

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter further discusses the literature related to the variables of the study. It begins with the literature about job satisfaction, the importance of job satisfaction, factors of job satisfaction, and antecedents of job satisfaction. Next, this chapter continues with the literature on lifelong learning, need for lifelong learning, and dimensions of lifelong learning i.e., motivation, improving knowledge and skills, and supporting career development. Then, this is followed by the literature regarding the concept of WFE. After that, this chapter discusses past studies related to the influence of lifelong learning towards job satisfaction, the influence of lifelong learning towards WFE, WFE towards job satisfaction and also WFE as a mediating role towards lifelong learning and job satisfaction. The discussion about related theories and models will also be discussed onwards. Next, a relevant hypothesis for the study is discussed. Lastly, this chapter ends with a framework of the study.

2.2 Job Satisfaction

There are numerous definitions of job satisfaction among previous scholars which had been conceptualized in many ways. No universal consensus has yet been reached about employees' job satisfaction. Brown (2008) supports this, "while several scholars interpret job satisfaction, the meanings are different." Before the concept of job satisfaction can be provided, the essence and value of work as a universal human endeavour must be examined. Various researchers have a different perspective on job satisfaction. The following text discusses some of the most often quoted definitions on job satisfaction.

Hoppock established the earliest concept of job satisfaction. He described satisfaction at work as a combination of the psychological, physiological and environmental conditions which really make an individual claim that "I am happy or satisfied with my job" (Hoppock, 1935). This concept makes it internal and has to do with the way the employee thinks and feels, while job satisfaction is influenced by several external influences. In other terms, job satisfaction offers a series of variables or factors that make us feel happy and satisfied. Next, Vroom reflects on the position of the employee in the workplace in his definition of satisfaction. Thus, it describes job satisfaction as affective guidelines for the workplace that people currently play (Vroom, 1964).

Schaffer's interpretation (1953, p.3, quoted in Evans, 1997) was that job satisfaction is that of the needs of individuals: 'the overall satisfaction of the work will differ to the degree in which certain requirements of a person who is fulfilled in a job are actually met; the greater the need, the closer the satisfaction of the job will rely on it'. Also supported for the interpretation of the fulfilment of personal needs, Sergiovanni

(1968) emphasised the important connection between the theory of motivation - hygiene and the theory of human motivation (1954) which focused on a hierarchy of human needs.

Meanwhile, Locke (1976) described job satisfaction as a "pleasant or happy emotional condition arising from the assessment of this job or from the work experiences". The definition given by Spector is the most quoted in terms of job satisfaction. Spector (1996) says workplace satisfaction is an "attitude towards jobs and involves affective, cognitive and behavioural component with regard to different relevant factors, such as salary, advancement, job duties, co-workers, managers and others".

In a current review by Tomazevic, Selyak, and Aristovnik (2014), researchers similarly characterized employees' job satisfaction as an enjoyable or positive emotional condition arising from job understanding, work atmosphere concept, work environment evaluations, working experience and a perception of all elements of the workplace. Ukil (2016) stated that employee satisfaction is often known as job satisfaction and defined this as a positive mental state, showing the perceived connection between the situation of a worker and his perceived job offering. To date, researchers and academics have been active in discussing the meanings, where job satisfaction is still not generally agreed and so various writers have different ways to define job satisfaction (Aziri, 2011; Xuong-Kiet Vuong and Minh-Quang Duong 2013).

Job satisfaction has been viewed in a variety of ways according to concept, beliefs, opinion, and interest. According to Badreya (2010), job satisfaction is a multifaceted phenomenon that is influenced by a variety of influences. Apart from that, job satisfaction may be both affective and cognitive in nature. Affective job satisfaction

refers to the degree to which a person experiences pleasurable emotional feelings towards various aspects of his or her working circumstance. On the other side, cognitive job satisfaction refers to an employee's perceptions, emotions, and reactions to specific facets of their employment, such as compensation, benefit plans, working hours, and a variety of other factors (Kosi, Sulemana, Boateng & Mensah, 2015).

As a result of the description, it can be inferred that job satisfaction is a composite of positive and negative feelings towards one's job. It is inextricably related to an individual's behaviour at work, and it refers to a worker's feeling of accomplishment, achievement, and satisfaction on the job. Other than that, job satisfaction is related to an employee's work mood or attitude, which is their subjective assessment of their job based on their prior job experiences (Harrison et al., 2006).

In this current study, the researcher has examined the HLP programme for public primary and secondary school teachers' job satisfaction based on their attitude and feeling towards the job. The attitude and feeling of the teachers represent their affective, cognitive, and behavioural component. It can be measured by looking at various aspects of the job such as wages, promotion, rewards, co-workers, supervision or their leader, communication at school, and their nature of work as a teacher. It is parallel with Spector (1996) regarding the definition of job satisfaction as mentioned above. Apart from that, the teachers' feelings about their above-mentioned job aspect will play an important role in assessing their job satisfaction level at school.

2.2.1 The Importance of Job Satisfaction.

Although the majority of companies or organisations aim for employees' job satisfaction, not everyone achieves it. That is why it is necessary for human resource experts to have a better understanding of the factors that contribute to employees' happiness or satisfaction and how they relate to a company's overall performance. Employees of each organisation, whether for-profit or not-for-profit, are the critical element in determining the organisation's performance. Maintaining employee engagement and satisfaction needs more than just competitive compensation and benefits. Job satisfaction is often an advantage to an organisation and it has an impact on the success of the company owing to the employees' commitment to that company. Job satisfaction is often believed to be causally related to both success and personal well-being (Aziri, 2011).

The value of job satisfaction arises particularly if one considers the many negative effects of job dissatisfaction in mind, such as a loss of loyalty, increased absenteeism, a rise in injuries and so on. Spector (1997) mentioned three major work satisfaction characteristics:

1. Human values should drive organisations.

Any company should handle its employees equally and respectfully. In such situations, an evaluation of job satisfaction may be a reasonable measure of the productivity of the employees. High levels of job satisfaction will show that workers are in good emotional and mental condition. Employees should be treated amicably and organisations should try to avoid a gap between the employer and employees. Working as a team is much better and can build a strong cooperation between employers and employees.

2. The behaviour of employees may influence the functioning and operations of a company in accordance with their degree of work satisfaction.

It can be assumed that satisfaction with the job leads to good conduct and vice versa, where dissatisfaction at the task or job leads to negative behaviour. Positive behaviour among the satisfied employees will enhance productivity while negative behaviour is a result from dissatisfied employees which is harmful and may cause a loss to the organisation.

3. Satisfaction with jobs can function as measures or indicators of an organisation. Different degrees of satisfaction in various organisational units may be characterised through a job satisfaction assessment, but in turn may be a positive indicator of what improvements in organisational units can be implemented to improve performance efficiency.

2.2.2 Factors of Job Satisfaction

Job satisfaction is a dynamic and multifaceted phenomenon that can make many individuals feel different. The word job satisfaction applies to the mindset and emotion people have towards their job, according to Amstrong (2006). This argument is also confirmed by Aziri (2008), where satisfaction with a job is an emotion created by the belief that work provides the material and psychological requirements. It is really subjective when we talk of someone's feelings, and everybody has a feeling that can add happiness to their work. However, previous scholars conducted such studies in order to identify and understand the factors of employee happiness. Research has so far been conducted and still ongoing to define and assess the factors for job satisfaction.

When talking about factors of job satisfaction, it must be also kept in mind that the factors that can cause dissatisfaction. There is no consensus regarding the issues of job satisfaction and dissatisfaction among authors (Aziri, 2011). Among the earliest scholars in job satisfaction, Herzberg (1976) came up with Herzberg's Two Factor Theory. Perhaps this theory is the most often quoted viewpoint. This theory shows that workers are influenced by factors which lead to job satisfactoriness and by factors which lead to job dissatisfaction in their work setting. The factors that affect job satisfaction are recognized as the "motivator" and factors that cause job dissatisfaction as the "hygiene factors."

Table 2.1: Job Satisfaction Factors (Herzberg, 1976)

Hygiene Factors	Motivators
Company policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Job security	Growth

Rue and Byars (2003) had an alternative approach to job satisfaction factors. They came out with eight factors that can contribute to employees' satisfaction. The factors are as follows:

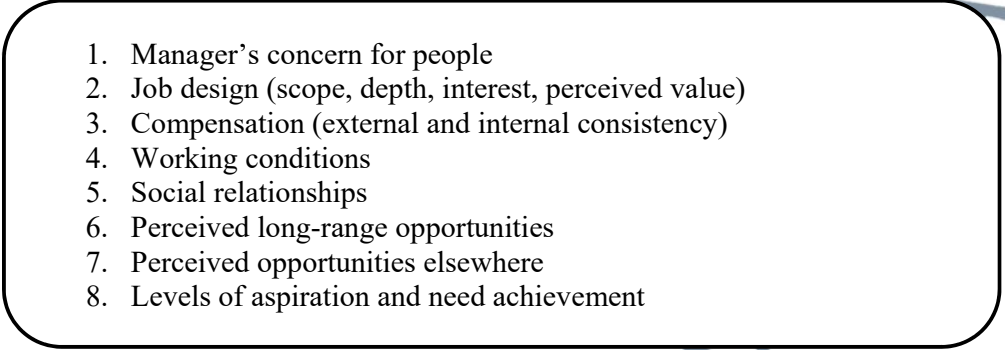
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1. Manager's concern for people
 2. Job design (scope, depth, interest, perceived value)
 3. Compensation (external and internal consistency)
 4. Working conditions
 5. Social relationships
 6. Perceived long-range opportunities
 7. Perceived opportunities elsewhere
 8. Levels of aspiration and need achievement

Figure 2.1: Factors of Job Satisfaction (Rue & Byaes, 2003)

Rue and Byaes (2003) also decided that all the job satisfaction factors listed will bring job satisfaction to the employees if all of these are experienced by them. This situation will enhance the organisational commitment among the employees towards the organisation. In contrast, if these factors did not fulfil the employees' satisfaction, or they felt dissatisfaction, the organisation will get the bad consequences from their employees in terms of high turnover, absenteeism, tardiness, accidents, strikes, grievances, sabotage and others.

Also, Spector (1997) asserts that there are nine main organisational determining factors to the satisfaction of one's job. The nine factors that contribute to job satisfaction are pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, employees, the nature of employment, and communication. These nine job satisfaction factors represent 'a cluster of evaluative feelings about a job' (Murray, 1990). Both scholars, Spector and Murray, provided descriptions and examples of these nine organisational job satisfaction factors which are detailed as follows.

Table 2.2: Spector (1997) Job Satisfaction Factors

No.	Factors	Description	Example
1.	Pay	Satisfaction with pay and raises	amount and fairness or equity of salary
2.	Promotion	Satisfaction with promotion opportunities	opportunities and fairness of promotions
3.	Supervision	Satisfaction with the person's immediate supervisor	fairness and competence at managerial tasks by one's supervisor
4.	Fringe Benefits	Satisfaction with fringe Benefits	insurance, vacation, compensation, and other fringe benefits
5.	Contingent Rewards	Satisfaction with rewards (not necessarily monetary) given for good performance	sense of respect, recognition, and appreciation
6.	Operating Conditions	Satisfaction with rules and Procedures	policies, procedures, rules, perceived red tape
7.	Co-workers	Satisfaction with co-workers	perceived competence and pleasantness of one's colleagues
8.	Nature of Work	Satisfaction with the type of work done	enjoyment of the actual tasks themselves
9.	Communication	Satisfaction with communication within the organisation	sharing of information within the organisation (verbally or in writing)

2.2.2.1 Antecedents of Job Satisfaction

Employees' job satisfaction is the most vital element seeking for every organisation either for profit or non-profit organisation. This is because to getting a title as well known and successful organisation, the organisation must have a really good job performance by their organisation's employees. To retain and maintain employees' performance at a high level is not easy because employees have a different set of expectations and satisfaction. It is the responsibility of the organisations' management

team to do some research to find out the solution to satisfy what the employees' need and want.

In the field of education and job satisfaction, numerous studies have focused on the factors which motivate teachers to stay at work or quit their jobs (Boe, Cook, & Sunderland, 2008; Demirel, 2014; Evans, 1997; Tickle, 2008). The satisfaction with the work of teachers is important, since it affects teachers' turnover (Otto & Arnold, 2005) and teaching quality (Demirtas, 2010). A lot of study was done to improve teachers' job satisfaction across the globe for primary, secondary or university level teachers and their working environment satisfaction (Carson, Richards, Hemphill, & Templin, 2016; Crossman & Harris, 2006; Fuming & Jiliang, 2007; Papanastasiou & Zembylas, 2005).

A mix method study conducted by Rezaee et al. (2018) among 440 English Foreign Language (EFL) teachers' job satisfaction and job performance in Iran found the existence of a moderate positive relationship correlation between EFL teachers and job performance. Meanwhile, in Norway, a study has been done by E.M. Skaalvik and S. Skaalvik (2017) among 760 teachers from grade 1 to 10 regarding their perception of the school goals structure with job satisfaction and motivation to leave the teaching profession. The result showed that the perception on learning goal structure via job satisfaction is lower than the motivation to leave the teaching profession.

Next, studies to investigate the effect of personnel, interpersonal and organisational factors in job satisfaction among 300 adult trainers of public Vocational Training Institutes in Greece concluded that adult trainers' job satisfaction is influenced mostly by interpersonal factors i.e., relationship with administration and organisational factors and working conditions (P. Bakirtzoglou & P. Ioannou, 2016). Another study by

S. Ofei-Dadoo et al. (2018) regarding job satisfaction and burnout among non-clinical workers in a medical education centre in USA highlighted for job satisfaction factors which are the nature of work, support from co-workers, supervision and contingent reward that influenced burnout. The finding concluded that non-medical workers at a local medical education centre were generally satisfied with their job and showed a moderate degree of burnout.

Meanwhile, in Malaysia, a study about job satisfaction has also been done in various fields of work. A quantitative research was conducted by Alias N. et al. (2017) on the relationships between knowledge management, teaching, leadership, and job satisfaction on a total of 291 non-academic personnel from public universities in Malaysia. The overall employee satisfaction was strongly influenced by knowledge management and training; however, leadership and employee satisfaction have no substantial connection amongst non-academic employees. Nevertheless, the finding was contradicted with another study done by Sarah Yuliarini et al. (2012) among 150 senior non-academic staff at Northern University, Malaysia. The research found that leadership has a major impact on employee satisfaction while management knowledge and training have no meaningful effect on employee satisfaction. Senior employees are qualified and have adequate understanding of their jobs due to their expertise. That is the reason why training and management knowledge do not affect employee retention amongst senior non-academic staff. Employee training and management knowledge are part of lifelong learning and carried out through various ways such as formal, informal or non-formal.

A study about job satisfaction also has been carried out among academic staff in Malaysia. A quantitative study among 212 lecturers from UiTM Melaka, Alor Gajah campus was conducted by Ridzuan et al. (2018) to recognize and measure the factors of employees' job satisfaction. Out of four factors to measure job satisfaction, only three of them have a positive significant relationship with job satisfaction which are work relationship, self-efficiency, and payment and reward. However, job security has a negative significant relationship with job satisfaction. Another survey of 21 lecturers at the Northern University of Malaysia was carried out by WIW Ahmad and SM Abdurahman (2015) used a mixed method to characterise the job satisfaction of higher learning lecturers at a descriptive level. The satisfaction of employees was assessed according to four criteria, including the quality of employees' relationship, career development, employment, and wage or salary. The findings revealed a moderate degree of job satisfaction among most respondents.

Other studies carried out with academic staff in Malaysia have shown that the relationship between stress at work and job satisfaction is significantly negative (Nilufar Ahsan, Zaini Abdullah, and David Yong Gun Fie, 2009), there was a strong significant connection between job satisfaction and commitment to work (Zainudin Awang, Junaidah Hanim Ahmad, and Nazmi Mohamed Zin, 2010), the association between income and amount of job satisfaction was significant (Aida Mehrad, 2011), there was a positive relationship between financial reward and job satisfaction (Noraani Mustapha, (2013), and empathy was a significant negative antecedent of job satisfaction (Rusnifaezah bt Musa, Nik Kamariah Nik Mat, Chia Po Li, Yusrinadini Zahirah Md. Isa Yusuff, and Rosni Suib, 2013).

Job satisfaction also has been studied in Malaysia from the perspective of the teaching profession. FS Johari et al. (2018) carried out a quantitative analysis of work life balance (WLB) policies affecting teachers' job satisfaction among 56 teachers from a boarding school in Negeri Sembilan. In the report, the positive relationship with job satisfaction had been established between all elements of WLB policies (flexibility, healthcare, job design, and leave provision). The closest relationship to job satisfaction was shown by flexibility.

In a further study by Abdullah and Arokiasamy (2016) to ascertain the school culture level practices with job satisfaction by the principal of the National High School of Kedah, the results demonstrated that school culture practises are very high among the school principals and teachers' job satisfaction, and the connection between school culture and job satisfaction is significant. In the meantime, Azmi et al. (2018) also noticed that the job satisfaction of Sekolah Menengah Agama Rakyat (SMAR) teachers in Malaysia is different in terms of duration of service and salary.

In a further research conducted by Zulhamri and Jong Hui (2014), 226 primary school teachers in Johor, Malaysia responded to an investigative survey to describe the relationship between communication and work satisfaction. The key findings suggested that the association between communication and work satisfaction is limited yet important and positively significant. While communication has only a limited impact on teacher satisfaction, it is still important to establish or build good communication among the teachers, so that their work output can be improved.

In conclusion, based on several factors introduced by different scholars in the field of job satisfaction and supported by the antecedents of job satisfaction from the previous studies, in this current study the researcher used the dimensions of job satisfaction by Spector. The main reason in choosing this is because it is close to this study as it focused more on human service industries (Spector, 1985). Education is one of the service industries where teachers provide a variety of knowledge and skills to students. To be effective and efficient teachers, satisfaction factors among them must be identified. Moreover, dealing with human beings such as students, school management, co-workers, and parents are not an easy task because all of them have different attitudes and behaviours. This situation will lead to stress for the teachers and bring dissatisfaction to the job. Spector (1985) also agreed that any particular individual will try to avoid an unsatisfying job and approach satisfying jobs. Therefore, the nine factors (dimensions) of job satisfaction introduced by Spector were suitable to be used in determining teachers' job satisfaction. As a result, the individual achievement and organisational performance would be enhanced (Judge et al., 2001; Stahl, Chua, Caligiuri, Cerdin & Taniguchi, 2009).

2.3 Lifelong Learning.

Learning is recognised as one of the most important approaches to combat social exclusion and (Center for the Research on the Wider Benefits of Learning, 2008; OECD, 2012) in order to obtain a certain role in the labour market, learning is especially important; a vital means of ensuring well-being. Continued public interest in learning and education is seen as essential to the standard of life and jobs. Working cultures and environment have recently changed rapidly as a result of globalization, progress of

technology and the emergence of the information society. This situation requires citizens and every organisation to take action and reactive steps to adapt their knowledge, skills, capabilities, and competences. In addition, people who have come to know and understand are able to satisfy their learning requirements, both in their careers and in their personal circumstances. The crucial point is that people believe like they ought to understand how to satisfy these needs and know that they will meet them. The need for this feeling leads the person to make an attempt to do so, such as maintaining technological advances and improvements, a profession requires globalization and adaptation within a social structure sometimes.

The Mondale Bill was tabled in 1976 as an update to the Higher Education Act of 1965 and is now recognised as the Lifetime Learning Act. It marked the establishment of lifelong education in the United States as a first law act, which included the definition of lifelong learning. The Lifelong Learning Act described lifelong learning as following any program, project, activity, or service designed to meet the changing educational needs of Americans throughout their lives, and includes, but not limited to, adult basic education, post-secondary education, continuing education, or remedial education, special educational programs for groups or for individuals with special needs, job training programs, and pre-retirement and post retirement training, and education programs for the elderly.” (S. 2497, 1975).

In the meantime, the European Commission (2005), for personal, social or occupational purposes, described lifelong learning as all learner experiences that focus on enhancing the individual's knowledge, skills and abilities. Lifelong education was described as the driving principle for the education agenda for the developed and for

the developing world in the years ahead, according to Pepka Boyadjieva and Kristina Petkova (2005).

Next, lifelong learning properties offer people more versatile or flexible means of learning to continue (Mwaikokesya, Osborne and Houston, 2014). Dunn, E. (2003), meanwhile, argued that life-long learning includes formal, informal and non-formal learning. It involves people's talents or skills, knowledge, behaviours and conduct in everyday life experiences.

Knapper and Cropley (2000), both in the formal and informal setting, identified lifelong learners as active learners who prepare and measure their own learning. In addition, Knapper and Cropley (2000) described lifelong learners who design and evaluate their own learning from peers, teachers, and mentors, integrate knowledge from various disciplines, and use different learning strategies in different situations. The Lifelong Learning Tendency (LLT) can be described, however, as having the requisite expertise, skills and values for the plan and evaluation of one's own learning, for the learning of others by integration of knowledge and various learning strategies in both the formal and informal settings. Coskun and Demirel (2010) described four LLT dimensions: lifelong learning motivation, perseverance, lack of regulated education, and curiosity.

The Swedish National Educational Agency (2000) stated that the concept of lifelong learning can be defined in two dimensions, 'the lifelong dimension is what one learns during life' and that 'the life-wide dimension refers to the fact that education is carried out in various environments and situations'. Formal, non-formal and informal learning is a vital part of life-long learning (National Agency for Education, 2000).

Formal learning, which takes place at institutions of education and training, is often

coordinated and planned and has goals for learning. Intentional, it usually contributes to degrees and qualifications from the perspective of the student (Singh, M., & Singh, M., 2012; Cedefop, 2014; Werquin, 2010). From a number of studies, learning can also be categorised into four general categories:

- i. Formal learning (activities that take place in formal educational institutions that lead to some form of accreditation or qualification);
- ii. Non-formal learning (learning that takes place out of the formal learning environments where learning objectives may not actually lead to a specific qualification);
- iii. Persons taking interest in new techniques or awareness practises in particular relevant to their career or personal development (private examination tutorials, technical classes, extension training, employment related training, organised outreach programmes, and other education activities organised by the public, privately owned or non-governmental organisations); and
- iv. Informal learning involves mostly unstructured learning activities which are carried out by individuals in order to satisfy the need to know more, which includes unplanned and unintentional learning outcomes resulting directly from other activities in which learners may suddenly discover a connection between different things that has meaning to them.

The idea and concept of lifelong learning, which was placed on the agenda as a UNESCO policy in the 1970's, relates to human growth and the continuation of schooling in the Organization of Economic Cooperation and Development (OECD) study released in 1973. Learning from birth to age is often seen as an

unavoidable human practise. In 1996, lifelong learning was highlighted as the year of lifelong learning in Europe and in year 2000, lifelong learning was emphasized as the main element of the European Union, while the core competences for lifelong learning were released in 2006. These years are important years as far as the definition itself is concerned.

In Malaysia, our former Prime Minister, Tun Abdullah Ahmad Badawi, during his speech at the official opening of the ASEM Lifelong Learning 2002, proposed the concept of lifelong learning;

"The Government of Malaysia has realized the value of lifelong learning in our Third Outline Perspective Plan. Lifelong learning in the knowledge-based economy, in which knowledge and skills must be constantly revised and improved, becomes highly necessary".

The formation of Malaysia's Blueprint on Enculturation of Lifelong Learning for Malaysia (2011-2020) was the point of departure for Malaysian lifelong learning. The blueprint, released by the Ministry of Higher Education (MOHE) in November 2011, reflects a major initiative of the country to make lifelong learning a way of life and to portray national values that can be practised and shared through generations. The document reflects this as a key move forward in rendering lifelong learning as a component of Malaysia's conventional approach to education in its general sense, and recognises that lifelong learning is the third pillar of human resource growth alongside school systems and tertiary education.

Initiatives were taken by the MOHE for the implementation of the country's lifelong learning agenda and for supporting the government in the transformation of the nation into a high-income economy by 2020 in a Blueprint on Enculturation of Lifelong

Learning for Malaysia (2011-2020). The problems and challenges of lifelong learning included in the blueprint are:

- Cost effectiveness;
- Accountability;
- Inadequate mechanism and infrastructure for effective implementation of LLL programmes;
- Leveraging on technology;
- Recognition;
- Benchmarking with international best practices;
- Absence of a full-fledged lifelong learning policy;
- Lack of monitoring of LLL programmes at the national level;
- Lack of awareness and participation in LLL programmes;
- Inadequate financial support for lifelong learners;
- Inadequate mechanism and infrastructure for effective implementation of LLL programmes; and
- Overlapping LLL activity programmes.

In the lifelong learning blueprint, there are four strategies:

- Strengthening the LLL process and programmes by creating a National LLL Committee to develop policies and to provide the environment for LLL to drive the country's agenda as a whole;
- Providing information and promotional LLL programmes to the community through catchy taglines, benefits and financing mechanisms to attract and encourage the general public;

- Ensure LLL programmes are sustainably recognized and accredited by recognizing prior learning experience, ensuring consistency/quality and establishing a credit bank for LLL programmes; and
- Good and strong learning support to inspire people to participate in LLL programmes.

Apart from that, an effective development of human capital can increase productivity, economy and other sectors of the country. The research, which verified the development of lifelong learning in Malaysia, was carried out by the Malaysian Government closely linked to employability and competitiveness, was supported by Gheblawi and his colleagues (2011).

Public primary and secondary school teachers in Malaysia perceive their lifelong learning when they apply and get selected for the HLP programme offered by MOE. These teachers in general will approach themselves in a formal type of learning whereby they need to further their Master's degree or PhD study in a public university in the country. Indirectly, they are also involved in non-formal and informal type of learning in order for them to gain knowledge and skills. These knowledge and skills will enhance their performance and productivity at school especially in the classroom to deliver the knowledge to the student. So, the concept of lifelong learning is applied to the HLP programme for public and primary school teachers when they gain knowledge and skills from the learning process to get a Master's degree or PhD.

2.3.1 Need for Lifelong Learning

Lifelong learning nowadays is one of the most important topics discussed all over the world. The existence and awareness of lifelong learning are derived from the establishment of a knowledge society. Knowledge society is a vital element in measuring the effectiveness of nation building in all countries over the world. In a lifelong learning culture, learning can occur for anybody, anywhere and anytime. A world without boundaries with rapid changes and development of technology make it easier for everybody to get information or knowledge and this situation will produce a wise and knowledgeable human being. Through lifelong learning, it will enhance the skills, knowledge, ability, and development of the learners.

The personal growth phase involves continuous learning which occurs over the whole lifecycle. It is crucial because we have constantly reinvented or renew our knowledge, expertise, behaviours, and beliefs in new contexts. As a result, the growth in oneself, community and nation are reflected. Field (2012) noted that the economic justification for lifelong learning relies on the need for rapid technical and science advances, organisational innovation as well as global competitiveness which would bring continuous changes and transitions to the front.

Khalid (2014) stated that learners are motivated to study by different causes or reasons and both Muhammad Abdullah et al. (2008) and John Santrock (2013) claimed that most of the adult learners participate in studying as part of their lifelong learning. Lekoko and Medise (2011) has seen lifelong learning as a torch for education that is important, suitable, and valuable for learning by actions and experiences and is valued by events that constitute it. Nevertheless, Rana (2012), acknowledged that lifelong

learning is ongoing, inclusive, self-oriented, constructive and broad learning encompasses all facets of life that have emerged as a global education challenge.

Lifelong learning is also similar to continuing education in nations such as the United States and Australia. However, in recent years in Scotland, employers who support lifelong learning had changed this phenomenon to apprenticeship (Lowe & Gayle, 2015). In the meantime, in a country of South East Asia like Thailand, the Office of non-formal and informal education (ONIE) which is mandated by law plays a vital role to encourage lifelong learning as well as to build a learning society (Merriam & Kee, 2014).

Lifelong learning can be achieved through the process of continuing education in a variety of ways. The advantages of continuing education to people, societies and the national economy are:

- It offers the knowledge, expertise, beliefs, behaviours and understanding that people, communities, and employees require in life.
- It makes communities more productive and innovative, by developing and discovering new skills and ideas for workers. There is a continuous transition at work in our knowledge-based economy and society. However, people who embrace LLL, learn new skills constantly and learn to face new challenges can better meet the requirements of job changes.
- The economy is strengthened. The more individuals grow their talents, expertise, and skills, the higher their level of economic potential. Strengthening the economy would allow people to gain more, improve their lives, and contribute and promote to the economic system (Canlearn, 2009).

The following are five significant advantages for LLL as noted by Hildebrand D. S. (2008):

- Sharpens the mind

When you grow older, constant learning tends to sharpen your intellect and strengthen your brain. It is well established that learning has a positive impact on the brain in general. Research showed that more trained individuals are less likely to lose their memories in their elderly years.

- Sharpens the confidence

Sometimes, when someone has not stepped out of their routine for a while, they haven't taken on a new challenge or really applied themselves to learning something new, they may find the experience a bit frightening. With LLL this fear is more easily overcome. This concern is easier to conquer with LLL where it helps to build trust in who we are and what we have to say, how we are able to learn and exchange ideas with others.

- Sharpens the interpersonal skills

Socialization opportunities will significantly enhance our communications or interpersonal abilities. We are dedicated to life as we learn; we are dedicated to those around us. We encourage others to understand and strengthen their relationships as we share what we know.

- Sharpens the career opportunities

LLL would have to be a part of the package of someone with an aspiration to move their profession or career to the next step. Not only does learning develop our existing abilities, but also offers the chance to acquire new skills or to improve opportunities for advancement in careers.

- Sharpens the ability to communicate

Learning also involves the abilities to learn, listen and write; skills that are important to communicating. Improving these competencies, increases our abilities to compose a business document, draw up a communications paper, bring a submission to a department or even talk to the president of the organisation.

In previous research, a lot of studies have been done to determine the need for lifelong learning in a various field. For an example, a study done by Zeynep Ayvaz (2018) among lectures in the faculty of education, Pamukkale University, Turkey found that positive attitude of learners, supporting the career development, personal interest and internal motivation were among the need for lifelong learning. Titrek et al. (2013) argued that university students are expected to be aware of lifelong learning in order for them to reach the knowledge, to analyse knowledge, to renew and update the knowledge for his or her business purposes and to increase their knowledge capacity.

In a study conducted on nurses in Iran by Ebrahim H. et al. (2012), it was found that nurses needed lifelong learning because of professional improvement, improving of knowledge and skills for the sake of the organisation, and lastly for personal benefit. Khany and Boghayeri (2014) concentrated on lifelong learning among teachers and noticed that teachers with good lifelong learning levels became innovative and successful teachers. Ambler (2016) supported the argument that teachers must be lifelong learners and continually be up to date with the current situation.

Meanwhile, Coscun and Demirel (2010) did a study to develop a scale of lifelong learning tendencies. The scale contained 27 items and four sub-dimensions called motivation, perseverance, lack of regulating learning, and lack of curiosity.

Bayrakci and Dindar (2015) did a study on the factors affecting students' lifelong learning in higher education and they found that curiosity, openness to learning, access information for knowledge and skills, and lastly, self-direction and self-evaluation as the sub-dimensions of lifelong learning.

In the United States, Song and Bong (2016) reported that out of 87 survey respondents, 91.7% gave the reason for self-directed learning as motivation (interest in the topic), 73.8% for improving and adding knowledge and skills, and 61.9% for their self-improvement for the sake of career development. All these reasons will determine the sub-dimensions of lifelong learning. Another study done by Bernado et al. (2017) to identify the determinants of demand for continuous training among users in Institutions of Higher Education in Spain found that the existence of three dimensions in lifelong learning. The dimensions are motivational, conflicts or difficulties and lastly career development.

From the discussion above, it has been noticed that are a lot of factors (dimensions) that lead to lifelong learning. Among the dimensions, for this study, the researcher focused on motivation, improving of knowledge and skills, and lastly, supporting career development. This is because these dimensions are suitable with the nature of individual teachers or educators in Malaysia. Moreover, all these dimensions bring a high level of job satisfaction among the teachers as supported with a research done by Ambrósio, Sa, & Simões (2014), which revealed the acquiring of new skills, the development of previously learned skills, the development of adaptation skills and career development for the older people who have worked and returned to pursue a higher education.

2.3.1.1 Motivation as a Dimension of Lifelong Learning

Motivation plays a vital role in lifelong learning especially to those who are adult learners. Motivation is an essential determinant of the learning of adult students according to the psychologist Robert Slavin (2012), while Osarumwense Iguisi (2009) proposed that motivation might happen when there may be an incentive to find particular targets or goals to meet someone's requirement. Another scholar has said motivation is the most critical factor for adults to participate in and complete their formal studies successfully (Mary Burns, 2011). Gallo and Ronaldo (2011) also found that motivation is essential for learning. In addition, the reasons that motivated service members' awareness, expertise and knowledge, continuous progress and perseverance to encourage the success and well-being of their learning were motivating improvements and experiences (Preston & Claypool, 2013).

Meanwhile, intrinsic motivation identifies self-determined behaviours that seem innately to be a quality of life close to the 'locus of control' construction (Heider, 1960). Therefore, motivation serves as the principal point for stimulating and encouraging lifelong learners to achieve and finish their set learning objectives. Moreover, Mayhew, Wolniak and Pascarella (2007), reported that motivation for lifelong learning is a vital compound to career and personal achievement in the 21st century as well as to contribute productively to the society. Cross (2014), meanwhile, summarised the literature on lifelong learning motivations which found that the desire for mental and intellectual stimulation to be the most popular motivation. Socialization/community and self-esteem are other parts of motivation. Rameshwari Pandya and Poonan Tewari (2010) quoted Hermine Marshall's concept and definition of motivation to learn as 'the

meaningfulness, value, and benefits of academic tasks to the learner – regardless of whether or not they are intrinsically interesting’ (Marshall 1987, p. 135).

Cyril Houle (1961) stated that he has divided the motivation of adult learners into three types, which are (1) goal-oriented learners, (2) activity-oriented learners, and (3) learning-oriented learners. Goal-oriented learners participate in studying or learning to meet those specific objectives. The activity-oriented learners study for the purpose of learning and can take a course as an escape route to overcome frustration, isolation, and loneliness, to achieve more qualifications, or obey the tradition of the family. Learning-oriented learners are the people that study for the benefit of themselves. In another research conducted by Torto (2000), two groups were organised: (1) personal objectives, and (2) practical objectives to inspire or motivate part-time and distance learners. Personal objectives refer to their inherent desire and learn to improve, develop, growth and achievement, while practical objectives are the material advantages that learners expect to attain from studying or learning (Gouws, 2015).

Motivation is one of the main determinants of human behaviour's direction, power, and duration. The teacher's motivation is the driving force for the goals or targets of the learning environment and their professional development. The learner will be driven by a strong and consistent motivation to continue studying and learning in various fields. In addition, the commitment and concern of learners in managing motivation is a necessary aspect that needs to be emphasized (Wolters, 2011). A study done by Song, D. and Bonk, C.J. (2016) regarding motivation in self-directed informal learning from online resources, where among 85 adult learners from various learning websites found that the learners were motivated to learn because of their choice and interest of the subject matter. The choice and interest can be considered as intrinsic

motivation in learning. Self-directed learning highlights the decisions on someone's way to learn; in effect, intrinsic motivation is also essential for self-directed learning (Loyens, Magda, & Rikers, 2008).

Meanwhile, intrinsic motivation may lead students or learners to participate more self-directedly in their own learning activities (Dunlap & Lowenthal, 2011). Good and strong intrinsic motivation for choices or interests keep learners motivated with their learning activities, which sustains and overcomes the lack of motivation (Dabbagh & Kitsantas, 2012; Wolters, 2011). Similar research on self-regulatory learning and motivation was conducted by Luftenegger M. et al. (2016). It was claimed that motivation and self-regulated learning must be strong in order to develop and achieve high lifelong learning experiences. If motivation or self-regulating learning is poor or low, the high values of other factors have little or no impact on lifelong learning and behaviour. Since self-directed and self-regulated learning have autonomy in learning, however, monitoring is required. In order to regulate one's own learning as well as motivation, receiving information and appropriate input on learning development as well as achievement or failure is vital and necessary (Hattie & Timperley, 2007).

Another research done by McMillan D. et al. (2016) used a mixed method approach of a focus group and survey questionnaires to 74 teachers from two universities in Ireland to answer the question 'what motivates teachers to engage in continuing professional development?'. The result of the research can be concluded that personal motivation was one of the factors that motivated teachers in continuing professional development. In addition, personal choice was the most motivating factor

for the teachers to continue professional development. Apart from that, teachers who are motivated are likely to have increased job satisfaction (Bozpolat, 2016).

2.3.1.2 Improving Knowledge and Skill as a Dimension of Lifelong Learning

The consideration of learning as a lifelong process is needed when trying to bring about a change in the values and attitudes of the workforce and society towards a sustainable development. The education department and employers are beginning to be aware of the need of lifelong learning to improve knowledge and skills. It is regarded as the updating of knowledge in a way that gives satisfaction and encouragement to people to take up those activities which bring improvement in their profession. Improving knowledge and skills through continuous learning can be clarified as a habit which is continuous throughout the life of an individual. The mode of behaviour is that people will continue to learn if they have the ability to learn and respond intelligently to exponentially increase their knowledge in a rapidly changing world (Pan, 1997).

To acquire the knowledge and skills about one's job or personal life, it could happen through formal, informal or non-formal types of learning. This statement was supported by Sulaiman and Burke (2009), who found that skills development is needed to address the issues of unemployment among Malaysian graduates. Field (2005), agreed that continuous knowledge acquisition and skills creation in the workplace, and adoption of the concept of lifelong learning is necessary and essential for a person and social development.

Other than that, younger people with experience about lifelong learning programmes are inspired and hope that the freshly learned know-how skills and knowledge are useable for job purposes (Awuor & Parks, 2015; Lowe & Gayle, 2015).

Thus, for the growth and development of human capital, the development of skills and expertise necessary to have skilled employees is through formal, informal and non-formal lifelong learning. Furthermore, this is an evolving and ongoing process that should be implemented every day and every time at all ages.

A study carried out by Margery Ginsberg and Raymund Wlodkowski (2010) showed that although younger people were primarily pursuing study for work opportunities, older people did so in order to gain general knowledge. A study by Rothes et al. (2014), which included 310 adult students, supported this argument and concluded that improving jobs by acquiring skills and knowledge is based on lifelong learning programmes.

To be effective in any type of organisation, a manager must be responsible and better equipped with adequate knowledge and skills and also aware of emerging organisational issues. Post-secondary education enables anybody to attain the necessary critical thinking skills. This situation is the same for the school environment. In one study done by Tang, Mohd Yunus, and Hashim (2015b), it was revealed that the lack of excellence among educators is related to the idea that educators did not have enough skills, either soft or hard skills, during their own learning in higher education institutions. In addition to this study, the qualitative result from 15 novice teachers revealed that soft skills are vital and significant to their teaching job. Therefore, teachers must always be alert with the world current trends and equip themselves with knowledge and skills in order for them to excel in performing their job and reach the highest level of satisfaction.

Verna (2014) revealed that the level of teacher quality depends on his wealth of experiences and competencies and these can only be achieved through continuous improvement and innovation. These efforts can only be realized through improving their knowledge and skills by adapting the lifelong learning culture.

Kok and Tan (2011) stated that the lack of training and skills necessary to satisfy the growing demand in an ever-changing environment is one of the major issues in the educational sector across Malaysia. To meet future challenges, teachers will need a higher precision in decision-making processes, the ability to use information better, and enhanced planning skills. An understanding of all aspects of school as well as other related education department operations and effective communication skills are also necessary. Tang et al. (2015a) found that the association between soft skills (team work, communication, critical thinking / problem solving, and leadership skill) learned by teachers is directed to their excellence in teaching. They concluded that teachers must have these soft skills through lifelong learning to create excellence and effective teaching practices.

Another important factor is the ability to balance technological and human expertise. According to Cornell-d'Echert (2012), education becomes a way of life and as such stated that there should be no end to education. Education and training of human resources in any organisations including schools, form a significant part of lifelong learning. Employee training focuses on shaping individuals, their skills and increasing their competitiveness in the global market. In today's turbulent and difficult-to-anticipate period, educational activities in management and training are important. Besides that, increasing critical thinking skills has been a goal of higher education for numerous years (Ahrari, Samah, Hassan, Wahat, & Zaremohzzabieh, 2016).

2.3.1.3 Supporting the Career Development as a Dimension of Lifelong Learning

Everyone needs to work for various reasons. The reasons might be for monetary income, family responsibility, and fulfilling self needs. Normally, a particular person will join the labour workforce after completing secondary school or after graduating from college or university. It will take up to 30 years for these workers to retire. Along these 30 years of service, the workers would not want their career life to become stagnant. Every worker absolutely needs and seeks the opportunity for career development. In any type of organisation, opportunities for career development for every potential worker is vital whereby it will enhance the organisation's productivity and also increase the level of job satisfaction among the workers. Therefore, by encouraging lifelong learning through formal, non-formal and informal education to the workers, it will support and provide opportunities to the workers' career development.

Continuing professional development (CPD) covers facets of both personal and professional learning as a part of lifelong learning (Lammintakanen & Kivinen, 2012). In the context of teaching profession, Hayes (2014) argued that CPD is a lifelong learning experience that occurs inside or outside the workplace and covers both teachers' professional and personal life. Those teachers who engage themselves in CPD programmes not only improve the result and performance of their school as well as their students, but also to gain professional skills and knowledge for their career development (Evans, 2014).

In addition, Shawer (2010) suggested a concept of CPD by which teachers improve their skills and expertise through continuous learning and therefore, get their professional satisfaction. This sense of accomplishment and satisfaction help them to strengthen the organisation and employment. Lifelong learning helps teachers to

become more confident in their practice by enhancing their awareness and understanding. This in turn, improves their level of performance and along with it their qualitative aspect of learning and opportunity for career development (Ferret & Smith, 2010).

In a research of nurses carried out by Price S. and Reichert C. (2017), the relevance of lifelong learning has been understood in the light of competence sustainability, quality patient care, and the development of potential job possibilities for nurses in mid to late careers. Career satisfaction was specifically related to training and education. Healthy working conditions have been described by the nurses as investors in ongoing career advancement or development opportunities in order to ensure their practise continues to grow and to provide their patients with better treatment.

Next, a total of 220 questionnaires were distributed among teachers in the Republic of Ireland and Northern Ireland to explore the perceptions and experiences in continuing professional development (CPD) as part of their lifelong learning. The result showed that career development and advancement, potential growth and achievement were the main catalysts in motivating teachers to engage in CPD as part of their lifelong learning activities (D.J. McMillan et al., 2016).

Another study on the lifelong training programmes offered by Mas Gading Community College in Malaysia was carried out by Amdan, Abdullah and Johan (2014). The research found that 23% of the learners of lifelong learning programmes came from different departments at the age of 20. These learners enter the programme to boost their job prospects or to grow their careers. In addition, a survey carried out at Miri Community College in Sarawak, Malaysia showed that the majority of lifelong learners are under the age of 40. The learners hoped to use these

programmes to improve their talents and increase experience for business purposes (Chong & Abdul Rahman, 2014). Having a fair and equal opportunity for career development for every worker will benefit the organisation in productivity because the workers have a high level of loyalty and job satisfaction.

2.4 The Relationship between Lifelong Learning and Job Satisfaction

Lifelong learning is the process of acquiring and expanding knowledge, skills, and dispositions throughout one's life to foster them with confidence, creativity and enjoyment in all roles, circumstances, and environment (Bryce, Frigo, McKenzie, & Withers, 2000; Laal & Salamati, 2012; Longworth & Davies, 1996). All these will result in satisfaction in the job as well as daily life.

A previous study by Dirani (2009) concluded that a learning-oriented organisation or operation which emphasizes on lifelong learning has a beneficial impact on job satisfaction. This was supported with the study done by Dekulou and Trivellas (2015) where they found that the higher the extent to which an organisation has set the learning opportunities in the workplace, the more satisfied employees appear to be in their jobs. This scenario shows that the opportunity of learning in the workplace brings an important aspect to employees' job satisfaction. Besides that, the intercorrelation among the three types of workplace learning, namely formal learning, informal learning, and non-formal learning, which are part of lifelong learning has also shown a significant positive relationship with job satisfaction (Egan, Yang & Bartlett, 2004; Rowden & Conine, 2005).

In one study among psychiatrists in Lisbon, Portugal, done by Pedro et al. (2014) also revealed a positive association between lifelong learning and job satisfaction. Psychiatrists that are satisfied with their jobs have greater motivation and invest more in lifelong learning. Meanwhile, Mohammad Saipol et al. (2017) did a study on lifelong learning that was focused on informal workplace learning on employees' job satisfaction among 197 property executives in several property consulting firms in Kuala Lumpur and Selangor in Malaysia. The result showed that there was a significant positive impact of informal workplace learning on job satisfaction. However, Yenan (2018) found that there is a positive, moderate, and significant relationship between job satisfaction and the key competences for lifelong learning, while job satisfaction is not a significant predictor of lifelong learning competences in a study among 306 English teachers in the Eastern region of Turkey.

Lifelong learning is impossible to be implemented without a strong awareness and freely volunteered feelings among anybody specifically teachers. Ng (2010) expressed his opinion that 'we are a little aware of the factors that might inspire and motivate teachers to participate in meaningful professional learning'.

Many factors will affect and inspire or motivate people to learn during their lives. McMillan D. et al. (2016) found in their research that the main catalysts in motivation for teachers in Northern Ireland and the Republic of Ireland for continuous professional development (CPD) in their lifelong learning were the intrinsic (personal) factors: i) career development, and ii) future growth and achievements. They also noticed that in assessing teachers' job satisfaction level, what motivates them to participate in CPD is still very important and appropriate for analysis in a research.

Similarly, there was another study which determined learning-oriented motivation in lifelong learning among candidate teachers in five departments of the Faculty of Education, Turkey. The result of the study revealed that learning-oriented motivation was high and there is a positive relationship between motivation and lifelong learning. As far as the study results are concerned, it seems that improving the learning-oriented motivation level and lifelong learning reflects the teacher's satisfaction (Akyol, B. 2016).

The current study, therefore, suggests the following hypothesis, based on previous studies and support from literature.

H1: Lifelong learning positively affects teachers' job satisfaction.

2.5 Work Family Enrichment (WFE)

Work-to-family enrichment, as described by Greenhaus and Powell (2006), is the degree to which involvement in the work role expands the quality of life in the family role. It also provides the broadest conceptualization at the personal level of analysis of the good dimension of the work-family interface. Steward and Donald (2006) also affirmed this argument, which describes the family and working positions or roles as overlapping areas that create cohesion instead of competing areas.

This WFE definition is focused on multiple functions or the identity theory. Marks (1977) and Sieber (1974) focused on the net beneficial progress made by taking on more positions or roles. The experience of sparsity only shows part of the multi-role scenario. In contrast with the point of view of the shortage, they proposed the accumulation viewpoint, that the entire person is more than the amount of the parts.

Strong dedication to one position, however, does not always prevent strong engagement

with another role and will raise resources for the other. This theory offers the theoretical basis for the WFE - the job function of an entity may be beneficial for the participation of the person in the family role (Barnett and Hyde 2001; Rothbard 2001; Frone 2003; Greenhaus and Powell 2006). In other words, the WFE may be defined as bi-directional in the context that resources derived from work (experiences, abilities and opportunities) can enhance the quality of life within a family role (WFE), and resources derived from family roles can enrich the quality of life at work (family-work enrichment). WFE may be represented as bi-directional (Balmforth & Gardner, 2005). Greenhaus and Powell (2006) concluded that participating in multiple positions could improve the physical, mental and intercourse well-being. Besides this, there must be two provisions for the enrichment of work-family: (1) not only must resource benefits or gains from one to another function be transmitted, but (2) it must increase the efficiency of the domain in which they are enriched.

WFE is the constructive aspect of the interface between the work and family. Several constructs have been used in literature and it is significantly different. Many labels were interchangeably used to characterise the positive relations between work and family (e.g., Frone, 2003), namely positive spillover (Crouter, 1984), facilitation (Grzywacz, 2002), enhancement (Sieber, 1974), and enrichment (Greenhaus & Powell, 2006). An explanation about each construct is important to ensure the right capture of each enrichment measure. First and foremost, constructive spillover by Crouter (2008) relates to the transition to another domain of interactions in one domain, such as mood, talents, beliefs, and behaviours (Edwards & Rothbard, 2000). Thus, enrichment draws on the fundamental concept of positive spillover. The distinguishing feature is that experiences from one domain which is passed (i.e., spillover) so that the standard of life

and success of individuals cannot be improved on the other. As Powell and Greenhaus (2004) observed, resources not only need to be moved to another role in order to be enriched, but they must be effectively implemented to increase individual output or effects.

The next construct is facilitation (Grzywacz, 2002) which is characterised by the engagement in a generated domain and the enhancement of another domain of life (Wayne et al., 2004). The primary difference between enrichment and facilitation is the analysis level: enrichment focuses on improving efficiency or quality of life in human roles, whereas facilitation focuses on system functioning improvements (Wayne et al., 2004). Enrichment is necessary and does not always lead to better functioning of the system. For example, if the beneficial effect of an individual worker from home is enhanced (enrichment) then the better functioning of the individual may have or cannot have an influence on a greater system of work such as co-worker relationships (facilitation).

Finally, enhancement (Sieber, 1974) represents the accumulation of resources and interactions that help people cope with life problems. Enhancement reflects on the advantages of individuals and the potential that these gains will have a major impact on life-specific activities whereas enrichment that improves success in one area is focused on the opportunities obtained by another.

The enrichment of work and family takes two types, instrumental and affective (Greenhaus and Powell 2006; Hanson et al. 2006). Enrichment through the instrumental path occurs when the skills or behaviours of one function are effectively applied to another, leading to a better experience in the receivers' domain when several roles provide the opportunity to transfer and apply the skills, behaviours and knowledge

learned in one role (Crouter 1984; Edwards and Rothbard 2000; Friedman and Greenhaus 2000; Ruderman, Ohlott, Panzer, & King, 2002). All the expertise and experience can be extended to the workplace in the family, such as household management, education for children, or dealing with interpersonal problems. For example, personal experiences such as coaching children's sports games teach leaders' lessons at work (McCall, Lombardo and Morrison 1988), raising children or having a peaceful relationship with one's wife teaches respect for individual differences and how to understand, motivate, and direct employees (Ruderman et al. 2002), or patience required in childrearing helps workers interact more effectively with co-workers or clients (Kirchmeyer 1992). These skills and experiences from the position or role of the family will lead to the efficiency and improvement of employees, managers and developers to enhance their work life.

Enrichment by affective path indicates that when people are given the positive psychological tools of a job such as positive behavioural relationships and emotional reinforcement, a positive effect is produced and their work in the other role is enriched. Baruch, Barnett and Rivers (1983) noticed that one-place feelings of encouragement contribute to a stronger psychological change in another role, and Rothbard (2001) concluded that one role psychological services improve the positive emotional reaction, which in turn leads to greater commitment in another role. For example, a person in a good mood leaving his job would benefit his/her family members more favourably by being patient and happy, and this circumstance can strengthen his/her position as a parent or spouse.

In addition, emotional support from members of the family through affection, attention or advice offers information, guidance and acceptance, while building self-esteem and self-efficacy (Friedman and Greenhaus, 2000). Edwards and Rothbard (2000) and Ruderman et al. (2002) supported this statement, in which the benefits of psychological and emotional existence from family life can be improved as it stimulates motivation, effort, courage and stamina, as well as increases performance and in turn increases the feeling of personal achievement, while also contributing to the role of the workplace.

Improved performance at work by the instrumental transition of skill, conduct and knowledge from the domain of the family produces intrinsic and extrinsic incentives that can undermine the perception of difficulties and obstacles at work and resultant career dissatisfaction (Hanson et al., 2006). Furthermore, the beneficial impact of supportive family social involvement or positive interactions with spouses and children may help people to manage their employment pressure; therefore, stressful work challenges and negative work encounters do not significantly influence stress symptoms (Grzywacz and Marks, 2000; Barnett and Hyde, 2001). The enriching effects of family to work resources indicate that a diverse array of social positions mitigates stress on an individual's job position as involvement in the role of the family provides functional resources and relational energy to address stressful interactions at work. Participation of both family and work roles has been proposed to significantly improve the interpersonal reaction to work encounters, contributing to greater job satisfaction (Orthner and Pittman, 1986; Aryee, Srinivas and Tan, 2005; McNall et al., 2010; Shockley & Singla, 2011; Chan et al., 2019).

Different scholars have different points of view on enrichment. For example, Carlson, Kacmar, Wayne, and Grzywacz (2006) referred to enrichment to the extent to which involvement in one's life domain provides developmental (e.g., skills), affective (e.g., moods), capital (e.g., income), or efficiency (e.g., focus, attention) gains that contribute to enhanced system functioning in the other domain. In discussing about work-family enrichment, they identified work-family enrichment occurs through three sub-dimensions which are development, affective, and capital.

Development takes place as participation in work contributes to the acquisition of qualifications, experiences, behaviours, and foresight (way of viewing things) that assist to be a better family member. Meanwhile, affective occurs when involvement in work results in a positive emotional or attitude which helps the individual to be a better family member. Next is capital which occurs when involvement in work promotes a level of psychosocial resources such as sense of security, confidence, accomplishment or self-fulfilment that helps the individual to be a better family member.

Many construct levels have been used by different scholars to represent the positive side of work-family interface as discussed above. However, for this study, the researcher chose enrichment as the construct level that was introduced by Carlson et al. (2006). Both researchers emphasized that the experiences gained in a work role can improve the quality of life in a family role. Teachers' roles in the school that bring positive vibes will spill over to their family life at home and this will bring happiness to the entire family. When these public primary and secondary school teachers experience enrichment or happiness from both sides, which are work and family, they also might have a high level of job satisfaction that will enhance their performance and productivity in school as well as the MOE.

While the theoretical or empirical enrichment effects on the work-family interface are yet to be fully developed and have received increasing attention (Frone 2003; Grzywacz and Butler 2005; McNall et al. 2010; Wayne, Casper, Matthews, & Allen 2013), earlier studies from a Western context have tried to explain the theoretical relations with relevant mechanisms that allow for these mechanisms that enable work and family to benefit from one another in several ways. The antecedents of work-family enrichment have been identified, for example work characteristics (Grzywacz and Butler 2005), individual characteristics (Grzywacz and Marks 2000; Wayne, Musisca and Fleeson 2004), family-friendly organisational characteristics (e.g., supervisor and co-worker support (Mennino, Rubin and Brayfield 2005; Thompson and Prottas 2006), and some outcome variables including several favourable physical and psychological health outcomes (Barnett, Marshall and Pleck 1992; Grzywacz 2000; McNall et al. 2010; O'Driscoll et al. 2006; Williams and Alliger 1994) and job satisfaction (Carlson et al., 2010; McNall, Nicklin, & Masuda, 2010; Shockley & Singla, 2011). In addition, Hill et al. (2007) in their qualitative analysis methods, noticed that each role area is positively influenced mainly by the connection, psychological, nonmonetary, and intangible aspects of the other role areas, and described some particular aspects of family and work life that are helpful to each other.

2.6 Lifelong Learning and Work Family Enrichment (WFE)

It cannot be denied that lifelong learning will benefit and enrich learners' life in various aspects including the daily basis, which are work and family aspects. The knowledge and skills gained through the lifelong learning process by a particular person will upgrade their skills, knowledge as well as their quality of life and become a

competent worker in any type of organisation. Becoming a knowledge worker is a valuable asset to the organisation. It will enhance the productivity and boost the profits of the organisation. In return, the organisation will appreciate their workers and this will give an experience of job satisfaction among the workers. When the workers are having a feeling of job satisfaction, it will affect their family life too in terms of enrichment. The satisfaction and happiness at work will spill over to the family.

Greenhaus and Powell (2006) described enrichment of the work family as 'to the extent that experiences in one role improve the quality of life in other roles' (p. 73) with reference to the skills and perspectives; psychological and physical resources (e.g., self-performance, future optimism and physical health), social-capital resources (influence, information), flexibility in terms of the timing, pace, and location at which work and/or family requirements are met, and material resources (e.g., money). Personal features consider psychological resources and Wayne et al. (2007) concluded that personal features correspond to elements of the self that cause "experience positive emotional conditions, pursue good growth opportunities, gain status and other assets" (p. 67).

The issue of combining study or learning with work is not particularly new in the research area among scholars. Several empirical research have investigated the essence and effect of part-time students' work (Ford et al., 1995; Taylor, 1998; Smith & Taylor, 1999; Metcalf, 2001; Curtis & Shani, 2002; Hunt et al., 2004; Carney et al., 2005). For an example, Kara et al. (2019) did the study and has highlighted challenges or conflict in balancing employment and/or family obligations with studying among online distance education students. In contrast, research on part-time students that juggle work commitment have largely remained undocumented (Gayle, V. & Lowe, J., 2007).

Gayle, V. and Lowle J. (2007) studied the aspects of the balance of employment, life and learning, and its effect on student engagement of higher education in adults who are employed at the Education College of Scotland. It is part of their consciousness of lifelong learning. The research showed that more than half of the students maintained a decent or manageable combination of work/life/study. Conflicting goals have often caused some discomfort and stress. The progress of students in integrating their studies with their jobs and personal life was determined by their management strategies toward the extent and consistency of their assistance from families and employers.

There is a different perspective and result gained from the study by D. Mayer (2006) on younger generations of teachers in Australia. The study concluded that these younger generations of teachers are more likely to seek the opportunity to learn to increase their knowledge and skills, and more surprisingly they tend to prioritize family and personal values rather than earn a high income as a teacher. Even though they are still young, the sense of responsibility towards their family and personal life or values is their main concern than the other factors. They also seek opportunities for flexible work practices within the work of teaching, so that they can manage their time between family, work, and career development through lifelong learning.

Another study done by Kim, Y.-H. (2021) among employees in South Korea who currently enrolled in any educational programs found a positive and statistically significant relationship between perceived value and work family enrichment. Meanwhile, in Malaysia a research among work and study adults who enrol in a post graduate degree program showed a positive relationship between lifelong learning through the concept of career adaptability and work family enrichment, which getting support and help from family, university, neighbour and friends (Ng et al., 2020).

Furthermore, it enhances the sense of personal strength and self-esteem by emphasising lifelong learning as part of one's existence. Besides that, lifelong learning can certainly help to sustain academic development and intellectual stimulation, resulting in better, more pleasant and enriched living conditions (Mazaheri & Fadavi, 2011). Marjan L. and Peyman S. (2012) have agreed that enriching and rewarding life is a major advantage in lifelong learning. A lifelong student takes the opportunity to study any subjects that are convincing to them, and fewer burden or stress can be placed on the body, home or marriage as implications.

When talking about one's lifestyle, for sure it will involve work and family domains as most of adult people concerned. Thus, lifelong learning helps us adapt to change and find meaning in our family and working lives in positive ways.

Based on these points of view and past studied findings, the present study developed the following hypothesis:

H2: Lifelong learning significantly affects work-family enrichment.

2.7 Work Family Enrichment (WFE) and Job Satisfaction

It is important to note that for all kinds of organisations that employment not only enhances the personal life of workers but also the advantages that the WFE in return provides to the company. The WFE relationship and work-related results could form a foundation for organisational decisions to implement specific measures or to foster enrichment through rapidly expanding research development in this particular area. Several studies have been carried out on WFE and its relation to several positive work results such as performance at work (e.g., Carlson, Kacmar, Zivnuska, Ferguson and Whitten, 2011), affective commitment (e.g., Aryee, Srinivas, & Tan, 2005), and job

satisfaction (e.g., Carlson et al., 2010). These findings showed that there is a strong association between WFE and favourable organisational results because of the experience of the family's enrichment via positive job experience (McNall et al., 2010).

The connection or relationship between enrichment and job satisfaction was established by numerous studies. A research of nursing workers carried out by Russo and Buonocore (2012) showed that satisfaction at work is a significant consequence of WFE. Additional research showed that there was a substantial link between WFE and job satisfaction in a study of working parents (Aryee et al., 2005; Hill, 2005; Lu et al., 2009). A research analysis carried out by individuals from various organisations found that an improvement in WFE results in greater work satisfaction (Carlson et al., 2010; Lu, 2011; McNall, Nicklin, & Masuda, 2010; Shockley & Singla, 2011). In the analysis of staff in the national retail chain in South Africa, Ameeta and Jeffrey (2011) noticed that there is a substantial association between WFE and work satisfaction. Based on past study results, greater work satisfaction is anticipated from a higher WFE intensity.

It is important to understand how the psychological reaction of families to work activity, such as job satisfaction, may be determined in order to analyse the enrichment experience of family resources at work. While the positive effects of family life gain on satisfaction in the workplace have been identified previously (Rogers and May, 2003; Sinacore & Ake ' Ali, 2000), this research aims to broaden these findings by including another significant factor reflecting the quality of life at work that lifelong learning is involved in.

McNall et al. (2010) reported that there is a positive relationship between WFE and beneficial organisational outcomes through positive work experiences and it was also supported by Shockley and Singla (2011) which found that the relationship

between WFE and job satisfaction is even stronger than the within-domain relationship between WFE and family satisfaction. Individuals who experience a source domain (e.g., work) as enriching for a receiving domain (e.g., family) attribute this beneficial effect to the originating source (e.g., work).

In addition, job satisfaction depends on the tension or stress perceived by people at work and several research work in the relationship between stress and work satisfaction suggested that both variables are inversely associated (e.g., Johnson and Stinson, 1975; Hollon and Chessser, 1976; Jamel, 1990). While work-family interface factors and results have been extensively documented, including job satisfaction (Yildirim and Ayca, 2008; Lapierre et al., 2008; Lu et al., 2008; Noryati et al., 2009), little study have been centred on teachers (Cinamon and Rich, 2005).

Based on these empirical conclusions, the researcher concentrates on job satisfaction as a working result of work-family enrichment, and proposed:

H3: Work-to-family enrichment (WFE) is positively related to job satisfaction.

2.8 The Mediating Role of Work Family Enrichment (WFE)

"Generally, a given variable should act as a mediator whereby the relationship between the independent and the dependent variables is taken into consideration. Mediators describe the importance of external physical phenomena within the psychology. Whereas moderator variables indicate that such results arise, mediators discuss how or why they occur" (Baron & Kenny, 1986).

The general mediation test is to analyse the relationship between the independent variables and the dependent variables, their relationship with the independent variables and their mediator as well as their relations of the mediator with

dependent variables. It also discusses whether or how two variables are linked. All these correlations are significant. After verifying the connection between the mediator and the dependent variables, the relation between independent and dependent variables should be decreased (to zero for the whole mediation).

In this current study, the researcher used work-family enrichment as a mediator variable to examine the relationship between lifelong learning (independent) and job satisfaction (dependent) variables. As per Greenhaus and Powell's (2006) stressed out work family enrichment occurs in a situation whereby positive experiences in the work domain can influence or enrich the family domain. Despite both of them call for further research into the possible antecedents, mediators, and outcomes of work family enrichment, there is a significant paucity of empirical evidence about the mediation roles performed by work family enrichment.

Therefore, this study intended to look at the role of work-family enrichment as a potential mechanism by which lifelong learning can produce changes on the job satisfaction of HLP programme teachers. The following discussion is about past studies that used work-family enrichment as mediating variables toward other antecedents of independent and dependent variables.

Work-life or family enrichment may also mediate inter-variable relationships. Different studies have evaluated enrichment for family function as a mediator (as antecedent) for home resources and work resources with engagement (as a consequence) (Cheng et al., 2013; Jaga & Bagraim, 2011; Nicklin & McNall, 2013; Siu et al., 2010; Tang et al., 2014).

Roche and Haar (2010), for example, focused on the connection between motivation and job satisfaction through the mediator of working and living enrichments

for workers in the New Zealand local government. Allis and O'Driscoll (2008) have confirmed the enrichment of work and life mediated in another New Zealand research the connection between family interaction and psychological well-being. A research conducted by Baral and Bhargava between Indian managers in India (2010) showed that enrichment of work-life mediates the relationships between work-life balance and job results and supervisory support and affective commitment.

The interaction between boundary management and family enrichment and job satisfaction has been further studied by Daniel S. and Sonnentag S. (2015). A study of 222 workers in Germany, including at least one child at home, showed a clear and strong positive connection between employee permeability expectations, work-to-family enrichment and job satisfaction, and between perceived flexibility supplies of the workplace, work-to-family enrichment and job satisfaction. The association between permeability and job satisfaction preferences as well as the connection between perceived flexible supplies and job satisfaction was mediated by the enrichment of work and family.

In Australia, a study done by Chan et al. (2019) to the social workers to investigate the mediating roles of work family enrichment on the relationship between family support and job satisfaction. Data from 439 respondents across Australia revealed that the mediating effects of work family enrichment were supported. The findings suggest that supportive family members enrich social workers' work family interface and job satisfaction too.

Meanwhile, a study among Malaysian nurses have shown the effect on life satisfaction of self-esteem and social support through the enrichment of work-life (Rashid et al. 2011). Such a relationship between co-worker assistance and the

intentions of turnover was likewise mediated by work-life enrichment based on the study result by Mustapha et al. (2011). In this study, the researcher aims to study the function of enrichment of the work-family in mediating the relationship between two variables which are lifelong learning variables and job satisfaction between teachers of the HLP programme in public and secondary schools in Malaysia. The following hypothesis was developed:

H4: Work-to-family enrichment mediates the relationship between lifelong learning and teachers' job satisfaction.

2.9 Specific Theories and Model used as the guidelines for a study

There have been many earlier models and theories that have been developed to explain about lifelong learning, WFE and job satisfaction. A lot of these theories and models are specific and focus on particular factors like variable, population, and others. However, there are several theories and models that the researcher had explored and decided to use as the underpinning theory of this study, which is much related to the variables involved.

For the first variable in this study, which is lifelong learning, the researcher chose Maslow's Hierarchy of Needs Theory (1950) and the Chain of Response Model which was developed by Patricia Cross (1981). Next, for the mediator variable, which is WFE, the researcher chose the Social Exchange Theory (1964). Last but not least, the main dependent variable of this study is job satisfaction. Some scholars and researchers suggested numerous theories of job satisfaction. These theories were formulated mostly by Western scholars and then accepted or opposed by others in the field of job motivation and behaviour research by the extensiveness of research and studies

(Stemple, 2004). However, the two most popular theories in job satisfaction are Maslow's Hierarchy of Needs (1950) and Herzberg's Two Factor Theory (1966). To conclude, the researcher relied on these three theories and one model as a guideline throughout this study. Hence, the researcher can finally confirm the combination and existence of those theories by the end of the chapter. The next section further explains each theory in detail.

2.9.1 Maslow's Hierarchy of Needs

The hierarchy of needs of Maslow - developed and established in the United States by Abraham Maslow, son of Jewish immigrants from Ukraine in the 1950's - is an all-embracing model for students of diverse backgrounds and is usually seen in the simplified pyramid shape. Yang noted that Maslow's Motivation and Personality which was first written in 1954 are "one of the most often cited publications in the past 46 years" (Yang, 2003). Since then, the model has continued in psychology, education, economy, communications, accounting, management, sociology, political science and so on.

The Hierarchy of Needs of Maslow is a concept of a hierarchy of necessities that creates one fundamental principle of a person's motivation in Abraham Maslow's theory of human motivation (Aanstoos, 2016). Maslow believed that inherently human beings have systems of motivation which function separately from the demand of benefits or desires outside our control (McLeod, 2013). He thought "that people are inspired and motivated to meet those requirements or needs. When one's needs are met, an individual tries to satisfy the next one, etc." (McLeod, 2013). As a revolutionary theorist of his day, Maslow thought that some desires and motivations became priorities (used for

fulfilling those needs) over others, generating sequentially a need-creating process to achieve greater levels of self-actualization and development.

McLeod (2013) also explained the typical representation of a 5-level pyramid in Maslow's human needs model, including physiological (food, water, etc.), safety (security), belonging and love (friendship, close relation), esteem (performance, prestige), and self-actualization (growth, fulfilment, creativity). There is a different significance and prominence in every degree or level of Maslow's evaluation of requirements, which enhances the truth of this theory. All requirements are specifically specified in a system that can be ordered from lower basic needs (i.e., the first two levels) to psychological needs (i.e., the third and fourth levels), and higher self fulfillment needs (the top and fifth level). The classic pyramid model of the needs evaluation for Maslow can be seen in Figure 2.2.

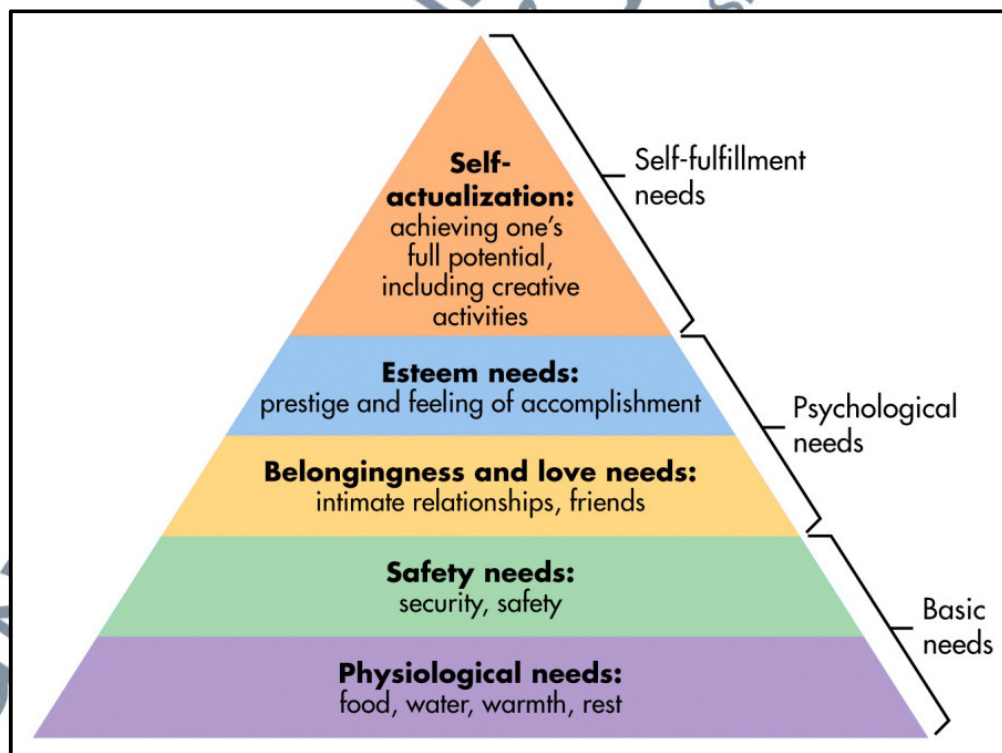


Figure 2.2: Maslow's hierarchy of needs.

The "Hierarchy of Needs" model of Maslow has become highly popular because they contain theories of human motivation by classifying specific human needs into hierarchy and also because they refer to the general behaviour of human needs (Wahba & Bridwell, 1986, p. 213). The model is founded on three fundamental principles according to Westwood (1992) in Loh et al. (2000, p. 3):

1. The Deficit Principle – if a need is not met, tension or stress will be created and action for satisfaction will be encouraged. This means that there is no motivation to meet needs; thus, unmet needs are believed to dominate (Maslow, 1970, p. 293).
2. The Prepotency Principle – the needs must be fulfilled in ascending order and only until at least partly satisfied for any lower level of needs will the next higher stage be followed (Maslow, 1982, p. 236).
3. The Principle of Progression - physiological needs including food, shelter and warmth must be satisfied before an individual looks for the pyramid to be more effective (Maslow, 1982, p. 236).

Initially, Maslow's evolution was believed to be purely sequential and vertical allowing anyone to move around (and essentially throughout life). This was demonstrated by Maslow (1943), "Once another (and higher) requirements or needs arise... these, rather than physiological hungers, dominate the organism. And when they are fulfilled and satisfied, new (and "more") requirements or needs arise again and so on. We mean this by suggesting the human fundamental requirements or needs are grouped through a relatively high hierarchy" (p. 375). It is interesting enough that the level an individual has in the pyramid of needs influences their desire to meet

these requirements tremendously. Cherrington (1994) also accepted that the particular hierarchical needs should be promoted by the use of different and various factors to motivate employees.

Table 2.3: The Relationship between Maslow Needs Theory and the Workplace

Maslow's Hierarchy of Needs	Related Aspects of Work
Self-Actualization	Challenging Job Creative Task Demand Advancements Opportunity Achievement in Work
Esteem	Merit Pay Increase High Status Job Title
Social Needs	Compatible Work Group Friendship at Work
Safety Needs	Job Security Fringe Benefits
Physiological Needs	Basic Salary Safe Working Conditions

Source: adopted from (Sabbagha, 2016)

This study used Maslow's hierarchy of needs theory to determine the lifelong learning variable as well as job satisfaction variable. Primary and secondary school teachers under the HLP programme insist to further their tertiary study as a part of their lifelong learning. Their need to further their studies is under the category of psychological need which is the fourth level, esteem need. These HLP programme teachers will feel accomplished or prestige by continuing their education at a tertiary level.

The feelings of acceptance, prestige and status come from esteem needs. Those teachers who experienced satisfactory esteem needs tend to feel adequate, confident and

competent. In return, those teachers will feel appreciated and that their existence is important, so that they will have a chance to contribute something valuable for the sake of various development aspects. The unfulfilled esteem requirements or needs, therefore, will discourage and decrease workers' motivation, which will affect the excitement and performance of them.

According to this theory, once the needs has been achieved, people tend to move further to the next level of need which is self-actualization. Therefore, the direction of this theory was from the bottom to the upper stage of the pyramid. In this study, the first three levels of the pyramid which are physiological needs, safety needs and belongingness and love needs are fulfilled. Those public primary and secondary school teachers already have their basic needs such as food, clothes, water, shelter or home to occupy. Moreover, they have fulfilled the other needs such as feeling secure, have family that consists of husband or wife and children and also surrounded by friends and communities. It is naturally for human beings to get something more and more in their life to make them feel satisfied. As a consequence, in this context of study, those public primary and secondary school teachers furthering their studies to a Master's degree or PhD level through the HLP programme offered by MOE, to fulfil their next level of need which is esteem needs. In esteem needs, they will feel prestige and accomplished, and this fulfils the needs that will affect their satisfaction especially towards their job as a teacher.

Maslow's hierarchy of needs theory was also used to help in determining the dependent variable of this study which is job satisfaction. Teachers' job satisfaction is very crucial as it can increase productivity and their personal well-being (Aziri, 2011).

By looking at Maslow's hierarchy of needs, teachers need to satisfy their basic needs

such as physiological and safety needs. Then, it will start to climb up to other needs like psychological need that consists of belongingness and love needs as well as esteem needs. It will become harder and more challenging to achieve and fulfil the needs until the highest level which is self-fulfilment need is reached. All of these needs can be measured and determined by looking at their satisfaction and dissatisfaction factors. The satisfaction and dissatisfaction factors will be explained further in the next part of this chapter using a Herzberg's Two Factory theory.

2.9.2 Herzberg's Two Factory Theory

In the original study, Frederick Herzberg, a clinical psychologist, interviewed around 200 engineers and accounting professionals from nine Pittsburgh metal factories about their satisfactory and insufficient or unsatisfactory work feelings (Gawel, 1997). Herzberg used Flanagan, one of his professors' technique, critical incident technique to ask open-ended questions regarding important incidents (Burke, 1966). Herzberg (1966) and his team asked questions to remind employees of their work being extremely happy or unhappy. Moreover, Herzberg listed 12 separate studies with a total of 1,685 people from various fields and different countries in order to confirm his results (Olasiji, 1988; Swallow, 2012).

After all the interview data is collected, Herzberg (1966) grouped the answers into various categories: work satisfaction-related accidents and job dissatisfaction events. Herzberg (1966) argued on the basis of these findings that job dissatisfaction and job satisfaction originating from two distinct components. The key drivers of job satisfaction are factors that are specifically linked to the work itself including success, respect, accountability, growth and development. He named it "motivators" (Herzberg,

1966). However, considerations such as corporate policy and administration, management, supervision, interactions with the employer, working conditions, wage, rank and safety do not contribute to happiness or satisfaction. Instead of reading this theory, the two-factor theory was well accepted.

Motivation for people is the main catalyst for any organisation's growth and has long been a central study focus for academics and practitioners. There were numerous articles on motivation theories that understand how workers choose to function. The two-factor theory of Herzberg (1966) suggests that humans are encouraged to work with two different elements: motivators and hygiene factors (see Figure 2.3). Motivators, also known as factors intrinsic to the job, include the requirements of success, appreciation, meaningful employment, progress and development (Rainey, 2014). The absence of intrinsically causes does not trigger work dissatisfaction, according to Herzberg (1966). However, the presence of these factors creates satisfaction and motivation which boosts work efficiency. On the other side, hygiene factors are terms of employment such as supervision, employees, wage and business policies, also considered as extrinsic factors (Rainey, 2014). The existence of hygiene factors does not satisfy the work, unlike motivators. However, the lack of it leads to unhappiness or dissatisfaction.

Herzberg Two-Factor Theory

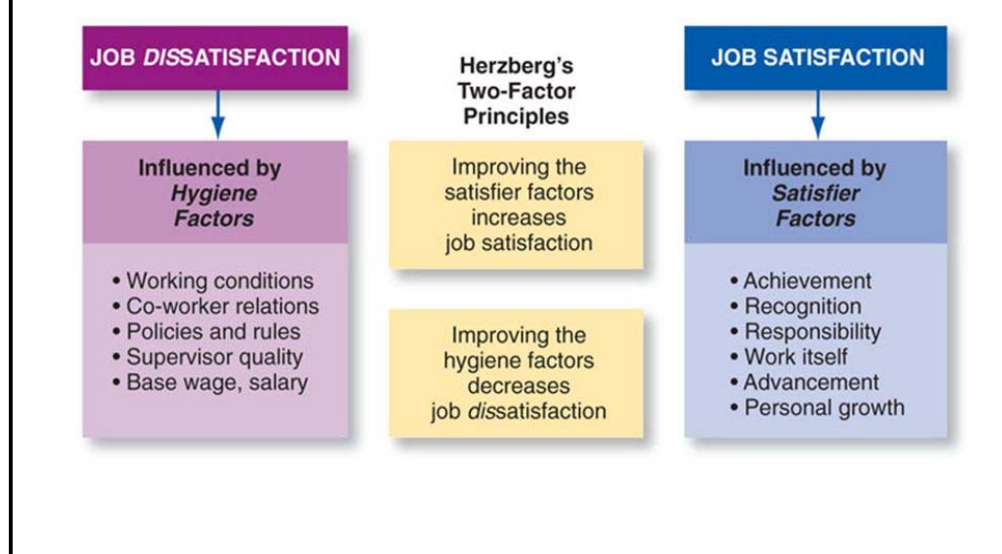


Figure 2.3: Motivators & Hygiene Factors

Herzberg's Two Factor theory was used in this current study to identify the satisfactory and dissatisfactory factors among public primary and secondary school teachers for the HLP programme. According to Herzberg, he classified satisfaction factor as "motivator" while dissatisfaction factor as "hygiene". Even though not all the motivator and hygiene factors were chosen, this theory is the most suitable to be implemented in the research framework as the basis to identify the teachers' job satisfaction.

2.9.3 Social Exchange Theory

The social exchange theory considers individual relationships and interactions as a kind of social behaviour based on performance. Cost and rewards are the basic principle of the mutual exchange theory. This suggests that contrasts of costs and rewards lead to individual choices and behaviour. Costs, like time, effort and electricity, are detrimental effects of a choice. The good outcome in social exchanges is the reward. The commonly agreed assumption, however, is that people would exclude the costs from the rewards such that the benefit is calculated. For instance, a friend who borrows money excessively or a partner who does not do his planned tasks regularly in the house will raise a lot of cost. Meanwhile, rewards are characteristics which can be considered beneficial by a person. For example, the friend who is always ready to lend an ear in difficult times may bring several advantages.

The social exchange theory goes back to Thibaut and Kelley (1959), Kelley and Thibaut (1978), Homans (1961) and Rusbult (1983). George Homans wrote a paper entitled "Social Behavior as Exchange". Social exchange is characterised as the tangible or intangible exchange of activities between at least two people and is more or less rewarding or costly. In improving his thinking on social exchanges, George Homans (1950, 1958, & 1961) drew from a number of theories and fields. In his book *Street Corner Society* (1943), for example, he drew upon William Foote Whyte's ethnography of Boston's Italian refugees, gangs and 'corner boys'. An exchanging of favours has been established in this society, such even if anyone has not returned a favour, they do not receive a favour in the future. Homans observed that similar exchanges were signs of friendship in this community and their deviation from equivalence had a detrimental effect on the relationship. These early findings along with the introduction of

fundamental economic ideas have contributed to elaborate social exchange, social behaviour, and equity theories of today. Homans (1958) called on researchers to refer to his description of social behaviour as the oldest theories—"Social behaviour as an exchange" (p. 606). Interestingly, Homans never used the phrase "social exchange theory" in his early works. Homans (1961) studied social behaviour as an exchange to understand the human behaviour as comparable to the behaviour of pigeons who receive corn incentives for picking a target (cost). He also relied on his background studies and theory related in small groups in particular concerns relating to social power, balance, coherence and conformity.

Meanwhile, Peter Blau concentrated throughout the past on the theory of social exchange throughout his early works mostly on the economic and utilitarian viewpoint. Homans concentrated on ideas of strengthening that postulate people are based on past interactions for their next social move. The theoretician was inspired by Blau's utilitarian focus, as the incentive or reward for his future social contact will lie in his anticipations. Blau thought that people would not learn to cultivate aspects of social exchange if they relied excessively on the psychological principles within the theory. Homans focused on psychology of instrumental behaviour whereas Blau focused on technical economic analysis.

The relevance of the "social" context, of which economic and exchange rules were applicable, was considerably broadened by Blau (1964). He observed that social exchanges vary from economic transactions since social exchanges are not our own words, but rather a decision for a particular person. Suppose that without payment or lunch, you gave your friend a ride home. You may expect your friend at some extent to "repay" for the favour by inviting you at some future time to dinner or a surprise. The

only principle of this social exchange is to return a reciprocal favour if you offer anyone a favour. Blau also considered that social rewards and social advantages depended exclusively on personal relationships.

Several main principles about human nature and the nature of the relationships are the basis of the theory of social exchange. First of all, people want to look for incentives or rewards to escape penalties. Another principle is that a human begins to interact in order to make full benefit at reduced cost – the person is led by "what is there for me?". A third presumption is that before taking part, people want to measure the benefit and cost. Finally, the theory suggests that people realize that over time this "payment" can change with individuals and with the same person. The core assumptions of theory provide a structural basis within the theory of social exchange – not all of a single dimension. The perceptions of a person can be seen in a sliding principle, as determined by comparative amounts that can be individually adjusted. If the personal relationship samples of an entity are set at a certain stage or level, they choose to use that level for subsequent relationships.

In this study, the usage of this theory is to further explain the mediating variable which is work-family enrichment (WFE). In WFE the researcher needed to examine how the work roles experienced by the public primary and secondary school teachers will enrich or positively transfer to their family roles when they are back at home. Back to the basic concept of the theory, where it explains about cost and rewards that will drive human decisions and behaviour. For example, in terms of cost, if some other teachers gave their hand to relief your class because you were unable to conduct the class due to certain reasons, they might expect that at some point you will repay them by paying their meals during lunch (reward) or other things. This concept of cost and

reward may apply to the WFE. Teachers' work roles at school such as managing classroom, handle the behaviour of students and so on will spill over to their family roles at home. How the teachers successfully managed their classroom and able to control or handle their students, at the same time might help them manage their family and also handle their children's behaviour. In other words, the positive vibes from the teachers' role at school will also enrich their family roles at home.'

2.9.4 Chain of Response Model (COR)

The model of chain-of-response (COR) by Cross (1981) directly studies condition obstacles that influence learners. Patricia Cross' COR models believe that "participation in learning activities by adults in particular, whether coordinated or self-directed in the classroom, is not a single act, but a series of replies dependent on the individual's assessment of his/her situation" (Cross, 1981). It was based around the idea of understanding more what calls for citizens or people to enrol in universities or schools of learning.

This model can be viewed in a cycle procedure or process and consists of seven stages or steps developed by Cross (1981), which have various effects on the decision-making phase on whether to enrol and continue in an adult education course. Cross (1981) maintains that "the involvement of an adult in learning activities is not an independent event but a result of a dynamic sequence of answers dependent on the assessment of the individual's role in its environment" (p. 36).

The model often highlights the need to motivate or interest an adult in educating people before removing social obstacles. The model proposes that people who lack confidence in themselves resist being placed to the test and are less willing to volunteer for learning, which may jeopardise their self-esteem.

Furthermore, this model explores how the psychological factors or variables of self-perception (A) and attitude towards education (B) affect personal values, goals and the expectations of learning activity participation (C). Those expectations are influenced at different stages by life changes and experiential variables (D). Opportunities and barriers (E) and knowledge or information availability (F) decide if a person can take part in learning activities (G). Thus, according to her, the relationship between various life events affects whether or not adults take part. Cross (1981) continues in conjunction with the developed attitude towards learning between self-understanding and self-evaluation of adult learners. It can be shown as follows the cycle process of this model.

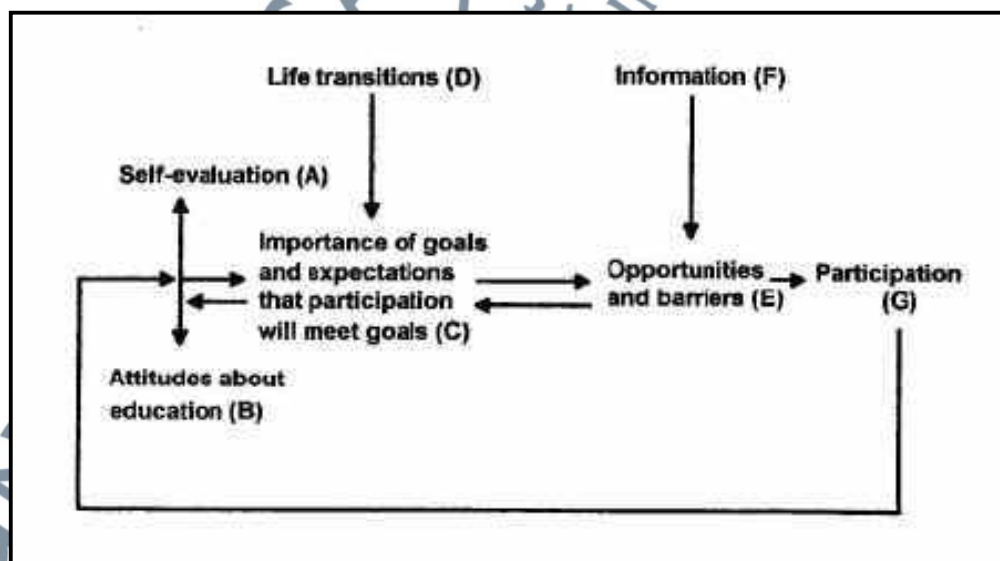


Figure 2.4: Chain of Response Model, P. Cross (1981)

The reason for selecting Cross' model over the other models or theories lies in the fact that it provides a concise conceptual framework for application to the study population. Besides that, Patricia Cross' chain of response model is more comprehensive, and it provides the best list of categories necessary to understand the educative behaviour of the population under study which are the public primary and secondary school teachers for the HLP programme. Through this model, it will further explain the reasons why public primary and secondary school teachers want to further their studies at a tertiary level. Apart from that, this model will assist in determining the situational barriers affecting the public primary and secondary school teachers in their learning activities through one of the lifelong learning programmes initiated by MOE which is the HLP programme. The variables in the model deal with possible linkages or interrelationships encountered by the study population as a chain of events that affect the participation of the study population in educational activities instead of dealing with the variables as a single discrete psychological phenomenon. The model also attempts to discuss participation in terms of the aforementioned barriers, namely institutional, situational, and informational, as well as psychological obstacles that confront the participation of disadvantaged adults in educational activity.

2.10 Conceptual Framework

This section focuses on the conceptual progress of the thesis on the basis of the literature review done in the previous part. The WFE as the mediating variable was integrated into this conceptual framework. The antecedents of lifelong learning which were based on the previous study and also from the proposed theory and model. Hence, this will lead to job satisfaction outcomes as a consequence to the HLP programme,

primary and secondary school teachers in Malaysia. The aim of this study is also to assess the relationship between life-long learning, WFE and job satisfaction. In the links between lifelong learning and job satisfaction, the WFE is also evaluated as a mediator variable. The conceptual framework suggested for this study is as follows.

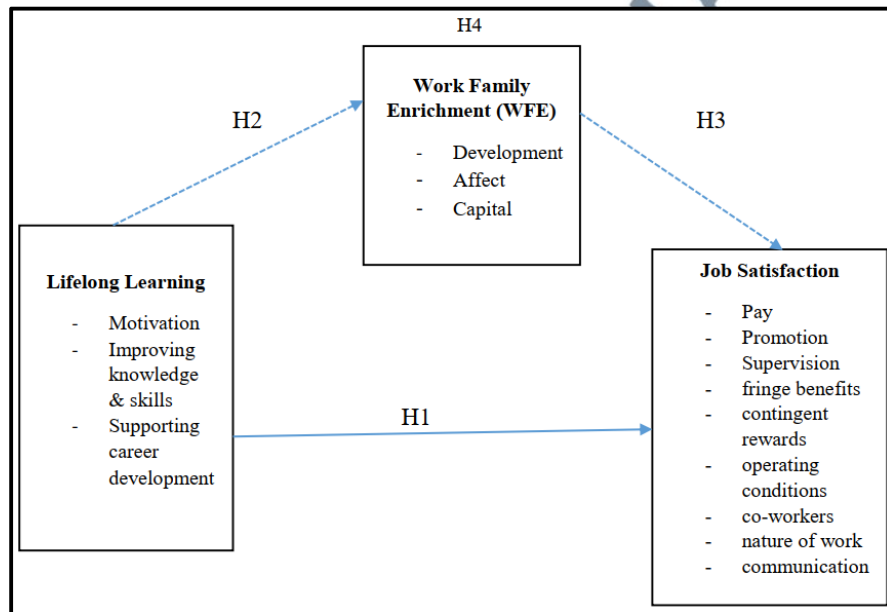


Figure 2.5: Conceptual Framework

From Figure 2.5, the conceptual framework will propose that the lifelong learning may have a direct effect on the HLP programme, primary and secondary school teachers' job satisfaction. The proposed relationship is based on the notion that those primary and secondary school teachers who are now furthering their studies at a tertiary level under the HLP programme by adapting lifelong learning may experience job satisfaction or dissatisfaction. The assumption is that when the teacher applied lifelong learning by furthering their study at a tertiary level, it will affect their level of job satisfaction or dissatisfaction.

Apart from that, the conceptual framework further proposes the WFE may have a mediating effect on the relationship between lifelong learning and job satisfaction. The work role and family role may complement each other to create a positive vibe or might experience the enrichment. Thus, the enrichment from the work and family roles experienced by the lifelong learning teachers will also play an important aspect in examining the level of job satisfaction.

2.11 Summary

This chapter started with a literature about job satisfaction. The first part has presented an in-depth literature review on a brief definition of job satisfaction from different scholars and also a review about the important of job satisfaction from a different angle and perspective. Then, the literature review continue to discuss and identify the factors that might impact job satisfaction and it's antecedents from several scholars in this field as well as past studies. The next part in this chapter is an explanation about the concept of lifelong learning from multiple points of view. This includes the implementation of lifelong learning in Malaysia and more specifically towards teachers in MOE. This chapter also extensively discussed each relationship among the variables used in the study supported with related past studies. Then, a literature about job satisfaction and its related theories were also discussed. The last part of this chapter proposed several theories and model that are appropriate to be used and it is shown in the study framework. This chapter is important since it provides sources and supporting information about the study's variables for deciding the objectives, the research methods and design, and the discussion of the study's findings are in the report's later sections.