

CHAPTER 1

INTRODUCTION

1.1 Introduction

A starting point in Malaysia for lifelong learning began since the establishment of the National Education Blueprint which was under the Ninth Malaysia Plan (2006-2010). The main focus of this plan was to develop the human capital and to provide a skilled workforce. This focus was an effort of the country to achieve Mission 2020. The fifth Malaysian Prime Minister, also known as “Father of Human Capital Development”, Tun Abdullah Ahmad Badawi endorsed the idea of human capital. Numerous efforts were made to ensure this national agenda is achievable through the quality development of human capital with a world class thinking for the sake of country development and economic growth.

The effort to implement lifelong learning in Malaysia in societies became more serious in November 2011. This is because the Blueprint on the Enculturation of Lifelong Learning for Malaysia had been developed (2011-2020). In this Blueprint, lifelong learning was confirmed to be the third pillar of human capital growth in this country. Growing understanding and awareness, fostering involvement and commitment between academia, industry and other related institutions in the promotion of life-long learning have become enormous challenges for the Malaysian government. The government has invested in education and human resource training, particularly in lifelong education, to ensure that this effort is achieved (Mustapha & Abdullah, 2006).

The government engaged 14 ministries and other departments, including the Ministry of Education (MOE), in the proposed Blueprint initiatives.

In an effort by MOE to implement and encourage their staff to get involved in lifelong learning, a lot of opportunities and programmes were developed especially for teachers. As an example, the 'Hadiah Latihan Persekutuan' (HLP) programme is open annually for teachers to apply for a spot in the programme. This programme enables qualified and chosen teachers to further their studies at a tertiary level i.e., Master's degree or PhD. The HLP programme is a type of formal education through lifelong learning where the teachers enrol themselves in any public local university and must complete the study within the stipulate time given by MOE.

However, it can be said that apart from involving a formal type of education, the HLP programme for teachers is also involved indirectly in an informal type of education. It has been reported that the number of applications for this programme increases every year. For example, in the year 2018 a totals of 4960 applications were made for the HLP programme and the number of applicants increased to 6173 applications in year 2019.

Many studies by previous researchers around the world has shown why an individual needs to participate and understand the purpose and consequences of any lifelong learning programme (Duke & Hinzen, 2014). For example, in Portugal, Rothes et al. (2014) and in the United Kingdom, Jenkins et al. (2003) found that citizens enter a lifelong learning scheme or programme to either gain expertise for work or to get a salary boost. In addition, several researchers came out with the result that people join or enter lifelong learning programmes for professional development (Awuor & Parks,

2015; Daehlen & Ure, 2009; Konrad, 2005; Kyndt, Michielsen, Van Nooten, Nijs, & Baert, 2011; Lowe & Gayle, 2015).

Teachers join lifelong learning because through lifelong learning, good and quality teachers can be created. Good and quality teachers are regarded as key personnel and a change agent in any successful education reform (Thien & Adams, 2019). Apart from that, they have to possess professional competencies that include three aspects which are teachers' professionalism, knowledge and understanding, and teaching and learning (MOE, 2009). All of these reasons will lead to job satisfaction in every worker. Job satisfaction becomes a main concern in any organisation including school or any other learning institution. It is a subject that has gained considerable attention from managers and academics as a result of the dynamic interaction within the competitive everyday life such as job, family, recreation, and social network (Gamboa, Garcia-Suaza & Rodriguez-Acosta, 2011; Gautam, Mandal, & Dalal, 2006; Qasim, Azam-Cheema, & Nadeen A Syed, 2012). Furthermore, a large body of research has been conducted and continues to be conducted to investigate and comprehend work satisfaction issues in developed (Abdul Sattar, 2014) and developing countries (Gamboa, Garcia-Suaza & Rodriguez-Acosta, 2011).

Every person including teachers have their own needs to fulfil, and they join organisations for certain reasons. Teachers in Malaysia are the highest number of workforce as government servants in the public sector. Issues on job satisfaction among them have always been reported to the National Union of Teaching Profession (NUTP), Malaysia. Dealing with daily activities in school like teaching, coaching, mentoring, administrating and additional clerical workload, plus their commitments and responsibilities at home as a father or mother to the family lead to emerging satisfaction issues both in daily life and work life.

Apart from that, different predictors have been justified and related to job satisfaction such as job stress and organisational support (Shrestha & Mishra, 2010), personality and demographic factors (Halepota, 2009; Krueger et al., 2002), leadership, career opportunities, communication and teamwork (Shoman, 2009). There are still other factors that could have a significant impact on job satisfaction but are less explored by past researchers. One of the possible factors is lifelong learning. Thus, the current study wants to examine the role of Work Family Enrichment (WFE) in mediating the relationship between lifelong learning and job satisfaction among the 'Hadiah Latihan Persekutuan' (HLP) programme for teachers in public primary and secondary schools in Malaysia.

1.2 Research Background

As Malaysia aspires to be a developed country by 2020, the Ministry of Education bears a significant amount of responsibility in creating intellectual resources that are holistic, progressive, and strong in values and ethics. Based on this, the Malaysian Education Ministry works hard to train quality and excellent and driven teachers, guided by the National Philosophy of Education (NPE) and Philosophy of Teachers Education (PTE) (Jamil, Razak, Raju, & Mohamed, 2010). In addition, teachers are the basis or foundation for a nation's education programme (Nadim, Chaudhry, Kalyar, & Riaz, 2012).

The world is evolving quickly as we step forward into the twenty-first century and globalization. These developments would inevitably have an effect on school policies around the world, and countries are committing to significant improvements in order to strengthen their educational systems. According to Jamil et al. (2010), "teachers

are not only one of the 'variables' to be changed, but also the main actors or agents of this change to enhance the educational climate”.

Teachers ought to be ready and well qualified to enter the profession of education. Through lifelong learning, various opportunities have been provided by the Malaysian government to upgrade one's qualifications, as well as reskilling or upskilling in productive sectors whether through formal, non-formal or informal ways. This is supported with a study by Darling-Hammond and Haselkorn (2009), which emphasized that teachers should have a great understanding of the subject they teach because by having this they can promote changes with respect to teachers' practices, attitudes or beliefs and cultivate a culture which evolves mutual learning, commitment and good socialization process within the institutions, teachers and students. Aside from that, teaching is a multifaceted performance that necessitates a broad spectrum of knowledge and skills, including both hard and soft skills, in order to effectively complete the pressures of the classroom (Tang, Hashim & Mohd Yunus, 2014).

Education is one of the most basic structures of society and can be gained through lifelong learning. Education benefits are divided into two categories: business and non-business (McMahon, 1998). These advantages can also be obtained by a satisfied human aspect in the workplace environment (Chaudhari & Bhaskar, 2016). In an effort to provide the ideal education, the MOE in Malaysia has developed and planned a variety of efforts to upgrade and improve the quality of education and one of it is the enculturation of lifelong learning. A teacher's job has become more challenging in school due to various expectations from the society. Apart from that, teachers are one of the most vital human capital in the educational sector (Ingersoll, 2007). The Malaysian government has instructed teachers to upgrade their skills and knowledge by furthering their studies to the upper level. Under the 10th Malaysia Plan, MOE targeted

to have 60% graduate teachers from primary school and 90% graduate teachers from secondary school by 2015. Previously, the former Minister of Education, Dr Maszlee Malik announced during the National Teachers's Day celebration in 2019 that the MOE will look into giving incentives to teachers who are currently pursuing, or planning to pursue post-graduate studies, either for a Master's degree or PhD (Malay Mail, 16 May 2019). Based on this scenario, by providing remuneration packages and future rewards like promotion, the Malaysian MOE constantly inspires their teachers to follow courses in critical and appropriate fields.

Meanwhile, under the 11th Malaysia Plan, one of the focus in education is strengthening lifelong learning for skill enhancement for everyone including the teachers. The focus and effort towards promoting lifelong learning among teachers has gained a positive impact whereby in the year 2020, MOE had achieved 85% of graduate teachers from primary school and 98% from secondary school (Malaysia Educational Statistic, 2020). A lot of effort has been done by the MOE in strengthening lifelong learning and one of it is offering the HLP programme to all teachers. This special post graduate programme is for teachers to pursue their studies at a Master's degree and PhD level. Those teachers who fulfil the requirement and pass several tests and interviews will be chosen for the programme.

This programme is offered annually to all teachers. There are two categories under the HLP programme which are with scholarship and without scholarship. Both categories offered under this programme have its similarities and differences. It will depend on the teachers' applications in the first stage whether they want to apply for a scholarship or without a scholarship. Both categories have its similarities in terms of their paid leave. The teachers under both categories will still get their monthly wages and are also entitled for study leave. The difference for both categories is that for the

Master's degree programme, teachers will be given two years of study leave and for the PhD programme, three years for study leave.

Apart from that, for teachers in the scholarship category, all the education fees at the university will be paid by the MOE. Meanwhile, those without a scholarship will pay their own education fees at the university. Even though these qualified teachers are given study leave, they are still teachers under the MOE and bounded to the rules and regulations as government servants in this country. After completing their study or the study leave time ends, they must return to the school or any other department in the MOE depending on the vacancies at that time.

1.2.1 The Professional Development of Teachers

Professional development, in a general sense, refers to the creation of a particular individual in his or her professional role such as a teacher, lawyer, accountant, engineer or doctor, in his or her professional role. More precisely, Glatthorn (1995) described teacher's growth and development as "a teacher's professional development through gaining increased experience and updating his teaching knowledge and skills consistently" (Glatthorn, 1995, p. 41). The professional development opportunities may be structured or formally done (e.g., workshops, professional gatherings, mentoring, etc.) or through informal ways such as reading professional journals, viewing television documentaries relating to some academic discipline, and so on (Ganser, 2000). Moreover, Glatthorn (1995) called it "the development of the teacher as the teacher progresses through the career cycle", and it is beyond doubt more comprehensive than personal growth and progress, which is the provision of "coordinated in-service programmes aimed at supporting the growth of teacher groups" (p. 41).

Professional development was previously considered to be a short-term phase in which teachers gathered insights about a certain area of their job. However, it has only recently been conceived of as a long-term process that involves daily opportunities and interactions that are designed systematically to foster progress and advancement in the profession. Hoyle (1982) described two concepts about teacher's professional development. The first one as "a process in which a teacher continues to enhance the knowledge and skills required for good professional practise as circumstances change and new responsibilities are accepted". Second, as "knowledge enhancement and skill growth that should be more closely relevant to substantive challenges encountered by teachers than in the past" (p. 164). This professional development is part of lifelong learning to the teachers because it involves formal, informal, and non-formal ways of learning.

1.2.2 Teacher Professional Development in Malaysia

Teachers are an important working force to achieve the educational objectives of Malaysia and to enhance the standard of education as well as develop the nation's human resources. A special committee set up by the Ministry of Education in 1995 to examine the teachers' professionalization, professionalism and formal growth of teachers in Malaysia recognised the need for professional development for teachers. Teacher professional development was established as a means of enhancing teaching skills. Some of the Committee's findings and recommendations were:

- Teachers should be encouraged to attend in-service courses;
- Teachers should be encouraged to further their education;
- Opportunities should be given to teachers for study visits overseas to study current developments in education;

- Teachers assigned to new positions and with new duties should be granted induction programmes;
- Management courses will be offered to teachers who have been elevated to the position of principal;
- Staff rooms should be subject-based; and
- Teacher learning centres can promote teacher professional development by being built in strategic areas, outfitted with new technologies, fully supported, and properly staffed (as cited in Mohd Sofi Ali, 2002, p. 45).

In accordance with this agenda, the government has made efforts to create training centres for their teachers. The teacher education division which comes under the MOE and Ministry of Higher Education (MOHE) facilitates both the pre-service and in-service training for primary and secondary school teachers.

1.2.3 The Teacher Education Division (TED)

The Teacher Education Division (TED) is the Malaysian MOE department which supervises the training education for teachers in the country. The TED has taken on the challenge of developing its teachers in order to help its efforts to attain the national aim of being a 'developed country'. The TED assisted in carrying out its numerous activities by the Planning and Policy unit that plans and determines the direction of teachers' education. The Curriculum unit determines on the curriculum for the various courses offered at the teacher training colleges. The Assessment unit is responsible for the setting and grading of examination and grades for selecting candidates by aptitude assessments and interviews. Meanwhile, the Student selection unit selects applicants or candidate teachers.

The TED frequently plans and monitors continuous workforce or staff development programmes locally and abroad at the Ministry and colleges levels in order to increase the standard of its teaching. It tracks the programmes of its teachers so that they are successfully implemented. The TED establishes a coherent training and education system by coordination between all MOE divisions and relevant educational institutions. Below are the objectives of the TED:

- Train good quality teachers to satisfy all requirements in the national education system of pre-school, primary, secondary, vocational and technical learning education;
- To continuously update and upgrade teachers and lecturers' expertise, skills and effectiveness in academic and professional fields; and
- To develop Institutes of Teacher Education (ITE) as centres of excellence.

1.2.4 In-Service Courses

In order to increase their academic, technical, professional skills and competencies in respective areas, this initiative would provide in-service training for teacher trainers and primary and secondary school teachers. It also helps to hold the target audience informed about new educational developments and changing practises as well as prepare them for current global demands. The offered courses comprise:

- The Continuous Professional Development (CPD) for teachers at the institutions of teacher training.
- An on-going short term in-service training and development programme (course duration ranges from one to five days).

- An on-going short term in-service training and development programme for teachers teaching critical subjects, namely Science, Mathematics, ICT and English.
- Special post graduate programmes for teacher trainers, namely Master's degree and PhD level.
- Malaysian Trainers Development Programme (14-week course for professional development; these courses are customised to upgrade primary and secondary teachers and there are 20 courses to choose from).
- Special degree course for non-graduate teachers (a one-year course at ITE and two-year course in university).
- Degree for a non-graduate teacher through the mode of distant learning (Open University Malaysia).
- A special Degree course for foreign language teachers (currently TED is offering a French Language Degree course).
- Specialist courses for teachers, which take approximately one year, offered to primary teachers with three years of experience, emphasizing academic content in ICT.
- A 4-week course for upgrading Professionalism for Teachers at Indigenous schools.
- An in-service course for upgrading the Professionalism of Teachers at Remote schools.

1.3 Lifelong Learning

Lifelong learning is a conscious attempt to gain information about one's career or personal life that can happen at any age. It can be obtained through formal, informal, and non-formal settings and is a continuous process. Some see it as a way to enrich their lives, while others see it as an unwanted interference into their otherwise peaceful life, and a few completely condemn the concept. There are many reasons that make lifelong learning essential for people who want to keep up with the knowledge and skills needed for their job. Some of these factors are technology, complexity, globalization, geopolitical, multigenerations and longer lives. Apparently, everyone who works for a living must be aware of the changes in their profession. Employees, for example, may understand the need to continue to cope with developments in technology or industry processes while still dealing with many other business or social connections that would benefit from lifelong learning. Aside from that, employees must improve their hard and soft skills, with hard skills assisting them in doing their jobs and soft skills assisting them in doing their jobs much better and finding more pleasure and fulfilment in their personal lives.

The concept of lifelong learning was introduced by UNESCO in 1965. Since then, the development of adult education through lifelong learning began all over the world. Moreover, early scholars also had an interest in continued, or lifelong learning. Since 1975, many scholars had produced and published their articles regarding lifelong learning and this situation is continuous until now.

Lifelong learning has become a major issue for every country in the world because it is a key characteristic of a 21st century community (Majhanovich & Napier, 2014). Merriam and Kee (2014) cited Thailand as an example of a nation that has invested in fostering lifelong learning in its citizens. It is mandated by statute, and the

Office of Non-formal and Informal Education (ONIE) plays a critical role in facilitating lifelong learning and fostering a learning society.

Malaysia also pays serious attention towards this matter as every country believes that lifelong learning will produce knowledgeable workers and societies through the participation of tertiary education. This is endorsed by Brown and Lauder (2003), who stated that higher tertiary education has been described as a global economic growth mechanism. In addition, The Ministry of Higher Education (MOHE) released the Malaysian Blueprint on Enculturation of Lifelong Learning (2011-2020) in November 2011. It was declared as starting point of serious efforts taken by the Malaysian government to encourage the societies to take part in lifelong learning programmes.

By 2020, Malaysia aspires to be a developed and high-income country. This aim can be achieved through education which emphasizes on lifelong learning programmes, regarded as “catalyst for industry transformation” (PEMANDU, 2010). Besides that, based on a report from the Economic Transformation Programme (2010), almost RM27 billion or 4 percent of its Gross National Income in 2009 came from the education sector. It is estimated that there are approximately 20.6 million lifelong learners in Malaysia in year 2020, which contributes to 50% of the population.

After the announcement of the Malaysia Education Development Plan, the Malaysian government maintained its efforts to increase teacher quality (2013-2025). Becoming a teacher is a lifetime experience that requires serious dedication. This path entails constantly equipping oneself with the knowledge and skills needed to be a successful and quality teacher, since a good and responsible teacher is extremely important to create a successful nation (Arokiasamy & Abdullah, 2015). Moreover,

lifelong learning helps teachers to become more confident in their practice by enhancing their awareness and understanding (Ferret & Smith, 2010).

A lot of efforts had been done by the MOE, Malaysia in providing the opportunity to all teachers to get involve in lifelong learning programmes. One of it is by offering the HLP programme every year to chosen and qualified teachers. It is a formal learning way to enhance the skills and knowledge of the teachers in various academic fields.

Apart of that, teachers also were encouraged to join short courses, seminars or any conference related to their work through the informal and non-formal way of learning. All teachers in Malaysia must attend at least seven days of courses a year on any related topic and this will become one of the main criteria in the performance appraisal process for them at the end of each year. All of these are considered as the lifelong learning process. Jin Kuak Kok (2014) conducted research on Malaysian school teachers' encounters of lifelong learning. According to the findings of the research, social and cultural motivational and facilitating influences have contributed to teachers' lifelong learning experiences.

1.4 Malaysian Teachers' Job Satisfaction

Job satisfaction may be defined as an attitude or as a feeling about one's job, according to Robbins (2010). In other words, satisfaction in a job is related to how people feel at work and the different aspects of their work. The job satisfaction may be affective as well as cognitive. The degree to which a person is experiencing pleasant emotional feelings on various aspects of his/her work situation is affective job satisfaction. Meanwhile, the degree of perception, emotion and response of employees to particular aspects of their employment, such as pay, pension schemes, work hours

and different aspects of their work, is cognitive job satisfaction (Kosi, Sulemana, Boateng & Mensah, 2015).

Meanwhile, Nguni (2005) found that well trained, motivated, committed and satisfied teachers are a result of a high quality education system. Teachers' job satisfaction is an important element in any educational organisation's ability to succeed and improve (Masanja, 2013). Any company must increase employee satisfaction in order to deliver high-quality work. Employees' job satisfaction is one of the most important aspects that an organisation seeks. This is because, in order to be recognised as a productive company, the workers must perform exceptionally well. It is difficult to find a collective of employees that can improve their job performance. That is how the company's highest management level works; they analyse their employees to figure out what they want to please them. Fulfilling their desires and wishes is how they can be satisfied. Employee work satisfaction is a non-monetary benefit that an employee seeks apart from his or her actual benefits as a result of profitable action. As a result, it is important for any organisation or corporation to assess their workers' interests and desires, and as a consequence, the organisation can benefit in a variety of ways. Further details about job satisfaction will be discussed in Chapter 2.

Job satisfaction issues among teachers in Malaysia are always debated and has become one of the main concerns of the MOE. Working in schools is such a complex organisation which leave the teachers with a bad headache everyday. Teachers are categorized under the service industry where they provide education services to the society generally and pupils specifically. Dealing with humans itself is not an easy task because it involves attitude, beliefs and cognitive that sometimes are unpredictable. Moreover, in the 21st century now, emerging technology advancement and global competition in various aspects places a burden on teachers' daily routine in school.

Nowadays, the job scope of teachers is not only to educate pupils but also involves various clerical work such as managing the co-academic activities, subject panel activities, data entry in the system and many more. These arising works will give a bad feeling to the teachers about their work. Teachers will feel demotivated, stressed, burnout and dissatisfaction about their work.

1.5 Problem Statement

Nowadays the role of teachers are not simply as a knowledge provider, but it is more to mentoring and coaching the students to get and understand the knowledge. Thus, in order to be an excellent mentor or coach to the students, they must equip themselves with a variety of knowledge and skills first. According to some researchers, continued education has a number of objectives and seeks to improve the individuals' well-being and quality of life (Bermejo & Miguel 2008; Kallen 1996; Mas-Torelló 2006; OMS 2002; Padilla et al. 2010; Pérez & De-Juanas 2013). This is parallel with the effort done by the MOE through the 10th Malaysia Plan, where they targeted to have 60% graduate teachers from primary school and 90% graduate teacher from secondary school by 2015. This effort continues under the 11th Malaysia Plan where one of the focus in education is enhancing lifelong learning to all people especially teachers. According to McMillan D. et al. (2016), the majority of teachers began postgraduate studies during the first ten years of teaching, which is compatible with the findings of Arthur et al. (2006), who found that 75% of teachers began postgraduate studies within ten years and more than half within five years.

For the teachers, becoming a postgraduate student is not an easy task. All are aware that postgraduate students are adult learners and have other responsibilities towards their family, social and working life. Juggling between all these responsibilities

will have a positive or negative consequences. Furthermore, owing to the overburdening of academic workload and job problems, teachers are included in the sense of work-life balance (Hakanaen et al., 2006). It was discovered that teachers who experienced burnout and work-life conflict had a higher degree of stress and exhaustion as compared to other occupations (Maslach, Jackson, & Leiter, 1996; Schaufeli & Enzmann, 1998). Furthermore, dual-career teachers face the burden of assisting each other's careers while balancing parenting, parent care, housework, and work-related outcomes such as job satisfaction (McNall et al., 2010; Wayne et al., 2006; Carlson et al., 2014). Thus, by having a good work life balance practice, specifically emphasized on work family enrichment, will help to create a good lifestyle and in return experience job satisfaction.

Meanwhile, numerous scholars' research on the work-family interface had been dominated by a conflict viewpoint over the past decades (Byron, 2005; Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005; Greenhaus & Beutell, 1985). However, this phenomenon has gradually changed whereby recently research suggests that combining or mixing multiple roles may also result in enrichment processes between work and family (Siu et al., 2010; Van Steenbergen, Ellemers, & Mooijaart, 2007; Wayne, Randel, & Stevens, 2006). Work-family enrichment is also linked to favourable career outcomes such as job satisfaction (Carlson et al., 2010; McNall, Nicklin, & Masuda, 2010; Shockley & Singla, 2011). As a result, it is critical to examine the antecedents of work-family enrichment as well as its function as a mediator. However, up to now, the knowledge of antecedents and consequences of work-family enrichment remains minimal (Danial & Sonnentag, 2015). This study would fill the gap by focusing on work-family enrichment as a mediator of the relationship between lifelong learning and job satisfaction.

The explanation why teachers are required to upgrade their skills and knowledge, as well as master their students' learning styles, is so that they can develop better strategic plans, which will result in improved job satisfaction (Azizi, 2005). Teachers' levels of satisfaction and dissatisfaction with their jobs have an effect on their success (Demirtas 2010). Job satisfaction is one of the important elements in a successful organisation. Any organisation in the developing world needs to increase their workers' job satisfaction in order to deliver a quality and effective output (Wan Ahmad & Abdurahman, 2015). Apart from that, job satisfaction also was found to be an effective variable (Rowen & Ahmad, 2000). In Malaysia, names such as Fauziah Noordin and Kamaruzaman Jusoff, (2009), Nilufar Ahsan, Zaini Abdullah, and David Yong Gun Fie (2009), Zainudin Awang, Junaidah Hanim Ahmad, and Nazmi Mohamed Zin (2010), Aziri, (2011), Triantoro Safaria, Ahmad Othman, and Muhammad Nubli Abdul Wahab (2011), Aida Mehrad (2011), Khairunneezam Mohd Noor (2013), Noraani Mustapha (2013) have examined various aspects of job satisfaction such as level of job satisfaction, determinants, relationship between burnout and job satisfaction, connections between psychological contract and job satisfaction, worker turnover, personal traits, working conditions behaviours, and interrelationships between morale and work satisfaction.

In the world of education, job satisfactions among teachers become an essential and crucial part that is discussed all the time. Job satisfaction is vital to teachers because teachers' evaluations of their job satisfaction level can support school stakeholders such as teachers, students, administrators, and educational policy decision makers (Salehi, Taghavi, & Yunus, 2015). There are numerous factors that influence the level of job satisfaction among teachers. Global studies (e.g., Kaya, Yavuzcan, Izciiler, & Tufekci, 2011; Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013; Türkoğlu, Cansoy, &

Parlar, 2017; Von, 2017) have probed into teachers' job satisfaction across nations and the main emphasis was on income, retirement, social facilities, teachers' respect, working conditions, leadership, and students' achievement among others.

As being compared to other sector of employees, teachers are often regarded as a distinct group of workers, with unique working environments and high levels of job-related stress (De Nobile & McCormick, 2005; Klassen et al., 2010). Teachers have a lot of responsibilities to be fulfilled towards the students, parents, school's administration, communities, Ministry and also the government (Comber & Nixon, 2009). These task and responsibilities involve some of the soft skills that teachers would face such as interaction, problem solving and dispute management. The effects of this may be burnout, stress or other problems relating to the physical and psychological well-being of the teachers (Chang, 2009).

Ibnian Salem (2016) investigated teachers' job satisfaction level and discovered that job security and stability, relationship with colleagues, training programs, salary, respect in society, and career growth emerged as factors of job satisfaction. Another significant study was conducted by Nyamubi (2017) to identify the determinants of teachers' job satisfaction based on three categories, which are monetary incentives, satisfaction with school and work environment, as well as satisfaction. It was discovered that community support, remuneration package, career development, appraisal system, promotion, and workplace conditions play significant roles in attaining a high level of job satisfaction among teachers.

The global phenomenon regarding job satisfaction issues among teachers are also having an impact on teachers in Malaysia. For example, from year to year, the number of teachers applying for the early retirement scheme is increasing. Apart from that, NUTP Malaysia reported that every month they receive about 30 to 50 cases of

stressed teachers. Teachers will no longer stay in their career and always seek opportunities to leave their profession if they are granted to do so because of dissatisfaction. Therefore, understanding various factors to examine teacher's job satisfaction may assist in identifying the changes needed to support teachers' retention (Liu & Ramsey, 2008).

From another perspective, novice teachers also face job satisfaction issues that will bring them to leave the school. Basically, novice teachers will have an eager feeling to implement what they learned during their training programme at the university or Institute of Teacher Education (IPG). However, they may believe that they made a mistake by pursuing or choosing the teaching profession as their career when they are confronted with unpredictable situations in school such as classroom conditions, new educational conditions, goals, and reforms (Inman, 2004). A study reported by Tan and Zainudin (2019) supported the statement that novice teachers in Johor, Malaysia faced challenges in aspects of the teaching profession, school community, students' parents and lastly classroom management that became the main concern for them. These challenges met by the novice teachers should be paid serious attention in order to solve or reduce the problem of leaving schools and try to assist and fulfil their job satisfaction.

Other than that, in a study by Ahsan et al. (2009), it was suggested that every company, be it profit or non-profit, needs to make an effort to prevent stress among employees because it will impact their job satisfaction. The current situation had proved that teachers are dissatisfied with their job. Due to a heavy task load in school, teachers are forced to do many tasks in school nowadays such as basic teaching tasks and other additional tasks (Corry, 2015). These task loads will have an effect on the teachers' emotional exhaustion, absenteeism, job satisfaction and performance (Huyghebaert et al., 2018). Voon et al. (2011) stated that it is important to recognise the satisfaction

among teachers because job satisfaction is one of the primary factors for employee retention. Furthermore, Gomba (2015) listed five factors as for why teachers should remain in teaching: (i) the need to support their families, (ii) job security, (iii) unmarketable, (iv) support from colleagues and administration, and (v) self-sacrifice leadership by principals. It clearly showed that teachers are dissatisfied and suffering. The teachers are not feeling a sense of enjoyment about teaching, instead they are doing their job for the sake of money.

Other studies have discovered that teachers are subjected to tremendous job-related pressures that lead to them being disassociated and demotivated from their chosen occupation, which contributes to their eventual departure from teaching (Roeper, 2016). Sabddin (2013) has identified that 530 teachers in Malaysia suffer a mental illness, which is equivalent to 0.128% of the overall teachers' population. This situation indicated that those teachers are stressed and dissatisfied which lead to the increasing number of cases of teachers leaving the profession.

Next, several studies indicated that job satisfaction affects teachers' success in terms of teacher excitement (Weiqi, 2007) and also in terms of teacher-student relationships (Van den Berg, 2002) as well as intentions to quit the teaching profession (Skaalvik & Skaalvik, 2011). Moreover, between 2008 and 2011, there was a growth in the number of Malaysian teachers who chose early retirement or resigned from their employment (Ministry of Education, Malaysia, 2012). Since the number of teachers leaving the profession increased, the factors that could boost to improve job satisfaction among them should be studied and investigated further.

All these issues are a major concern to the nation especially to the MOE. Every year, MOE offers the scholarship program called HLP as an opportunity for teachers to further their studies at a tertiary level through lifelong learning. It was reported by the

department in charge that the number of applications for this program increases from year to year. For example, in year 2018, the applications for the HLP programme totalled 4960, while in year 2019, it increased to 6173 applications (MOE, Malaysia, 2019). This is a voluntary program where no teachers are forced to apply. There are no guarantees that the teachers will get a higher income or promotion to upper posts after completing their studies. In terms of financial, it can be said that the teachers are in a comfort zone. The teachers within five to ten years of service can be considered as having a comfort financially in terms of their wages or salary. So, why do the teachers want to apply for this program?

A research conducted by Hazidi and Hamid (2011) on the motivations of in-service teachers studying a bachelor's degree in teaching programmes also discovered that the study's participants had provided answers such as "being left behind", "feeling stressed", and "being pushed to get ready". These findings show the existence of job dissatisfaction among the teachers which leads them to further their studies.

Studying for a Master's degree or PhD is not an easy journey. Does job dissatisfaction in their profession lead them to apply for this program? Thus, this study intends to have a look at teachers' job satisfaction depending on the lifelong learning variable because the teachers' overall satisfaction with their working climate has a positive impact on students' achievement and results in high-quality education (Johnson, Kraft, Papay, 2012). Apart from that, this study also will use the mediation of WFE in the relationship of lifelong learning and job satisfaction.

1.6 Research Questions

The following research questions were formulated in response to the problem statement. Questions regarding the variables of lifelong learning, job satisfaction and WFE 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?

1.7 Research Objectives

Job satisfaction plays an important role in any organisation. Employees who feel a high job satisfaction will benefit the organisations in a variety of ways. Plus, the organisation that encourages their employees to practice lifelong learning and provide opportunities to their employees to learn will increase the productivity, bringing high profit margin as well as enhance the capability of the organisation to stay competent in the business world. The study intends to examine lifelong learning and its influences on WFE and job satisfaction. The specific objectives are as follows:

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.

Table 1.1: Summary of Research Questions and Research Objectives

RQs	ROs
1. What is the effect of lifelong learning towards teachers' job satisfaction?	1. To identify the effect of lifelong learning towards teachers' job satisfaction.
2. Are there any effects of lifelong learning towards teachers' WFE?	2. To determine the effect of lifelong learning towards teachers' WFE.
3. Does the WFE influence teachers' job satisfaction?	3. To examine the influence of WFE towards teacher's job satisfaction.
4. Do the teachers' WFE mediate the relationship between lifelong learning and their job satisfaction?	4. To examine the mediation role of teachers' WFE on relationship between lifelong learning and teachers' job satisfaction.

1.8 Significance of the Study

This study is important in order to examine lifelong learning and its influences on job satisfaction among the HLP programme for public primary and secondary school teachers in Malaysia by using a quantitative study. Apart from that, the role of WFE is used in mediating the relationship between lifelong learning and job satisfaction. It is important to explore such relationship because the aforementioned relationship was explored separately and not in combination. This can be seen in numerous past studies around the globe. Besides that, this current study will be focusing on the teaching profession in the Malaysian context. It has been noted that this profession in the country has the highest numbers of workers compared to other professions.

The Maslow's Hierarchical Need theory, Herzberg's Two Factors theory, Social Exchange theory and Chain of Response Model were used to determine the job satisfaction level and became a basis for the theoretical framework of the study. This study also aims to develop a model that assists the teachers to identify their job satisfaction through the influence of lifelong learning which comes from the Maslow

theory, self-esteem needs and Chain of Response Model that determined the decision to take part in any adult learning courses. Apart from that, this study enriches the contemporary literature on job satisfaction by examining the mediating effect of WFE in the relationship between lifelong learning and job satisfaction.

This study is also significant to the leader and practitioner to use the developed model in identifying job satisfaction among their employees by looking at lifelong learning and WFE because employees' job satisfaction is a crucial element to the success of the organisations. Specifically, MOE will gain an advantage from the result of the study whereby it can be used to solve or reduce the problems among the teachers regarding job satisfaction issues. The study is also significant with respect to the following reason.

A mediating variable is a variable that connects the independent and dependent variables and describes the interaction between the two other variables (Allen, M. 2017). WFE was chosen as the mediating variable due to its significant influence on teachers' lifelong learning and their job satisfaction. While research has related WFE to essential outcomes such as work and family satisfaction, little is known about the mediating function of WFE in bridging the gap between organisational antecedents (e.g., lifelong learning) and outcomes (e.g., satisfaction) (Nicklin & McNall, 2013).

Based on the Maslow Motivation Theory, Herzberg Two-Factor Theory, Social Exchange Theory, and Chain of Response Model, this study expands the knowledge by adding the lifelong learning variable to seek teachers' job satisfaction. Lifelong learning as a self-esteem need in the Maslow Need Theory indicates the second highest ranking need for the teachers to achieve. Lifelong learning is then utilized in the Herzberg Two Factor Theory to seek job satisfaction among teachers. In an effort to gain and add up the knowledge and skills among the teachers through participating in lifelong learning,

it will enhance their productivity and performance in school as well as their daily life. Thus, by having all these, the teachers will feel satisfied with their job.

This study developed a new model using a structural equation modelling (SEM) that offers other opportunities to improve and apply to a research area related to variables like lifelong learning, WFE and job satisfaction for future studies.

Additionally, in terms of practical contribution, by identifying the WFE issue among teachers, it is hopeful that it can help the school as well as the Education Department to plan, design and develop an effective and efficient work-family balance practice. An effective and efficient work-family balance practice in the school can enhance job satisfaction and achieve positive job attitude among teachers.

Other than that, this research can help the management of the school specifically and MOE generally in reviewing their current policy for the teachers regarding the matter of work-family balance. Maybe adjustments in the working hours can be made or adjustments in the recruiting process of future teachers can increase the level of work satisfaction among them. Apart from that, the study gives awareness to teachers on how they should manage their daily work and daily life. It is also important for them to practice a good WFE to achieve a high job satisfaction.

Lastly, in terms of methodological contribution, this present study used an online survey questionnaire. It was agreed by Creswell (2013) that the survey method is the most appropriate and suitable method to generalize the result, examine the relationship among variables and describe the real phenomenon. By using online survey questionnaires, it enables us to send reminders to the respondents to take part in the survey which can enhance the survey participation (Anseel, Lievens, Schollaert, & Choragwicka, 2010).

1.9 Scope of the Study

In conducting this study, the researcher focused on lifelong learning as the independent variable that will influence job satisfaction among primary and secondary school teachers in Malaysia who are under the HLP programme by MOE. Apart from that, the study also puts WFE as a mediating role between lifelong learning and job satisfaction.

There are a lot of other variables that can be studied and anticipate the influences on WFE and job satisfaction. However, this research focused on lifelong learning among primary and secondary school teachers in Malaysia because the concept of learning itself cannot be avoided in a life of a teacher. Moreover, teachers need to update themselves with new knowledge and skills because of globalization and especially the rapid changes and advancement in today's technology. As for coaching and mentoring a new generation, up skilling and upgrading their knowledge through lifelong learning programmes become a necessity. Furthermore, the scope of the research emphasizes the 555 primary and secondary school teachers in Malaysia who hold a status as postgraduate students in public local universities around Malaysia under the HLP programme for the year 2018.

Another point to be noted in this scope of study is that it only looked at the teachers' job satisfaction. It did not involve other working professions. The reason why teaching profession was chosen to determine job satisfaction is because it was reported in Malaysia that teaching is among five other job professions that has high stress and job dissatisfaction.

Lastly, this study only looked at one side of the work-family balance factor that is enrichment. It did not look at the conflict side where the consequences of conflict might give a different view towards teachers' job satisfaction.

1.10 Conceptual and Operational Definition

The following conceptual meanings are focused on the variables defined in this research to maintain a general and collective interpretation of their significance within the study's framework. Lifelong learning, work family enrichment and job satisfaction are terms used for the variables throughout this study.

1.10.1 Conceptual Definition of Lifelong learning

Lifelong learning, according to Coskun and Demirel (2010), is described as possessing the requisite knowledge, skills, and values to prepare and evaluate one's own learning, learn from others in both formal and informal settings, and integrate knowledge from various sources while employing various learning strategies for either personal or professional reasons. In this study, teachers who are involved in the HLP programme will enhance their knowledge, skill and values through their participation in lifelong learning in both formal and informal ways at public universities in Malaysia. Lifelong learning is treated as a direct predictor for work family enrichment and job satisfaction or via work family enrichment as a mediator.

1.10.1.1 Operational Definition of Motivation

Mary Burns (2011) has stated that motivation is the most critical factor for adults to participate in and complete their studies successfully. In this study, HLP teachers participate or furthering their tertiary education within their self awareness and others factors that motivate them to pursue their study either in Master or Ph.D level at local universities in Malaysia.

Motivation are measured by an adaption of the AARP Survey on Lifelong Learning that was used to measure how and why an American elder learn new things (AARP, 2000) and Lifelong Learning Questionnaire by Knapper and Cropley (2000).

1.10.1.2 Operational Definition of Knowledge and Skill

Knowledge is the condition of being aware of something either it is fact or concept. It is the cognitive processing information and can be measured. In this study, knowledge is measured to any cognitive process about fact or concept gained by the HLP programme teachers through their lifelong learning process. As a consequence, this knowledge will enhance their job and boost the job satisfaction level. However, skill can be described as the capacity to physically execute an action or activity. Physical action, movement, and the implementation of experience and knowledge are also part of it. Improving skills among HLP programme teachers in Malaysia are one of the concerns in practicing lifelong learning. Those teachers that improved their ability to physically perform an activity will effectively use it in managing daily work at school as well as managing their daily life.

Knowledge and skills are measured using an adaptation of the AARP Survey on Lifelong Learning (AARP, 2000) and Lifelong Learning Questionnaire by Knapper and Cropley (2000).

1.10.1.3 Operational Definition of Career Development

Career development is a process of choosing career, improving skills and developing a career path. In other words, it can be described as lifelong process of learning and decision making that brings a particular person closer to their best career

skill and way of life. In this study, HLP programme teachers join in any lifelong learning programme with an intention to upgrade their career path sooner or later.

Career development are also be measured by using adopt and adapt questionnaires from the AARP Survey on Lifelong Learning (AARP, 2000) and Lifelong Learning Questionnaire by Knapper and Cropley (2000).

1.10.2 Conceptual Definition of Work Family Enrichment (WFE)

According to Greenhaus and Powell (2006), WFE can be defined as the extent to which experiences in the work role improve the quality of life in the family role. This variable denotes the importance of positive work roles that can spill over to the family role when skills and perspectives, flexibility, psychological and physical social-capital, and material resources gained from work improve the performance in other roles e.g., family domain like learn conflict resolution skills in training at work enables to resolve any family conflict effectively. Thus, the teacher's work role like coaching, mentoring and managing at the workplace will influence and improve their family role at home. The link between the independent variable which is lifelong learning and the dependent variable namely job satisfaction is mediated by the variable of work family enrichment. Besides that, work family enrichment will also be a direct predictor for job satisfaction. Work roles will be chosen and defined in the operational definition section.

1.10.2.1 Operational Definition of Developmental Resources

Carlson, Kacmar, Wayne, and Grzywacz (2006) described the bidirectional and multidimensional concept of work-to-family enrichment (WFE) as how family roles benefit from work roles through developmental resources, positive effect, and psychosocial capital derived from involvement in work. Development resources in

work lead to the acquisition of skills, knowledge, behaviour and perspective. Teachers who have all these resources will help them to be a better family member. In this current study, HLP teachers possess skills and knowledge, a positive behaviour and learn something new perspective from development resources gain from their involvement in work. The resources gain will affect their family matter in a good ways and reflected back to their positive outcome at work.

1.10.2.2 Operational Definition of Positive Effect

Positive effect in work results in positive emotions or attitude. Teachers' involvement in work give a good mood to them which in turn will helps that particular teacher to be a better family member. When the HLP teachers have a good mood or attitude at work, the same emotion will transfer when they return home. As a result, they feel happy and pleasant at work.

1.10.2.3 Operational Definition of Psychosocial Capital

Meanwhile, psychosocial capital occurs when involvement in work promotes a level of psychosocial resources such as a sense of security, confidence, accomplishment or self-fulfilment. In this study, these HLP teachers experience a psychosocial resources and as a return, it helps the teachers to be a better family member at home too.

1.10.3 Conceptual Definition of Job Satisfaction

Amstrong (2006) said job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes toward the job indicates job satisfaction. Negative and unfavourable attitudes towards the job indicates job dissatisfaction. The measurement of this variable will be grounded upon one major independent variable which is lifelong learning and work family enrichment as a mediator. The operational definitions of job attitude and job feeling are explained in the next section and will be used for the entire study.

1.10.3.1 Operational Definition of Job Attitude

According to Spector (1997), job attitude is “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs”. In this study, teachers’ job satisfaction is measured through their attitude about their daily routine in school, whether it is satisfactory or dissatisfactory. According to Spector (1997), the Job satisfaction Survey is used to examine teachers’ attitude based on the nine constructs to see their job satisfaction.

1.10.3.2 Operational Definition of Job Feeling

Job feeling can be defined as affective, cognitive, and behavioural components about various related aspects in the job. It may in terms of wages, work tasks, promotion and others (Spector, 1997). A teacher’s job feeling through the components mentioned will be examined through the Job Satisfaction Survey by Spector (1997) which consist of 36 items from nine constructs.

1.11 Organisation of the Thesis

This study has been organised into five chapters which are 1) Introduction; 2) Literature Review; 3) Research Methodology; 4) Data Analysis and Results; and 5) Discussions, Recommendations and Conclusions. For the first chapter, it introduces the study. Then, this chapter is followed by the problem statement, research question and research objectives. In addition, this chapter also includes the significance of the study, research contribution and scope of the study. Lastly, this chapter closes with the definition of the terms that are used in the study.

The second chapter discusses the literature review of the study. It starts with literature on previous and current studies regarding lifelong learning. Then it will also touch on the factors that affect lifelong learning which are motivation, improving knowledge and skills, and supporting career development. Literature review continues on the topic of job satisfaction including its related underpinning theories. The chapter then continues with literature review about work family enrichment (WFC) and its mediating role in this study. Not to forget, the hypothesis of the study also comes from this chapter. Lastly, this chapter concludes with the conceptual framework and conclusion.

Chapter 3 discusses the research methodology of the present study. The use of quantitative analysis is discussed and justified. This chapter also covers population and sampling, question instrumentation, questionnaire management, data collection and pilot analysis.

Chapter 4 provides an overview of the study and findings from the data gathered. It examines the characteristics of the sample with descriptive statistics and examines the hypotheses by modelling the structural equations. The process of model refining is explained in depth in this chapter.

The final chapter explains, concludes, and addresses the implications, shortcomings and limitations of the study. The management implications of the thesis are then highlighted in this chapter. Furthermore, recommendations are also discussed for potential and future research.

1.12 Summary

This chapter included a compelling explanation and reasoning for carrying out the research. This chapter briefly discussed the introduction, background of the study and the problem statement. The objectives of the study were derived from the research questions while the research hypotheses are formulated later in Chapter Two to determine the scope and intention of the study. Furthermore, this chapter continues with significance of the study, limitation and followed by definition of terms to be used throughout the study. The explanation can give some understanding about this study.