the study

The interviews' outcomes were transcribed and subjected to thematic analysis methods. Each element identified through thematic analysis was subsequently categorised as a dimension. In this study, the researchers developed interview questions based on the results of previous literature. 1) Do you believe, or do you think, you're happy with your work right now? Why or why not? 2) What are your thoughts on school tools for your school organisation's environment? Why is that happening? 3) How does your relationship between administration, teachers and students respond to the organisational climate of your school? Why is it that way? 4) What are your general views on how teacher satisfaction can affect teachers' performance at your school? Why is this happening? These questions were used to gather information on the teachers understanding of their own feelings and experiences while at school. Selective coding processes have been used to incorporate categories in order to create a general structure for subsequent topics.

5. Findings and Discussions

The interview protocol contained four questions for the lecturers developed based on the literature review. Four experts, including one expert for language, had reviewed, and validated the interview protocol to determine the construct credibility in gathering information from the informants.

5.1 Job Satisfaction Issues in Vocational Colleges

To gain a clearer and more in-depth understanding of current issues in the field of tourism, a preliminary study was conducted through online interviews with key individuals, including the Head of the Tourism Programme Department, the Head of the Tourism Programme, the Tourism Lecturer, and other lecturers within the Tourism This preliminary study aimed to precisely identify job satisfaction issues experienced by tourism lecturers, with the goal of aligning the conducted research with the issues to be discussed. The primary objective of this initial study was to accurately pinpoint the issues related to job satisfaction that are faced by tourism lecturers, with the aim of ensuring that the research conducted is closely linked to the topics under examination. The subsequent section outlines their viewpoints on the difficulties encountered within the scope of this investigation:

RT1: *"Honestly, the college system is more challenging compared to the previous school systems, namely vocational high schools and technical high schools, because we have an additional two years of time with the students, starting from the two-year certificate level and continuing for two more years at the diploma level. As a result, we need to master a wide range of skills to ensure that our students, when they graduate, become high-quality vocational graduates."*

RT2: *"Many administrative tasks have arisen since entering vocational college. We intend to focus on teaching, but suddenly there are urgent ad hoc assignments that need immediate attention. There is also a significant amount of paperwork to handle. These additional tasks have indeed burdened us, adversely affecting work productivity."*

RT3: *"My feelings... I would say they are just ordinary. I wouldn't say I'm happy, nor would I say I'm not happy. This is because, for the job of a teacher nowadays, it is quite challenging due to the current challenges we are facing."*

RT4: *"Um...the vocational education system...from the perspective of the vocational education system...I strongly believe that the vocational education system needs to be reevaluated, especially in terms of its implementation. There are, umm, several weaknesses observed so far. We can see it in terms of its curriculum and also in terms of the workload of lecturers,*

not only in the tourism program but also in other programs. Therefore, the relevant authorities should reconsider and improve our system...as soon as possible."

The preceding discussion indicates that a significant number of respondents among the tourism program lecturers have shared their perspectives on the issue of job satisfaction in vocational colleges. Muhd Khaizer et al. (2018) emphasized in their study on job satisfaction among Career and Technical Education (CTE) teachers, also identified a research gap concerning job satisfaction in a cross-Asian comparative study. This research aims to harmonize job satisfaction within the same framework, incorporating teacher characteristics and current research findings, with the intention of facilitating the career transition process into the teaching profession. It seeks to achieve this by providing comprehensive support and fostering cooperation in various ways, thus ensuring that the teaching profession remains enjoyable.

5.2 Key Elements of Job Satisfaction Among Tourism Lecturers

The findings show that during the coding process, several elements were derived from statements, namely the work environment, salary and benefits, colleagues, and workloads, each of which forms a sub-construct for its respective element. Details of the thematic analysis of the job satisfaction elements are shown in Table 1.

Table 1: Job Satisfaction Elements Agreed by Respondents

Respondent	Interview Excerpts
RT1	<p><i>In terms of facilities, for example, each teacher should be provided with a computer and a photocopier machine that is sufficient for their use</i></p> <p><i>...the relevant authorities within the Malaysian government need to take more significant steps to provide a highly conducive infrastructure that is on par with a college level that may affect our performance.</i></p> <p><i>In my opinion, the travel allowances are quite burdensome on government employees, especially on me.</i></p> <p><i>...it's not just about teaching; as a wife, I also have to manage the household and take care of the kids, so I feel quite burdened. Time management is very important for a teacher, but the workload is quite significant, especially for me as the program head.</i></p>
RT2	<p><i>Friends sometimes provide assistance, but there are also occasional conflicts due to increased workload. Conflicts among friends exist in the workshop, but it's just a normal part of work, and we have to accept it.</i></p> <p><i>...I think there should be a resting place for teacher convenience, like a pantry, to make it easier for teachers to bring packed meals instead of going to the cafeteria. It would also be helpful for making tea or coffee and taking short breaks during teaching sessions.</i></p> <p><i>...but if it's for teachers who are looking to enhance their qualifications or simply for knowledge, there won't be an increase in salary, right? My suggestion is that if there could be additional compensation for those pursuing a master's or a doctorate or a Ph.D., perhaps with a special allowance or an increase in their salary to encourage them to further their education...</i></p>
RT3	<p><i>The tasks assigned to me are burdensome, especially when we are busy teaching. Secondly, we have workshop tasks, and thirdly, administrative tasks, such as student activities, for example, organizing events, can interfere with our primary teaching duties.</i></p> <p><i>In terms of salary, for TVET (Technical and Vocational Education and Training), it can be said that there is dissatisfaction. For example, for tourism teachers like us, we are encouraged and even required to obtain skills, such as up to SKM 5 (Malaysian Skills Certificate Level 5). However, there are cases where some teachers do not pursue these certifications, but there is no difference in their salaries. This means that we have to work hard to acquire the required skills, attend various courses, but there are no incentives provided for us to do so.</i></p>
RT4	<p><i>The provision of these facilities is necessary for the learning process. So far, a pantry, internet connection, and a prayer room need to be available.</i></p> <p><i>Yeah...colleagues do indeed contribute to job performance...especially when we want to organize an event or gathering...cooperation with friends is important...</i></p>

These statements from the axial coding were subsequently summarized as elements during the selective coding process, as illustrated in Table 2.

Table 2: Thematic Analysis Process for Job Satisfaction

Open Coding	Axial Coding	Selective Coding
Computer Photocopier Machine Teacher's Rest Area Prayer Room Ablution Space	Work Area Facilities	Physical Working Environment
Teaching Technology Tools Internet Access	Learning Facilities	
Contribute to performance Cooperation Conflicts Among Friends	Social Relationship	Colleagues
Differences In Salary Increase In Their Salary	Salary	Salary And Allowances
Travel Allowances Special Allowance No Incentives	Allowances	
Workshop Tasks Administrative Tasks Manage The Household Workload Is Quite Significant	Ad Hoc Tasks	Workloads

The results of the analysis also reveal that the factors investigated in a need analysis survey involving four tourism vocational lecturers, namely physical work environment, salary and allowances, colleagues, and workloads, play a crucial role in determining teachers' job satisfaction. As per RT 1, teachers do not have access to complete and adequate equipment to fulfill their responsibilities. This finding aligns with the MQA02 Audit Report for the Diploma Programs in Tourism Management, which identifies several infrastructure aspects requiring improvement to enhance the teaching and learning process. Furthermore, RT 1 and RT 2 highlight equipment-related issues; RT 2 addresses colleagues who may be uncooperative and prone to conflicts; RT 3 focuses on salary rewards and critical allowances for tourism program lecturers; RT 3 and RT 4 pertain to workload concerns, including ad hoc tasks such as filing and documentation; and RT 1 highlights how these situations may lead to job satisfaction issues that can ultimately impact job performance. The link between the physical work environment and job satisfaction can be understood through various theoretical lenses, including Herzberg's Two-Factor Theory. This theory posits that while certain factors (motivators) actively contribute to job satisfaction, others (hygiene factors), if absent or inadequate, lead to dissatisfaction. The physical work environment largely falls under hygiene factors; a poor environment can cause dissatisfaction, while a good environment helps prevent dissatisfaction and creates a baseline for potential satisfaction (Nurjanah et al., 2024).

Furthermore, when vocational teachers are burdened with excessive non-teaching tasks, such as paperwork, compliance requirements, and administrative responsibilities, they have less time and energy to devote to their core instructional roles, including lesson preparation, student interaction, and providing individualized support (Böhm et al., 2023; Firth et al., 2024). This can lead to a feeling of being unable to perform their primary duties effectively, thereby reducing job satisfaction. In addition, a heavy workload can limit opportunities for essential professional development and staying current with industry practices, which is crucial in vocational education (Firth et al., 2024). Furthermore, prolonged exposure to high stress levels due to unmanageable workloads can lead to burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, all of which severely diminish job satisfaction (Li, 2022; Purnomo et al., 2024).

The results of the analysis in this section found that study participants thought the salary element played a role in motivation to work. However, the average participant expressed the need to review and devise the working environments of TVET lecturers according to their qualifications and skills. Numerous researchers studying teacher job satisfaction have found that the school environment and teacher satisfaction are closely interrelated and mutually influential (Firdaus & Aslamiah, 2022; Kurniawan & Andriani, 2022; Norazmi, 2020; Toropova et al., 2021; Werang & Irianto, 2018). This situation can lead to less enjoyable job satisfaction levels and may disrupt the emotions of lecturers when carrying out tasks and teaching in workshops, potentially affecting their performance at work (Derina et al., 2022; Kurniyanto, 2022; Sulistyawati et al., 2022). Therefore, the level of satisfaction with the work environment for vocational lecturers is not very satisfactory, and if such issues continue, it is feared that they will disrupt the teaching and learning processes of lecturers in vocational colleges.

6. Conclusion and Recommendations

Job satisfaction is a complex concept influenced by various factors that can differ among individuals and workplaces. Scholars aim to pinpoint the key determinants of job satisfaction and devise strategies to boost it among tourism educators, thereby enhancing overall workplace well-being. Through extensive interviews in the field of vocational education in Malaysia, it has been revealed that factors like the physical work environment, salary, relationships with coworkers, and workload are crucial in shaping job satisfaction for vocational instructors. These factors can assist educators in refining their instructional approaches, resulting in heightened satisfaction levels and improved job performance. Furthermore, content vocational instructors who are content are more inclined towards motivation and commitment, potentially leading to an upgrade in teaching standards and superior student achievements.

Job satisfaction plays a critical role for vocational teachers, positively impacting their personal well-being and also holding substantial consequences for educational quality, student accomplishments, and the overall effectiveness of vocational training initiatives. Hence, educational institutions and policymakers should prioritize measures and regulations geared towards enhancing job satisfaction among vocational instructors to safeguard the effectiveness of vocational education. By cultivating a favorable and encouraging work atmosphere, institutions can empower educators to establish an enriching learning environment, consequently enhancing student learning results. Vocational teachers who are satisfied in their roles and demonstrate high levels of motivation and passion for their profession can significantly inspire and actively engage their students. This dynamic plays a critical role in improving academic performance. On the bases of the major findings of this study, the following recommendations were made:

- **Enhance the Physical Work Environment**

Educational institutions should invest in improving infrastructure, including classrooms, laboratories, and teaching aids. This includes ensuring proper ventilation, functioning air conditioning, adequate lighting, and up-to-date equipment and technology tailored to the needs of tourism programs. A conducive environment promotes comfort, reduces stress, and directly impacts lecturers' job satisfaction.

- **Establish Fair and Competitive Compensation Structures**

Review and revise salary structures to ensure they reflect lecturers' workload, qualifications, and contributions. Aligning compensation with the nature of vocational teaching duties, including overtime and hands-on training responsibilities, can significantly reduce dissatisfaction and attrition.

- **Foster Positive Workplace Relationships**

Institutions should implement initiatives that encourage collaboration, mutual respect, and peer support among vocational educators. Team-building activities, peer mentoring, and professional learning communities can enhance collegiality and emotional well-being.

- **Manage and Balance Workload**

Administrative bodies must assess and restructure workload distribution to avoid burnout. Clearly defined roles, adequate time for lesson planning, and support staff for non-teaching duties can help educators maintain a healthy work-life balance.

- **Support Continuous Professional Development (CPD)**

Encourage and fund ongoing training, upskilling, and participation in industry-relevant workshops and conferences. CPD helps lecturers stay current in tourism trends and teaching methodologies, increasing their confidence and job satisfaction.

Acknowledgements

The authors would like to express our gratitude to those who were involved directly and indirectly in making this article. Many thanks to Sultan Idris Education University for the resource and support in conducting this research.

References

- Aishwarya, S., & Murthy, S. (2024). Exploring compensation management strategies: a comprehensive analysis across diverse industries. *EPRA International Journal of Multidisciplinary Research*. <https://doi.org/10.36713/epra15348>
- Alajmi, B., & Alasousi, H. (2019). Understanding and motivating academic library employees: Theoretical implications. *Library Management*, 40(3/4), 203–214. <https://doi.org/10.1108/LM-10-2017-0111>
- Ariff, N., Mansor, M., & Yusof, H. (2016). Availability of novice teacher professionalism: A content analysis. *International Journal of Academic Research in Business and Social Sciences*, 6(12), 353–373.
- Asyikin, N., Ab, B., Yusoff, M., & Nor, B. M. (2020). Kebolehlaksanaan Hab TVET: Program Perkongsian Sumber Kolej Vokasional di Negeri Sembilan. *International Research Journal of Education and Sciences (IRJES)*, 4(1), 2158–2550.

- Böhm, M., Kögler, K., & Gschwendtner, T. (2023). Working Hours, Work Activities, Work Experience and Job Satisfaction of Teachers at Vocational Schools: Conclusions for the (Un)Attractiveness of the Teaching Profession. *bwp@ Berufs- und Wirtschaftspädagogik – online*, (47), 1-25.
- Derina, Y. D., Pebriyanti, & Renandi, E. M. (2022). Pengaruh budaya organisasi dan lingkungan kerja terhadap kepuasan kerja karyawan Hypermart Lampung. *Jurnal Manajemen Dan Bisnis (JMB)*, 3(2), 28–33.
- Dye, K. J., Mills, A., & Weatherbee, T. (2005). Maslow: Man interrupted: Reading management theory in context. *Management Decision*, 43(10), 1375–1395.
- Earthman, G. I. (2002). School facility conditions and student academic achievement. Virginia: Virginia Polytechnic Institute and State University.
- Enwezor, C. H., & Obi, E. (2022). Academic staff work environment and work orientation as correlates of their job satisfaction in colleges of education in South East, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*, 11, 81–93.
- Firth, R., Hodge, S., & Haukka, S. (2024). Vocational teachers in school settings: career pathways and motivations. *Research in Post-Compulsory Education*, 29(2), 203-222.
- Firdaus, M. F., & Aslamiah, S. (2022). Correlation among principal communication, organizational climate, work motivation and job satisfaction of Banjarbaru State Senior High School teachers. *International Journal of Social Science and Human Research*, 5(06), 2243–2249.
- Firkhan, A., Hamid, A., Mohd Zalisham, J., & Mohd Norazmi, N. (2021). Preliminary study on IT security maintenance management in Malaysia organizations. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 18(1), 4061–4073.
- Fisher, M. H., & Crawford, B. (2020). From school of crisis to distinguished: Using Maslow's hierarchy in a rural underperforming school. *Rural Educator*, 41(1), 8–19.
- Hee, O. C., Ong, S. H., Ping, L. L., Kowang, T. O., & Fei, G. C. (2019). Factors influencing job satisfaction in the higher learning institutions in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 9(2), 9–20. <https://doi.org/10.6007/ijarbss/v9-i2/5510>
- Iwu, C. G., Ezeuduj, I. O., Iwu, I. C., Ikebuaku, K., & Tengeh, R. K. (2018). Achieving quality education by understanding teacher job satisfaction determinants. *Social Sciences*, 7(25). <https://doi.org/10.3390/socsci7020025>
- Joseph, A. F., Eric, O. D., Rosemary, A. O., & Samuel, E. A. (2021). Employee motivation and job performance: A study of basic school teachers in Ghana. 7(1), 30. <https://doi.org/10.1186/s43093-021-00077-6>
- Kurniawan, T. Z. A., & Andriani, D. (2022). Influence of organizational culture, work environment and compensation on job satisfaction of production sector employees. *Indonesian Journal of Law and Economics Review*, 17, 10–21070.
- Kurniyanto, W. (2022). Pengaruh budaya organisasi dan lingkungan kerja terhadap kepuasan kerja dan kinerja guru SMK NU Kedungtuban Kabupaten Blora. *Jurnal Mitra Manajemen*, 6(2), 111–125.
- Li, Q. (2022). *Job Satisfaction and Job Burnout of Teachers in Secondary Vocational Schools in Qingdao*. International Conference on Business, Education, and Social Sciences (ICBESS). Retrieved from http://www.ijbts-journal.com/images/main_1378452649/P15_%20Qian%20Li.pdf
- Mohammad Noor, N. B. (2019). PTV hubungan antara kecerdasan emosi dengan komitmen guru mata pelajaran teknik dan vokasional di Batu Pahat (PhD thesis, Universiti Tun Hussein Onn Malaysia).
- Mohd Rokeman, N. R., Che Kob, C. G., & Che Sobry, H. (2023). The role of reward in teachers' job satisfaction towards job performance: A literature review. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(11), e002591. <https://doi.org/10.47405/mjssh.v8i11.2591>
- Muhd Khaizer, O., Self, M. J., & Cole, K. M. (2018). Teaching job satisfaction of career-switchers in career and technical education school system. In *International Research Symposium Series (IRSS)*.
- Nasbah, N. N. (2023, January 3). Bebanan tugas guru, bila akan selesai? *Berita Harian*. <https://www.bharian.com.my/berita/pendidikan/2023/01/1047119/bebanan-tugas-guru-bila-akan-selesai>
- Nasser, H., Hejase, H. J., Mezher, M. A., Termos, M., & Hejase, A. J. (2022). A descriptive analysis of job satisfaction among faculty members: Case of private vocational and technical education institutions, Baabda, Mount Lebanon, Lebanon.
- Norazmi, N. (2020). Factors for the task load of special education integration program (PPKI) teachers in Johor. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 9(3), 2413–2416.

- Nordin, M. N. B., Iqbal, F., & Bajwa, R. S. (2021). Challenges of parents in the implementation of teaching process and facilitation at home during movement control order for students with special needs with hearing impairment in Malaysia. *Psychology and Education*, 58(2), 9188–9193.
- Nurhasanah, E., Maspuroh, U., Pujiawati, N., & Nordin, M. N. (2021). Socio-economic study: Middle class society portraits in drama “Sayang Ada Orang Lain” by Utuy Tatang Sontani. *Multicultural Education*, 7(2).
- Nurjanah, S., Prasetyo, A. P., & Juliana, M. (2024). The Influence of Workload, Physical Work Environment, and Communication on Job Satisfaction in Cimahi City Education Service Employees. *International Journal of Business, Management, and Economics*, 5(1), 75-86.
- Pang, Q., Fang, M., Wang, L., Mi, K., & Su, M. (2023). Increasing couriers’ job satisfaction through social-sustainability practices: Perceived fairness and psychological-safety perspectives. *Behavioral Sciences*, 13(2), 125.
- Pathak, D. N. (2024). Impact of Compensation and Benefits on the Job Satisfaction of Employees: Case of Iron Industry in REAL GROUP. *International Scientific Journal of Engineering and Management*, 03(05), 1–9. <https://doi.org/10.55041/isjem01777>
- Purnomo, A. H., Muthu, K. S., Hadian, D., Indrasari, M., Hamid, R., & Eliyana, A. (2024). Determining Factors of Job Satisfaction in TVET Organizations towards Work Productivity in Achieving SDGs. *International Journal of Professional Business Review*, 9(4), e020857.
- Reduan, I., Sabli, H. M., & Adenan, A. (2023). The factor affecting academic staff satisfaction at TVET institutions. *Borneo Engineering & Advanced Multidisciplinary International Journal*, 2, 174–179.
- Rokeman, N. R. M., & Kob, C. G. C. (2024). Cabaran Dan Strategi Memperkasa Penyampaian Kurikulum Tvet Di Malaysia: Tinjauan Di Kolej Vokasional.
- Rokeman, N. R. M., Kob, C. G. C., & Yaacob, M. N. M. A review of the job satisfaction theory for vocational college education perspective. *Journal of Modern Education*, 6(20), 522-532.
- Rosnee A., Mohamad Zaid, M., Suhaimi, M., Nur Hanim, S., A., Mohd Norazmi, N. (2021). Work Attitude, School Teachers in Mindiptana District, Papua. Musamus. *Journal of Primary Education*.
- Shah, R. N. R. H., & Nor, M. Y. M. (2021). Amalan kepimpinan lestari guru besar dan kepuasan kerja guru di Sekolah Kebangsaan Padang Jawa Shah Alam. *Jurnal Dunia Pendidikan*, 3(1), 385-393
- Sims, S. (2017). TALIS 2013: *Working Conditions, Teacher Job Satisfaction and Retention. Statistical Working Paper. UK Department for Education*. Castle View House East Lane, Runcorn, Cheshire, WA7 2GJ, UK.
- Siripipatthanakul, S., & Bhandar, M. (2021). A Qualitative Research Factors Affecting Patient Satisfaction and Staff in TVET Institutions. *International Applied Business and Engineering Conference*, 86–89.
- Sub-Education Policy Review Report: Technical and Vocational Education and Training (TVET). (2020). UNESCO COVID-19 Education Response Education Sector Issue notes n° 5.2, April 2020, UNESCO.
- Sudrajat, I., Yuliana, Y., & Munawaroh. (2022). Jurnal Mutiara Management 7(1): Pengaruh Lingkungan Kerja Dan Budaya Organisasi Terhadap Kepuasan Kerja Karyawan Pada Pt. Indomarco Prism Atama Cabang Medan. *Jurnal Mutiara Manajemen*, 7(1).
- Sulistyawati, N., Kresna, S., I., & Nawir, J. (2022). The Influence of Work Environment, Organizational Culture and Transformational Leadership on Job Satisfaction of Millennial Employees. *Studi Ilmu Manajemen Dan Organisasi (SIMO)*, 3(1), 183–197. <https://doi.org/10.35912/simo.v3i1.680>
- Syed, K., S., A., Mohd Faithal, H., & Habib, M., Som. (2017). Tekanan dan Kepuasan Kerja dalam Kalangan Guru System Availability, And Privacy. *Amazonia Investiga*, 10(38), 70– 81. <https://doi.org/10.34069/AI/2021.38.02.7>
- Tien, E. C., Hamid, H., & Madar, A. R. (2022). Relationship Between Self-Efficacy, Workload and Mental Health among Lecturers in Vocational Colleges. *Online Journal for TVET Practitioners*, 7(1), 1-7.
- Top, C., & Ali, B. J. (2021). Customer Satisfaction in Online Meeting Platforms: Impact of Efficiency, Fulfillment, System Availability, And Privacy. *Amazonia Investiga*, 10(38), 70– 81. <https://doi.org/10.34069/AI/2021.38.02.7>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher Job Satisfaction: The Importance of School Working Towards Job Performance: A Literature Review. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(11), p. e002591. doi: 10.47405/mjssh. v8i11.2591
- Wahi, Mohammad Fardillah, Mohamad Sabli, Habsah, Zainal Redho, S. L. (2021). Job Satisfaction among Academic Staff in TVET Institutions. *International Applied Business and Engineering Conference*, 86–89.
- Wang, K., Li, Y., Luo, W., & Zhang, S. (2019). Selected Factors Contributing to Teacher Job Satisfaction: A Quantitative Investigation Using 2013 TALIS Data. *Leadership and Policy in Schools*, 1-21
- Werang, B., R., & Irianto, O. (2018). The Effect of School Climate on The Motivation and Job Satisfaction of Elementary School Teachers in Mindiptana District, Papua. Musamus. *Journal of Primary Education*.