

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses the findings of the previous chapter's data analysis (Chapter Four), as well as the assumptions and conceptual framework outlined in Chapter Two. This chapter starts with a brief background of the study which is aimed at presenting the mediation effect of work-family enrichment on the relationship between lifelong learning and job satisfaction among public primary and secondary school teachers in Malaysia in the HLP programme.

This chapter further emphasises the thesis's strong points, supported by a description of the practical implications for management practice. Finally, this chapter discusses the study's limitations as well as potential research directions. The chapter concludes with a research summary.

5.2 Background Context

This study was under the category of applied research where the theory or several theories will guide the study. This study was built up based on Maslow, Herzberg, Social Exchange theory and Chain of Response model to recognize the needs of the teachers to make them happy and satisfied with their job. The mediation effect of work-family enrichment was determined between lifelong learning towards teachers' job satisfaction among the public primary and secondary school teachers in Malaysia in the HLP programme. Based on prior studies and gaps in the literature, the researcher developed a set of objectives for the study.

This study has four primary research objectives. These objectives will shape the targets to be met at the final stage of the study. The following are the objectives:

1. To identify the effect of lifelong learning towards teachers' job satisfaction.
2. To identify the effect of lifelong learning towards teachers' WFE.
3. To examine the influence of WFE towards teacher's job satisfaction.
4. To examine the mediation role of teachers' WFE on the relationship between lifelong learning and teachers' job satisfaction.

There were four questions also to be answered in order to achieve the stipulated research objectives. The questions are as follows:

1. What is the effect of lifelong learning towards teachers' job satisfaction?
2. Are there any effects of lifelong learning towards teachers' WFE?
3. Does the WFE influence teachers' job satisfaction?
4. Do the teachers' WFE mediate the relationship between lifelong learning and their job satisfaction?

Job satisfaction always becomes a debating topic among researchers. Even, the definition of job satisfaction itself is still being argued by scholars and academicians. Numerous scholars take varying approaches to the definition of job satisfaction (Aziri, 2011; Xuong-Kiet Vuong and Minh-Quang Duong 2013). It shows that job satisfaction issues are still relevant to be discussed and need serious attention. Besides that, Aziri (2011) has found that job satisfaction will increase productivity as well as the personal well-being of the employees.

Meanwhile, in the education industry, teachers' job satisfaction is a critical element in determining the effectiveness of any educational institution in terms of success and growth (Masanja, 2013). A lot of research has been carried out on job satisfaction among teachers around the globe which focused on teachers in primary, secondary or university level and their satisfaction from the working environment (Carson, Richards, Hemphill, & Templin, 2016; Crossman & Harris, 2006; Fuming & Jiliang, 2007; Papanastasiou & Zembylas, 2005). However, the subject of teachers' job satisfaction among the teachers who participated in the HLP programme as part of their lifelong learning has been rarely discussed. Hence, this study targeted the public primary and secondary school teachers in Malaysia who were under the HLP program.

Additionally, this study used work-family enrichment as a mediator variable in order to ascertain the relationship between the independent and dependent variables. Again, to be noted here that the independent variable is lifelong learning and dependent variable is job satisfaction. A lot of previous research focused on conflict rather than enrichment between work and family roles (Byron, 2005; Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005; Greenhaus & Beutell, 1985). However, this situation has gradually changed whereby some other scholars found that by joining multiple roles between work and family, it can create and lead to enrichment process (Siu et al., 2010;

Van Steenbergen, Ellemers, & Mooijaart, 2007; Wayne, Randel, & Stevens, 2006). Therefore, this became the researcher's reason to put work-family enrichment as the mediator between the relationship of independent and dependent variables. The positive synergy between work and family roles among the public primary and secondary school teachers in Malaysia that participated in the HLP programme will affect their lifelong learning toward their job satisfaction. Figure 5.1 shows the items for the framework of the study.

This study used SPSS version 23.0 to statistically analyse the variables. Apart from that, by using this software, descriptive statistical analysis, reliability analysis, reporting demographic information and correlation analysis between variables were done. Following that, SPSS was used to conduct an EFA to determine the loading of the items on their factors. To prepare the data for the CFA, a structural equation model (SEM) was used through the Amos 23.0 programme. Later on, in order to establish the structure models, the direct and indirect impact relationships between the variables in this analysis were computed.

5.3 Discussion of the Findings

In general, the research results are intended to demonstrate that the study's research objectives are attainable. These study objectives were accomplished by determining the answers to the research questions. Apart from that, the acceptance or rejection of hypotheses will also assess the achievement of research objectives.

The hypotheses will be examined in this section to ascertain the findings and to address the study's questions and objectives. Figure 5.1 illustrates the path of the study hypotheses inside the framework.

H1: Lifelong learning significantly affects teachers' job satisfaction.

H2: The lifelong learning significantly affects work family enrichment.

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

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

Hypotheses are developed with the aim of converting hypotheses into validated data and information that can be used to confirm the results of previous studies. Additionally, it is used to investigate the study's variables within the study's industry and population. To clarify the outcomes of this study, the research objectives serve as a basis for determining whether they were met.

Objective 1: To identify the effect of lifelong learning towards teachers' job satisfaction.

To accomplish this objective, this research examines H1, which predicts a significant impact of lifelong learning on teachers' job satisfaction in the Malaysian public primary and secondary school teachers engaged in the HLP programme. The finding showed that the hypothesis was accepted. This means that there is a significant effect of lifelong learning towards teachers' job satisfaction.

To validate the significance of this impact, the relationship between the variable of lifelong learning and job satisfaction was found to have a coefficient value $\beta = 0.239$ at a P-value of 0.002. The beta value explained when job satisfaction goes up one unit, lifelong learning will go up too by 0.239 unit. Moreover, the P value is below or lower than 0.05. This result confirms the significant effect of both independent and dependent variables. Therefore, this hypothesis is accepted.

On the other hand, lifelong learning is a significant direct variable to job satisfaction. Those public and primary school teachers in Malaysia who were under the HLP programme, were having or experiencing job satisfaction because of their action to further study as part of lifelong learning awareness. These results supported the Maslow and Herzberg theories and also Chain of Response model whereby lifelong learning among the teachers as a part of their need which is under the category of self-esteem. Under the Maslow theory, people tend to fulfil their need from the basic up to the highest level. However, the Chain of Response model shed light on the mechanism by which certain teachers decide whether to enrol in or engage in and persist in an adult learning course. When the teachers' need have been fulfilled by getting a Master's certificate or PhD, as a consequence they will feel satisfied with their job. Meanwhile, the satisfaction and dissatisfaction are related to Herzberg's Two Factor theory.

This finding is consistent with the empirical studies that also tested the effect of lifelong learning towards job satisfaction. For example, a study found that an organisation that provides learning opportunity in the workplace as a part of lifelong learning will gain more satisfied employees to their job (Dekulou & Trivellas, 2015). Moreover, the significant link shown between lifelong learning and job satisfaction in the context of educational environment was comparable with a previous study in the context of other organisations. Pedro et al. (2014) had also found a positive association between lifelong learning and job satisfaction among psychiatrists in Lisbon, Portugal. Another study done by Mohammad Saipol et al. (2017) in Kuala Lumpur and Selangor, Malaysia among property executives also concluded that there was a significant positive impact of informal workplace learning on the job satisfaction. Informal workplace learning is an example type of lifelong learning. Despite the different types of organisation, people or workers are more valuable from the knowledge or skill gained from any types of lifelong learning activities provided by the organisation. It can be said that, rather than tangible benefits gained from the organisation like monetary reward, certificate of appreciation or vacation plan, workers nowadays are starting to value intangible rewards like offering them to pursue their studies. This situation will increase the level of job satisfaction.

The finding of this study also supported with the several research results in teachers' perspective in Malaysia. For example, Jafri, N. et al. (2020) did a study on Mandarin language teachers in MARA colleges regarding their pedagogical practices. The study revealed that those Mandarin language teachers need lifelong learning through professional development opportunities to cope with their signs of burnout and enhancing their level of job satisfaction. However, a study conducted by Foong, L et al. (2018) conclude that teachers of early child education especially in private sector in

Malaysia aware of the need to upgrade their skills and ready to join in any lifelong learning programme if they are given the opportunity to do so. They are willing to join in any lifelong learning programme with several reasons and job satisfaction is one of it. Another scenario applicable among Malaysian TVET teachers based on the study done by Rahman, N. et al. (2020) regarding self-initiated Professional Development which is part of lifelong learning. Result of this study reported that Malaysian TVET teachers are interested in self-initiated professional Development because to fulfill individuals needs. When their needs are being fulfilled, it will enhance their self efficacy which could contribute to perform their teaching in effective and efficient way and feel satisfy with their job.

In this current study, it was clearly shown that teachers who got the offer from the Ministry of Education, Malaysia to pursue their studies at a tertiary level under the HLP programme were experiencing job satisfaction because of the lifelong learning initiative. Thus, Malaysian Ministry of Education should aware of the teachers' need in providing and encouraging them with any lifelong learning programme.

Objective 2: To identify the effect of lifelong learning towards teachers' WFE.

Accordingly, the second objective of this study is linked together with hypothesis number two. The second hypothesis was established for the main purpose of predicting the important impact of lifelong learning on work and family enrichment (WFE). As previously said, WFE acts as the model's mediator.

Maslow's Needs and Social Exchange theories are used to reinforce the suggested hypothesis and objective of this study. In fact, the need for lifelong learning among teachers in public primary and secondary school teachers in Malaysia was

determined through the Chain of Response Model developed by Patricia which is part of the Maslow Need theory. When they are involved in any type of lifelong learning activity with the purpose to enhance knowledge and skill or for their career development path, the consequences will affect their daily life activities such as work and family. These teachers who further their studies at a tertiary level are still bound with the rules and regulations as a teacher under the Ministry of Education, Malaysia. Any advantages gained from this learning activity will enrich their work and family matter as well. This is how the Social Exchange theory played its' roles about cost benefit analysis. The Social Exchange theory explains the interaction of two parties whereby the person who feel that he or she get benefits from someone, he or she will feel obligated to repay or compensate through positive behaviour, attitude and effort. Thus, benefits from learning activities gave an impact to the working activity then will spill over to family activity at home. These circumstances will create a harmonious situation for both domains.

The result that has been discussed in Chapter Four indicates that there is a significant effect of lifelong learning towards teachers' work-family enrichment among the public primary and secondary school teachers in Malaysia who participated in the HLP programme. It was reported that a coefficient of $\beta = 0.461$, $P = 0.000$. If work-family enrichment is increased by one unit, lifelong learning is increased by 0.461 unit. Additionally, the value shows a meaningful effect where the P value is smaller than 0.05. As a result, the findings affirm the second hypothesis.

Several empirical studies had shown and supported the findings of the current study. Marjan L. and Peyment S. (2012), in their study concluded that a huge benefit of lifelong learning is the enriching and fulfilling the life. This included social, working as well as family life. Besides that, another empirical finding also found that lifelong learning will surely assist in enriching work and family lifestyles (Mazaheri & Fadavi,

2011). Furthermore, a study by D. Mayer (2006) on younger generations of teachers in Australia indicated that the younger generations of teachers are more likely to seek the opportunity to learn to increase their knowledge and skills because of their lifelong learning awareness. Surprisingly, from this lifelong learning practices, they expected to prioritize family and personal values rather than any other matters such as high income. This situation showed that these younger generation of teachers expected a positive effect of their lifelong learning activity towards their work-family enrichment.

The result of this current study also echoed another previous study done by Gayle, V. and Lowle, J. (2007) among adult working students pursuing their study in Education College in Scotland. The study found that over half of the students achieved a good or manageable work/life/study balance. When they experienced a good work/life/study balance, as a return, enrichment occurred between these three domains which are work, life and family. Hence, it is proven that lifelong learning significantly affects work-family enrichment.

Objective 3: To examine the influence of WFE towards teacher's job satisfaction.

The third hypothesis predicts the significant influence of work-family enrichment (WFE) toward teachers' job satisfaction among the public primary and secondary school teachers in Malaysia that participated in the HLP programme. Again, it needs to be mentioned that WFE is a mediator variable and job satisfaction is a dependent variable of the model. The hypothesis is supported in this study where it showed that work family enrichment has a significant influence on teachers' job satisfaction ($\beta = 0.454$, $P = .000$). Based on the beta value, it can be concluded that

when job satisfaction goes up one unit, work family enrichment will go up by 0.454 unit.

To accomplish this objective, this study established that work-family enrichment is a significant predictor of teachers' job satisfaction. The suggested hypothesis and objective of this study is supported by the Social Exchange and Herzberg Two Factor theories. As discussed in Chapter Two previously about the theory applicable for the study, the Social Exchange theory is about cost benefit analysis. In other words, there is reciprocal action in a good and positive manner which reflects the other party's action in a good and positive behaviour too. The same goes with the determination of work-family enrichment where the reciprocal of good and positive vibes will enrich these two domains. Work roles faced by the public primary and secondary school teachers under the HLP programme will benefit or enrich their family life. Accordingly, when there are no conflicts between these two domains, the positive vibes will spill over to their working situation and experience job satisfaction. Teachers' job satisfaction will relate to Herzberg's two factor theory which emphasizes on factors of satisfaction and dissatisfaction.

For example, when the teachers manage to conduct their classes' activity very well with the students, these particular teachers will feel happy and satisfy with their job in school. Then, when they come back home, the positive mood that they have in school may influence their daily routine at home such as prepare dinner for family, assist children to finish up their homework and so on. Because of they experienced a very good or positive mood all day long, this situation might enrich both domains which are work and family. If this situation occur continuously in a life of those teachers, they might experience or feel satisfy with their job and love to performe their job as teacher in school in effective and efficient way.

Previous studies had examined the significant relationship between work-family enrichment and job satisfaction (Carlson et al., 2010). Additionally, a study by Russo and Buonocore, (2012) on nursing staff has shown that job satisfaction is an important consequence of work family enrichment. Next, a study of employees at a national retail chain in Cape Town, South Africa done by Ameeta and Jeffrey, (2011) also found a significant relationship between work-family enrichment and job satisfaction too. Another study was done by Shockley and Singla (2011) to determine the effect of work-family enrichment towards job satisfaction and family satisfaction. The study found that work-family enrichment is even stronger to affect job satisfaction than within the domain relationship between work-family enrichment and family satisfaction.

Meanwhile, a study among 307 academics in Malaysia done by Badri (2019) about the relationship between work-life balance and well-being conditions came out with the result that the best work-life balance practices was linked with higher job satisfaction and lower turnover intention. However, a different result gained from the study of Rahman et al. (2020) towards 280 academic people from private universities in Malaysia. The study wanted to determine the predictor of work family conflict and work life balance towards job satisfaction. The findings revealed that work family conflict have negative effects on job satisfaction but a positive effect of work life balance towards job satisfaction. It can be concluded that HLP programme teachers who are practicing and experiencing good work and family matter, these both domains will enrich each other and give positive effect on their job matter too. So that, they will satisfy with their job.

Objective 4: To examine the mediation role of teachers' WFE on relationship between lifelong learning and teachers' job satisfaction.

Hypothesis four of this study predicted that work-family enrichment mediated the relationship between lifelong learning and teachers' job satisfaction. In this analysis, three types of variables are involved, namely independent variable (lifelong learning), mediator variable (work family enrichment) and dependent variable (job satisfaction). According to Baron and Kenny (1986), the application of mediation analysis often indicates two distinct effects at three distinct levels: direct and indirect effects.

To be more specific, in this current study, the first level is represented by the relationship between lifelong learning and job satisfaction. Next, the second level is the relationship between lifelong learning and work-family enrichment. Lastly, the third level is between work-family enrichment and job satisfaction.

The path diagram with the estimated path coefficients obtained in this study indicates the direction of relationships between variables with coefficient values of $\beta = 0.461$, $\beta = 0.454$, and $\beta = 0.239$. Thus, this research shows that lifelong learning predicts work family enrichment, which in turn predicts teachers' job satisfaction, using the Fairchild and McQuillin mediation model (2010). It used a single mediation effect, in which work-family enrichment partially mediated the relationship between lifelong learning and job satisfaction among teachers. Additionally, the scores for each variable's impact on another are significant, with a P value less than 0.05. This scenario demonstrates that work-family enrichment has an important mediating effect on the relationship between lifelong learning and teachers' job satisfaction. As a consequence, this finding thoroughly supports the final hypothesis of the study.

There is a direct effect on relationship between lifelong learning and job satisfaction as a results on link between variables involved in this study. The finding suggests that those HLP teachers who were practicing lifelong learning tend to have high job satisfaction. This finding is supported with study by Yenan (2018) which found a positive significant relationship between job satisfaction and the key competences for lifelong learning and job satisfaction among 306 English teachers in the Eastern region of Turkey.

Secondly, at the level of lifelong learning and wok family enrichment, it shows an indirect effect. The results indicate that lifelong learning practices by HLP teachers positively effect their daily work and family matters. Thus, this might enrich their individual or family live. Ng et al. (2010) support this finding which highlight that there is a positive relationship between lifelong learning through the concept of career adaptability and work family enrichment in Malaysia.

Finally, the results also suggest an indirect effect at the stage of work family enrichment and job satisfaction relationships. As proposed by Chan et al. (2019), organization should practices family friendly policy and practices by taking a serious consideration the work family enrichment aspect to achieve high level of job satisfaction among workers.

Based on the above discussion, it is evident that the study's objectives were met. Correspondingly, the findings indicated that all hypotheses were accepted. The findings of this study are extremely valuable to the industry, especially the education field. Additionally, the results could shed light on how to boost teachers' job satisfaction. The study's results, including the fourth chapter's major findings, are summarised in Table 5.1 below.

Table 5. 1: Summary of the Study

Research Objective	Research Question	Hypothesis Path	Sig.	Results
To identify the effect of lifelong learning towards teachers' job satisfaction.	What is the effect of lifelong learning towards teachers' job satisfaction?	LLL > JS	0.002	Accepted
To identify the effect of lifelong learning towards teachers' WFE.	Are there any effects of lifelong learning towards teachers' WFE?	LLL > WFE	0.000	Accepted
To examine the influence of WFE towards teacher's job satisfaction.	Does the WFE influence teachers' job satisfaction?	WFE > JS	0.000	Accepted
To examine the mediation role of teachers' WFE on relationship between lifelong learning and teachers' job satisfaction.	Do the teachers' WFE mediate the relationship between lifelong learning and their job satisfaction?	LLL>WFE>JS	0.021	Accepted

5.4 Limitations of the Study

Although the current study demonstrated a substantial effect and constructive relationship between each of the measured variables, some shortcomings or limitations require scrutiny. To begin, the researcher collects quantitative data by distributing questionnaires to public primary and secondary school teachers in Malaysia who are involved in the HLP programme. Additionally, this new research focused exclusively on the HLP programme for public primary and secondary school teachers in the 2018 school year. The researcher analyses the questionnaire responses in order to make generalisations, and this approach can constrain respondents' voice and expressions too.

Second, conducting a study on job satisfaction for HLP teachers in public primary and secondary schools imposes a significant constraint on the study. This is because the views expressed by such teachers do not adequately reflect the views expressed by other teachers or academicians at other schools or institutions of higher learning. Additionally, it could not be generalised to most workers of various companies due to the unique aspects of their employment. The education sector is extremely diverse, especially when one considers the different levels of education.

Next limitation is in terms of collecting the questionnaires from the respondents. The questionnaires were delivered to the public primary and secondary school teachers in Malaysia who participated in the HLP programme for year 2018. The list of those respondents was given by the Ministry of Education Malaysia, through admin registration via Telegram group which was created for HLP teachers for year 2018. Therefore, the researcher created a questionnaire using Google Form and then send the link personally to the sample of respondents. Since then, there was not a face to face interaction between researcher and respondents, getting feedback and attention of respondents to answer the questionnaire was hard, even a frequent reminder has been sent to them. The process of collecting data for this study were getting much longer than expected.

Furthermore, a limitation from the Telegram itself restricted the researcher to send the Google Forms link to each respondent. This is because, every day, the Telegram limit is not more than 30 times to send the Google Forms link to the members of that particular telegram group. If the researcher over the sending limit, the Telegram system will block the sender to send the Google link form again for three days.

Another significant limitation encountered by the researcher was the study methodology used. This research restricts itself to a mediation analysis that focuses exclusively on the causal relationships between the constructs. Any relational aspect may be conceptualised using mediation analysis. However, it would be preferable if a fitted model was capable of determining the most significant factor that contributed to the occurrence of a specific attribute or behaviour, which can be accomplished by moderation analysis.

5.5 Implications of the Study

The collected data were analysed, and the findings were examined in relation to the study's objectives, questions, and hypotheses. As a result, this section emphasises the ramifications or consequences of the findings that are considered important and effective in the study domain. The following sections discuss the methodological, theoretical, and practical implications.

5.5.1 Theoretical Implications

This study's strength lies in its integration of Maslow's needs theory, Herzberg's motivation theory, social exchange theory, and the Chain of Response model. Maslow introduced the hierarchy of needs in the 1950s and argued that people are born with intrinsic motivation mechanisms that exist independently of the attraction of external incentives or wishes (McLeod, 2013). Meanwhile, Herzberg used Maslow theory for the first time in 1987 in an effort to explain the demands of workers in order to meet and motivate them to fulfil their jobs. Herzberg used the theory to ascertain the factors that might motivate workers to stay as long as necessary in the company. The term 'motivator' refers to variables that are specifically linked to employment and contribute

to job satisfaction, while 'hygiene factors' refers to factors that are a part of the work atmosphere and their absence contributes to dissatisfaction (Herzberg, 1966).

This study provides a direct relationship between lifelong learning and job satisfaction. On top of that, this study also suggests indirect relationship between lifelong learning and work family enrichment and work family enrichment and job satisfaction. The Chain of Response model helped to determine the readiness of teachers to participate in any lifelong learning activities by taking into a consideration of the position of the individual in relation to his or her environment.

The sub dimension of lifelong learning employed in this study, namely motivation, improving knowledge and skills, and career development, were part of the self-esteem needs in Maslow's need theory. This needs was connected to job satisfaction or dissatisfaction as proposed by Herzberg's Two Factor theory whether it was achievable or not. Majority of the empirical studies had identified the variety of needs that influence job satisfaction. It can be basic needs, psychological needs and self-fulfillment needs but this study tries to contribute to the literature by supplying empirical evidence for a novel perspective which is lifelong learning on the antecedents of job satisfaction among HLP programme teachers who participate in lifelong learning.

Maslow's Needs theory and Herzberg's Two factor theory are found to be related very much in this current study. It helps in answering the doubt of what kind organisational factors have significant influence on HLP teachers' job satisfaction. Therefore, the Maslow's Needs theory assists in term of determining and associating specific needs of Malaysia public school teachers' specifically HLP programme teachers which in the current study is lifelong learning. It will assist Ministry of Education Malaysia or the policy makers to identify and take action on focusing teachers' needs based on priority from the lower to upper level.

Besides that, previous works examined job satisfaction and dissatisfaction using Maslow and Herzberg theories. Comparatively, these theories were used in this study to examine their direct impact on job satisfaction and their indirect effect on teacher job satisfaction through work family enrichment. The model developed for this study prove that all the variables involved show a positively significant impact on each others.

Furthermore, the used of Social Exchange Theory helps to explain the mediating variable in this study which is work-family enrichment. As mentioned in Chapter Two, the fundamental concept of the theory is cost and rewards. The enrichment experienced by the teachers through effectively managing work and family life will affect their level of job satisfaction. Those teachers will feel obligated to repay or compensate through positive behaviour, attitude and effort that finally lead to having job satisfaction. In theory, work-family enrichment mediates the relationship between lifelong learning and job satisfaction. The significance of work-family enrichment in mediating independent and dependent variables of the study was indeed affirmed.

5.5.2 Practical Implications

This study displayed many practical implications. Basically, implications from a practical part can be categorized into teachers, school administrator, Ministry of Education and communities. To begin with, the dimensions of lifelong learning that are represented by motivation, improving knowledge and skills, and career development can be effective dimensions that improve teachers' job satisfaction among the public primary and secondary school teachers who participated in the HLP programme. Those teachers are aware of their participation in lifelong learning activities because of their own motivation to pursue their studies at a tertiary level. Besides that, they were also willing to join in the lifelong learning activities for the reason of improving knowledge

and skills as well as for their career development. It was proven from the findings of this study that lifelong learning significantly affects teachers' job satisfaction. Therefore, teachers should be encouraged to take part in any lifelong learning activities through a variety of ways such as formal, informal or non-formal. When the teachers are satisfied with their job, the positive consequences can be transferred and productivity is enhanced.

The second practical implication is to the school administrator. School administrators especially principals or headmasters should create a continuous learning culture in their school environment. Besides that, the school administrator also should encourage their teachers to seek new knowledge especially knowledge that can stimulate their thinking style to become more creative and innovative teachers. Being a creative and innovative teacher can enhance the productivity by producing excellent and successful students. What else can be said, the happiness and satisfied feeling of teachers can be seen through their students' achievements.

Sometimes, as a school administrator, pushing too hard to encourage the teachers to take part in any lifelong learning activities can cause dissatisfaction too. When something is done without sincerity, it might create unwanted results. School administrators must understand that the teachers also have families and personal lives that need to be managed effectively. A type of person that emphasizes a family matter first, will surely give their priority to their family. Thus, the school administrator should bear in mind that effective managing between work and family matters, can bring enrichment to anybody especially to the teachers. This enrichment feeling experienced by the teachers will affect their mood and emotion and as a result can give a significant effect towards their job satisfaction too.

Next, this study also gave an implication toward the Ministry of Education Malaysia (MOE). The MOE is a responsible ministry that plans and executes any policy regarding education matters in this country. The policies developed by the ministry play as a guideline to the staff under this ministry especially the teachers to direct the scope of work efficiently and effectively. The results from this study showed that work-family enrichment had partially mediated a relationship between lifelong learning and teachers' job satisfaction. Therefore, as a policy maker, the MOE should also take into consideration the aspect of work and family matters among the staffs especially the teachers. For example, maybe the MOE can provides a children day care centre in each school so that the teachers with children can locate their children there while they are working. When the teachers can manage between work and family matters effectively, they feel happy with the school activities including any lifelong learning activities that will enhance their knowledge, skills and productivity. All of these things, as a return can satisfy the teachers' job because they feel appreciated by the MOE.

The last implication of this study is towards the community. Community and school system cannot be separated. This is because parents are part of the community that send their children to school. In school, it is the teachers' responsibility to take care and educate their children. Without a strong collaboration and mutual understanding between community and teachers, a potential problem might occur and this situation can bring a huge headache and stress to both parties. By trying to understand and practically implement the result of this study, the community should be aware of the needs of teachers that can contribute to increase the level of job satisfaction. Moreover, both parties, community and teachers have their personal/family life and also work life that need to be managed daily. If mutual understanding and strong cooperation between

community and teachers can be created, enrichment occurs and this feeling will spill over towards experiencing job satisfaction at the workplace.

5.6 The Recommendations of the Study

There is also a great deal of additional space for advancement in assessing job satisfaction issues in this study. Future job satisfaction research should strive to develop qualitative data collection methods. To be more specific, other researchers should try conducting interviews among the teachers about their preferences regarding their job satisfaction. Apart from that, the interview also should emphasize on work and family matters among the teachers to get a clearer overview regarding the enrichment of both combinations i.e., work and family that will the effect towards job satisfaction. A comprehensive analysis using a qualitative method can generate a broader spectrum of feedback from participants than a survey will.

Additionally, future research can employ a population that is not limited to a certain institution or community of individuals to help in the generalizability of findings. In this current study, the sample is among the public primary and secondary school teachers in Malaysia who participated in the HLP programme in the year 2018. In the future, other researchers should obtain data from respondents in different organisations. There are a lot of other organisations that run the same type of education services such as public or private universities, private collages, community colleges, matriculation and others. A large representation from various organisations may be verified to consistency and persistency of the results. This would benefit the study by eliciting diverse perspectives and viewpoints on job satisfaction issues, allowing the researchers to draw more accurate inferences and generalize the findings over a large population.

Furthermore, in future studies, the researcher should make every effort to obtain a balanced and proportionate sample of respondents by gender. The primary justification for doing that is to prevent gender bias in the results. Male and female perspectives can vary on the topic of this research, which is job satisfaction. Although this may be challenging at times, the future researcher can attempt this by submitting proportionate questionnaires to an equal number of male and female respondents.

The current study involved mediation analysis which is work-family enrichment. In this regard, it has affirmed that work-family enrichment partially mediated the relationship between lifelong learning and job satisfaction. Many other variables could be employed to become the mediator in order to examine the independent and dependent variables of the study. For instance, other researchers should have a look at work-family conflicts as a mediator to determine the relationship effect between both independent and dependent variables, either partially or fully mediated. Apart from that, future research also should test moderation analysis to see the effect in regards to job satisfaction. By examining the moderation impact, this study will determine the element or factor that leads to teacher dissatisfaction among the public primary and secondary school teachers in Malaysia who participated in the HLP programme.

5.7 Summary

The aim of this study is to examine teachers' job satisfaction in Malaysia's HLP programme for public primary and secondary school teachers. Teachers' careers are among the most difficult and stressful that have been identified (De Nobile & McCormick, 2005; Klassen et al., 2010). The researcher attempted to merge three significant theories (Maslow's needs theory, Herzberg's motivation theory, and Social Exchange theory) with the Chain of Response model in order to analyse the study's

overall framework. This synthesis of several theories and model makes this the first research of its type to use lifelong learning to reflect self-esteem need, a component of Maslow's hierarchy of needs theory that can be used to redefine and explain the idea. Other than that, work-family enrichment, which was used as a mediator variable to determine the relationship between the independent and dependent variables, has a significant impact on the relationship by partially mediating it.

The study's findings either confirmed or contradicted previous research in a variety of studies and models, as well as in a variety of industries. Additionally, this research contributes theoretical and practical knowledge to the education sector and to the body of current literature. As a whole, this study successfully accomplished all four research objectives, namely to identify the effect of lifelong learning on teachers' job satisfaction, to identify the effect of lifelong learning on teachers' work-family enrichment, examining the influence of work-family enrichment on teacher's job satisfaction, and examining the mediating function of teachers' workfamily enrichment on relationship between lifelong learning and teachers' job satisfaction.