

The Foundations of Fulfillment: Work Environment Factors Shaping Teacher Job Satisfaction in Klang Valley Schools

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Abstract

Education is indisputably a major contributor to Malaysia's national economy, with school teachers standing as the most valuable asset driving institutional success and fostering future talent. Yet, beneath this vital role lies a troubling trend: the Malaysian education sector is grappling with low productivity and a persistent high turnover rate. Low job satisfaction among teachers directly correlates with diminished productivity, poor engagement, and escalating attrition—a dynamic that threatens to undermine student performance and the nation's economic progress. This study responds to this critical challenge by offering an in-depth, comprehensive investigation into the work environment and job satisfaction of school teachers within Malaysia's key educational hub, the Klang Valley. This quantitative research employed a Correlational Research Design to systematically examine the relationship between five crucial independent variables—workplace safety, relationship with co-workers, work-life balance, motivation, and the effectiveness of Home-Based Learning and Teaching (PdPR)—and the dependent variable, Job Satisfaction. Data was collected through 382 successfully retrieved questionnaires from Klang Valley school teachers. The analysis, executed using Statistical Package for Social Science (SPSS) version 26, revealed highly significant relationships between all selected work environment factors and teacher job satisfaction. The findings provide compelling empirical evidence that critical aspects of the work environment are inextricably linked to teacher well-being and, consequently, their effectiveness. This research establishes essential groundwork, illuminating the crucial interplay between the work environment and job satisfaction. The results serve as a vital resource for the Ministry of Education Malaysia, offering actionable insights to better understand these relationships and develop targeted, impactful interventions aimed at enhancing teacher retention, boosting productivity, and securing the long-term success of the Malaysian education system.

Keywords: Work Environment, Safety, Relationship with Teachers, Work-Life Balance, Motivation, Effectiveness of Home-Based Learning and Teaching, Job Satisfaction

Introduction

Teachers have always played a key role in nation building and are one of the key instruments for achieving educational goals and national development (Islam, Polas, Jahanshahi, & Falahat, 2025). The role of a teacher is not limited to being just an educator, but due to rapid changes in technological advancement, teachers have had to accept changes in their teaching role (Lewis, 2025). Teachers need to prepare students for the potential of change to come by adopting changes in the methods of teaching and learning processes, but this will not change the primary responsibility of those responsible for producing the workforce of any nation, and thus have a direct impact on the economy and health of a nation (Okechukwu, 2025). The government has always made an important policy to develop good teachers through a systematic and efficient teaching system to ensure that teachers are trained and hence the teaching process of school children can be carried out effectively (Nomin, Resky, & Lusiana, 2025).

The quality of teaching has a significant and indisputable impact on student learning and achievement, which directly affects the capacity of the workforce and broader socioeconomic development. In short, the "teacher factor" is the main catalyst for progress across all dimensions of development (Tan, 2019). Recent empirical studies have extensively documented the pandemic's severe impact on teacher well-being and job satisfaction, highlighting challenges such as technostress, blurred work-life boundaries, and increased administrative burdens (Katsarou, Chatzipanagiotou, & Sougari, 2023; Mordi, Akanji, & Ajonbadi, 2025; Sobral, Dias-Oliveira, Morais, & Hodgson, 2025). However, much of this research has focused on Western contexts or generalized stress outcomes. Crucially, there is an emerging consensus on the importance of workplace support systems, yet findings remain mixed regarding which factors are most salient in specific phases of disruption, such as sustained home-based learning. For instance, while some studies prioritize technological resources (Qualter, 2024), others point to collegial relationships and perceived organizational support as primary buffers (Hall, 2022). This indicates a need for more context-specific research that examines the interplay of multiple psychosocial and organizational determinants of job satisfaction in non-Western educational settings.

Unfortunately, teachers are not an isolated group of people who can escape stress. They are expected to be prepared to deal with workplace stress and conflict from surrounding factors, especially during this unexpected pandemic session, while still performing their key responsibilities, especially to the younger generation and, the nation (Robinson, et al., 2023). Therefore, the objective of this research is to examine the relationship between work environment safety, relationship with co-workers, work-life balance, motivation, and effectiveness of home-based learning and teaching, with the job satisfaction of school teachers in Klang Valley. By doing so, this study extends prior findings by testing a multifaceted model of job satisfaction in a Malaysian context and complements the global literature by identifying which factors most strongly predict satisfaction in a sustained period of home-based teaching, thereby offering targeted insights for post-pandemic policy and support.

Research Background

Education is essential for a country's growth and progress (Bohari, et al., 2025). It is the absolute basis upon which the development and expansion of all other sectors of the

economy is built. Human mental development is enabled by education, which is the outcome of advances in health, efficient public management, and the growth of the private sector. Teacher performance will be critical in unleashing the potential of the workforce in all sectors for countries to fully reap these benefits. The satisfaction of school teachers with their jobs will have a significant impact on the efficiency with which they operate and complete tasks.

Malaysia has experienced extensive development and change in the economic, social, and educational fields during the last several decades. One of the most pressing concerns about the nation's development is its ability to produce new talented minds; as a result, in 2025 a massive budget of RM64.1 billion was allotted, making the Department of Education the country's top budget recipient (Teach For Malaysia, 2025). If the purpose is to make the educational process, teachers' satisfaction, and educational practices, as well as school education, will be critical to meeting these targets.

The job satisfaction and motivation of school teachers will be critical in this regard (Mahamad, Azman, Ibnu, Yassin, & Hamzah, 2025). Certainly, research on teacher satisfaction and education has piqued the interest of a number of academics. There has been a variety of literature work on the importance of teacher satisfaction and motivation, including its effects on retention, attrition, and absenteeism (Leante Thomas Dotta, Sónia Rodrigues, Luciana Joana, & Maria João Carvalho, 2025), teacher productivity, creativity, and continuous optimal performance (Gao, et al., 2025), and his happiness (Boldbaatar, 2025). Teachers who are satisfied and motivated will see direct improvements in their students' motivation and achievement (Nawas, Darmawan, & Maadad, 2025) and greatly improve the likelihood of achieving workplace goals and objectives (Hariyasasti & Purwanto, 2025). Hence, teachers' job satisfaction and motivation will have an impact not only on their own performance but also on the performance of their students. As a result, it will have a broader impact on the educational process, the development of the educational system, and the overall well-being of the community (Assaf & Antoun, 2024; Ma & Marion, 2025)

Problem Statement

In Malaysia's education sector, school teachers play an important role. Numerous studies have looked at job satisfaction and employee motivation from various angles. Researchers and managers appear to struggle to identify and investigate the factors that influence job satisfaction (Linando, Sudagung, & Hasymi, 2025). Teacher job satisfaction has been extensively researched in the context of education, particularly in developed countries such as the United Kingdom and the United States (Zakariya, Bjørkestøl, & Nilsen, 2020), though Sahito and Vaisanen (2020) believes that this issue is equally important for developing countries such as Malaysia due to the same fundamentals.

Primary and secondary school are critical stages of education in Malaysia's educational system. To put it another way, school teachers are under a lot of pressure to prepare their students for college. Despite this, school teachers have limited access to current technology tools (Fajardo, et al., 2025), and they consider that traditional teaching techniques are insufficient to properly spark students' interest, and that teachers' role in students' progress and development is generally weakened. Some teachers also appear to be withdrawing from teaching, preferring other administrative roles or retiring early (Li, 2025), with graduate-level teachers being especially likely to seek better possibilities in other departments. To address

the aforementioned issues, it is important to research and identify the elements that influence the job satisfaction and passion of Malaysian school teachers.

Research Objectives

This study is guided by the following five specific objectives, designed to identify key factors influencing the job satisfaction of school teachers in the Klang Valley;

1. To examine the relationship between safety and job satisfaction of school teachers in Klang Valley.
2. To examine the relationship between relationship with co-workers and job satisfaction of school teachers in Klang Valley.
3. To examine the relationship between work-life balance and job satisfaction of school teachers in Klang Valley.
4. To determine the relationship between motivation and job satisfaction of school teachers in Klang Valley.
5. To determine the relationship between effectiveness of home-based learning and teaching (PDPR) and job satisfaction of school teachers in Klang Valley.

Research Questions

In line with the specific objectives, this research seeks to answer the following questions;

1. What is the relationship between perceived safety and job satisfaction among school teachers in Klang Valley?
2. What is the relationship between the quality of relationships with co-workers and job satisfaction among school teachers in Klang Valley?
3. What is the relationship between perceived work-life balance and job satisfaction among school teachers in Klang Valley?
4. What is the relationship between intrinsic and extrinsic motivation and job satisfaction among school teachers in Klang Valley?
5. What is the relationship between the perceived effectiveness of Home-Based Learning and Teaching (PDPR) and job satisfaction among school teachers in Klang Valley?

Significance of the Study

This study aims to investigate the relationship between specific work environment factors—safety, collegial relationships, work-life balance, motivation, and the effectiveness of home-based teaching—and the job satisfaction of secondary school teachers in Malaysia's Klang Valley. The significance of this research is twofold. First, it addresses a documented concern within the Malaysian public sector by providing empirical evidence on the drivers of teacher satisfaction. Second, it offers actionable insights for the Ministry of Education and school administrators. The findings are intended to directly inform policy and practical interventions designed to improve the professional environment, thereby enhancing teacher well-being, retention, and overall educational quality. Consequently, this research serves as a critical resource for evidence-based decision-making in the development of supportive workplace frameworks for teachers.

Theoretical Foundation

Job Satisfaction

Job satisfaction can be described as an individual's subjective perception and feelings person reacts towards the job and the organization that has employed him or her. To explain this

better, job satisfaction would be the state of pleasurable and emotional position that is derived from the achievement of job values (Paudel, Kunwar, Ahmed, & Yedgarian, 2025). Workers would feel that job satisfaction is an overall valuation that can be measured using the base of the attitude of the employee while performing the jobs, also the level of enthusiasm focus and effort put into the job, and the values they can produce then (Wiedner, Nigam, & Silva, 2020; Ngadni & Sammy, 2025). Work factors, both extrinsic and intrinsic, do have an inter-relationship, especially when it comes to job they are performing and the satisfaction, they gain from this (Asamani, Acquah-Coleman, Senayah, & Oppong, 2025). To understand the drive that relates to the satisfaction of a job, we would need to understand the Maslow's Theory (1970) on Hierarchy of Needs, which states that an individual may gain satisfaction or self-actualization when that person achieves his or her maximum potential, which also can be described as motivation. In addition, Herzberg's theory of motivation proposed that satisfaction in job is connected to upgrade of positions, pay raise based on performance, benefits provided to teachers in our case, conducive work environment, having a great leader and the social relationships that develop between teachers at school (Galanakis & Peramatzis, 2025). All the above-mentioned factors does play a major role in job satisfaction and if not looked into and attended accordingly, can most likely result negatively and impacting the job satisfaction for school teachers. With this being said, all teachers must have a high level of job satisfaction, as their work performance has a direct impact on the development of the school as well as the nation. If we can assess, evaluate, and identify the level of job satisfactions in this research, we will have a greater understanding of how teachers are motivated and how they can improve their job satisfaction (Cabaron & Oco, 2023).

Job Safety

Workplace safety, according to Ebikake-Nwanyanwu and Woripre (2025) is defined as how an organization covers its workers from any harm or danger. According to researchers, organizations should prioritize employee's safety because it has a direct impact on the organization's and industry's wealth. According to Nickella and Hinszb (2023), the purpose for organizations to adopt proper safety behaviors is to avoid possibly bad outcomes. Furthermore, safety is described as not damaging oneself when interacting with one's work environment (Zhan, Wu, & Jie, 2025). A safe work environment is a crucial element impacting job satisfaction (Ebikake-Nwanyanwu & Woripre, 2025). Some firms implement safety standards inside their policies as a plan to guarantee that workers can work in a safe environment, in order to meet employee safety needs. Security is a basic human need, according to Maslow (1954)'s hierarchy of needs theory. As per researchers, in an aim to outline safety requirements, it's vital to find the settings leading to meet employees' safety requirement as well as the sorts of risks which can compromise workplace safety. Therefore, teacher safety could be a crucial independent variable that has a significant impact on teacher job satisfaction in Klang Valley. Based on past experience, certain safety issues may arise from students or their parents who are dissatisfied with the teacher's actions (Mahamad, Azman, Ibnu, Yassin, & Hamzah, 2025). The school's working environment can have an impact on teacher safety and job satisfaction. Imagine teaching in a classroom with worn-out furniture and antiquated electrical fans that could harm not only the teachers but also the students.

Relationship with Co-Workers

Employees have interrelationships, and their work environment is an element of that environment (Arnold & Rahimi, 2025). Colleagues are people who work together in the same office and are in similar positions or levels. The colleague relationship, according to Lin, Lu and Lai (2025), is a type of interpersonal relationship. It has two dimensions: the relationship between the leader and the member, and the interaction with the colleague. According to Chiriac, Forsberg and Thornberg (2024), researchers characterize colleagues as people who are understanding, helpful, kind, and provide guidance to their colleagues. It is a good indication, as updated by Saks, Hunt, Leijen and Lepp (2025), that team members' relationships with colleagues are one of friendliness, acceptance, and loyalty. The level of trust, security, and respect that dependents have for their leaders is referred to as the colleague relationship (Lin, Lu, & Lai, 2025). Employees rely heavily on their relationship with colleagues for support. Employees who form a cordial and positive relationship with a colleague are more likely to feel comfortable and secure at work. Furthermore, the relationship with colleagues is valued as a foundation of friendship, support, and strong job satisfaction (Skaalvik & Skaalvik, 2025). Colleagues would be able to provide spiritual support to one another during difficult times or when someone needed encouragement (Chiriac, Forsberg, & Thornberg, 2024). With this in mind, better relationships with colleagues will almost certainly lead to increased job satisfaction.

Work-Life Balance

Researchers define work-life balance as a strategy for individuals to find an optimal balance between work and life, according to Malik and Varma (2025) research. Work-life balance, as previously stated, can also be described as own personal satisfaction between work and family duties, according to the researchers. Work-life balance entails striking a balance amongst the factors of paid work, unpaid work, and self-time (Dimond, 2024). Work-life balance is an crucial factor in five aspects of workers' lives, according to Kamboj and Eronimus (2025) - work, family, friends, health, and own self. According to Az-Zaakiyyah, Ausat and Suherlan (2024), an employee-focused culture can increase employee productivity and job satisfaction. Employees spend less time with their families when an organization encourages an unbalanced work-life culture, such as overwork. Encouragement from firms that promote work-life balance has the capability to attract and sustain competent individuals (Jerónimo, Tigre, Henriques, & Lourenço, 2025). Work-life balance is critical in identifying management issues in an organization. Many businesses recognize that work-life balance has an impact on employee job satisfaction, retention, work-family conflicts, and stress levels (Gaur & Tarkar, 2025).

Motivation

Motivation is the fundamental psychological process (Murayama & Jach, 2025). It is determined by both internal and external variables as a driving factor in an individual's personal growth. Motivation is described as the process of inspiring, motivating, leading, and maintaining individual behavior and performance by Gerber, et al. (2025). Keeping employees engaged, according to Mishra and Mishra (2025), is pivotal in improving their performance and satisfaction. Workers' ability to manage higher levels of complexity at work is enhanced and improved by positive motivation (Asamani, Acquah-Coleman, Senayah, & Oppong, 2025). Motivation is the driving force behind everyone's pursuit of and fulfilment of their own needs. Madzik, et al. (2025) view that motivation part of an internal strength that can contribute to

individuals achieving personal and organizational goals. The process of developing intensity, goals, and personal perseverance to attain goals is also known as motivation (Heckhausen & Heckhausen, 2025). There are two types of motives: good and negative. Positively motivated people will exhibit some expected attitudes, behaviors, and actions in the hopes of being rewarded. Simultaneously, when someone uses their power to persuade others not to do something, they act with ulterior motivation (Beswick, 2025).

Effectiveness of Home-Based Learning and Teaching

The recent Covid -19 pandemic crisis has changed several aspects of how teachers must work and perform. To deliver the same required content or lesson to the students, they will have to depend more on technology and reliable IT infrastructure (Raime, Misron, Rahman, Shamsudin, & Hashim, 2023). With that being said, the demand for teachers' role has increased even more than previously. Teachers have been subjected to a variety of pressures as a result of the pandemic, which may have an impact on their level of satisfaction (Langford & Crawford, 2025). Changes, according to Malik A. (2025), can be a major source of stress for teachers and have an impact on their level of satisfaction. The commitment and job satisfaction of the teacher is a key factor in the success rate of students, especially in the pandemic period. Virtual learning has been the primary approach taken by teachers to conduct continuous learning. They employ a variety of platforms to deliver effective teaching that has the desired impact, albeit there are some obstacles, primarily related to time to complete the lessons without missing anything.

Underpinning Theory and Proposed Research Framework

The underpinning theories to underpin the proposed research framework for this study are the Maslow's hierarchy of needs by Abraham Maslow (1943) and Herzberg's motivation theory model by Frederick Herzberg (1959).

Maslow's Hierarchy of Needs

Though more known commonly in the human motivation literature, Maslow's needs hierarchy concept was one of the initial theories to study significant contributors to job satisfaction. It suggests that people would need to develop a five-level hierarchy that consist of; physiological needs, safety, belongingness/love, esteem, and self-actualization. Maslow's hierarchy of need states the fact where important needs that requires to be met first (such as, physiological and safety needs), before other sophisticated needs can be met (such as, belonging and esteem) (Cherry, 2025).



Figure 1.0: Maslow's Hierarchy of Needs

Maslow's hierarchy of needs was established to describe human motivation in general. However, its primary tenant can be applied to the work environment and has been used to describe job satisfaction. In an organization, monetary remuneration and health care are examples of the benefits that help employees meet their basic physiological needs. Safety needs can be manifested through employees feeling physically safe in their work environment, as well as job safety and/or having appropriate company structures and policies. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether they feel they are part of their team/organization or not. Once satisfied, employees will strive to feel as if they are valued and valued by their colleagues and organization. The last step is where the employee strives to actualize themselves; where they need to grow and evolve to be all they can afford. While it can be seen as separate, progression from one step to the next all contributes to the process of self-actualization. Therefore, organizations that want to increase employee job satisfaction should try to meet the basic needs of employees before advancing to address high-level needs.

Herzberg's Motivator-Hygiene Theory

The second underpinning theory being used to underpin the relationship between motivation with job satisfaction is Herzberg's Motivator-Hygiene theory. The theory provides an idea that satisfaction and dissatisfaction of a job would not be two opposite ends of the similar continuum, but rather they are two separate and at times, even unrelated thoughts. 'Motivating' factors such as salary and benefits, recognition and achievement need to be met in order for employees to be satisfied with the job. In contrast, 'hygiene' factors (such as, working conditions, company policies and structure, job safety, interaction with colleagues and management quality) were associated with job dissatisfaction (Nickerson, 2025).



Figure 2.0: Herzberg's Motivator-Hygiene theory

Because both hygiene and motivational factors are seen as independent, there is a possibility of employees being satisfied or dissatisfied. This theory states that when the hygiene factor is low the employee is dissatisfied, but when this factor is high it means the employee is not

dissatisfied (or neutral) but not necessarily satisfied. Whether an employee is satisfied or not depends on the driving factor. Moreover, it is assumed that when the motivator is met, the employee is considered satisfied. This separation can be helpful in taking into account the complexity of employees’ feelings, as they may feel satisfied and dissatisfied at the same time; or dissatisfied or dissatisfied.

Review of Relevant Theoretical Framework

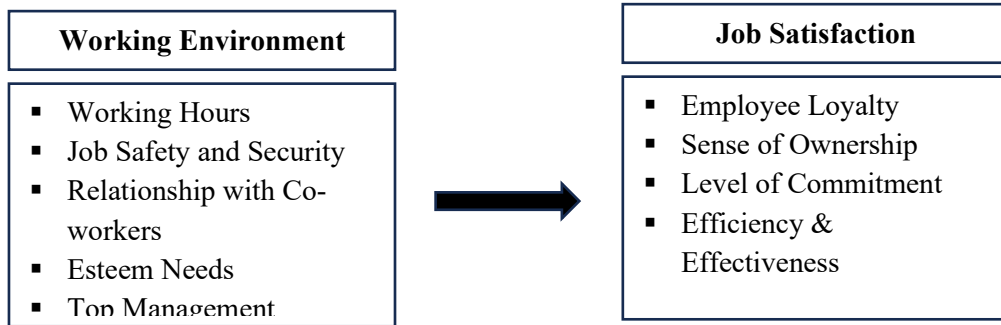


Figure 3.0: Theoretical Framework

Figure 3.0 describes the way researchers describe the relationship between work environment and job satisfaction. Hours of work, security of the job, respect for needs, and backing from senior organization are all part of the working environment, which includes not only work safety and relations with colleagues (Raziq & Maulabakhsh, 2015; Hariyasasti & Purwanto, 2025; Lin, Lu, & Lai, 2025). Based on the study results, the researchers identified a positive correlation among work-life balance and job satisfaction. Describing that they personally believe that an increase in work-life balance will ultimately increase their job satisfaction. Thus, it is very crucial to deploy and sustain a good work-life balance in the lives of each staff member. It can make a person feel more satisfied and happier (Shalini, Shamala, & Indah Sukir, 2024). To visually integrate these interconnected variables—work environment, work-life balance, and job satisfaction—a conceptual framework is presented. This framework, detailed in the following section, provides a structured model to guide the investigation of their dynamic relationships.

Conceptual Framework

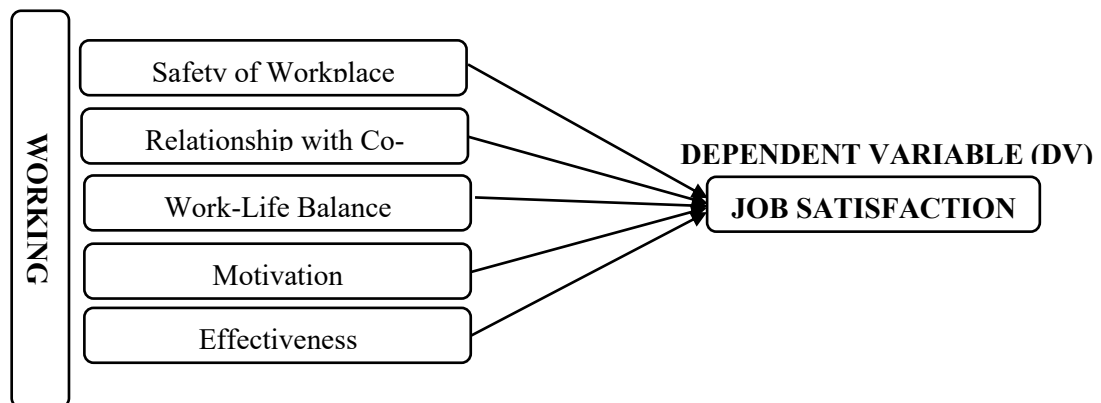


Figure 4.0: Conceptual Framework

As shown above (Figure 4.0), the conceptual framework proposed by the researchers consists of variables independent of the work environment (safety, relationship with co-workers, work-life balance, motivation and effectiveness of home-based learning and teaching) and dependent variables of job satisfaction. The aim of this study was to establish a conceptual framework for the relationship between safety, relationship with co-workers, work-life balance, motivation and effectiveness of home-based learning and teaching (PDPR) with job satisfaction attributes of school teachers in Klang Valley.

Research Hypotheses

Guided by the conceptual framework presented in Figure 4.0, which posits work environment factors as antecedents to job satisfaction, the subsequent step in this investigation is the derivation of formal hypotheses. These hypotheses operationalize the framework by specifying the anticipated connections that will be statistically examined, namely, how each independent variable (safety, colleague relationships, work-life balance, motivation, and PDPR effectiveness) influences the dependent variable of teacher job satisfaction. Specifically, the study hypothesizes that:

- H1: There is a significant relationship between safety and job satisfaction of school teachers in Klang valley.
- H2: There is a significant relationship between relationship with co-workers and job satisfaction of school teachers in Klang Valley.
- H3: There is a significant relationship between work-life balance and job satisfaction of school teachers in Klang Valley.
- H4: There is a significant relationship between motivation and job satisfaction of school teachers in Klang Valley.
- H5: There is a significant relationship between effectiveness home-based learning and teaching (PDPR) and job satisfaction of school teachers in Klang Valley.

Methodology

Research Design

The research design served as the structured methodology for collecting and analyzing pertinent data within the study, functioning as the foundational blueprint that governed the control of extraneous variables which could otherwise have compromised the validity and rigor of the investigation. A causal research design was employed, as it was specifically suited to identifying and evaluating cause-and-effect relationships between variables. This approach enabled the systematic assessment of the connections between the dependent variable—job satisfaction—and the five independent variables: safety, relationships with co-workers, work-life balance, motivation, and the effectiveness of home-based teaching and learning (PDPR). By adopting this design, the study aimed to provide a clearer understanding of the underlying phenomena, focusing on the examination of specific conditions to elucidate the directional relationships among the defined constructs.

Sampling

The target population for this study was defined to align directly with its research objective: to examine the relationship between work environment and job satisfaction among school teachers. Consequently, secondary school teachers within the Klang Valley were identified as the relevant population. According to data from the Department of Statistics Malaysia (DOSM), this population comprised approximately 72,000 individuals in the year 2020,

establishing the sampling frame for the research (Refer Table 1.0). Convenience sampling was selected as the appropriate sampling method for this study. This approach was chosen to efficiently gather data from readily accessible teachers, given their demanding workloads and inflexible schedules, which often limited their availability and willingness to participate in research conducted outside working hours. Consequently, the questionnaire was distributed to those educators who were both accessible and willing to complete it. The teachers who participated in the survey questionnaires were different in terms of age, gender, job position, age group, etc. According to Krejcie and Morgan (1970), 382 respondents were required to perform this research study in order for results to be generalized to the population (Refer Table 2.0). Although various problems were faced by the researchers such as non-responsive bias, useless questionnaires, and incomplete questionnaires. But in the end, a total of 382 sets of questionnaires were answered and successfully received.

Table 1.0

Number and Percentage of Teachers at Secondary Level by Gender (2018-2020)

Gender	2018	%	2019	%	2020	%
Male	21,534	29.60	21,278	29.42	20,788	28.97
Female	51,216	70.40	51,045	70.58	50,970	71.03
TOTAL	72,750	100.00	72,323	100.00	71,758	100.00

Source: School Management Division (Data as at 31st January)

Table 2.0

Sampling Size

Population	Size
30,000	379
40,000	380
50,000	381
75,000	382
100,000	384

Source: Krejcie and Morgan (1970)

Data Collection

Primary data were collected to empirically test the study's hypotheses, while secondary data were reviewed to establish the theoretical foundation and contextual framework. This dual-source approach was implemented to enhance the robustness and validity of the research (Feng, Hu, Duan, & Chen, 2021). Data were gathered directly from the source via a self-administered questionnaire distributed to school teachers in the Klang Valley. A total of 382 questionnaires were disseminated electronically through email and social media platforms, including Facebook, WhatsApp, and Telegram. The instrument employed clear and straightforward language to optimize respondent comprehension and completion rates. This method was selected for its efficiency in reaching the target population, its cost-effectiveness, and its capacity to ensure respondent anonymity, thereby promoting data reliability. Subsequently, the collected data were prepared for analysis, with demographic information quantified manually and responses for the independent and dependent variables processed using the Statistical Package for the Social Sciences (SPSS Version 26).

To support the research framework, secondary data from existing scholarly literature were systematically consulted. This involved a review of academic journals, articles,

textbooks, and credible online publications relevant to the key variables: safety, relationships with co-workers, work-life balance, motivation, the effectiveness of PDPR, and job satisfaction. The use of secondary sources provided a comprehensive theoretical background, validated the measurement constructs, and enabled efficient access to established knowledge, thereby strengthening the study's conceptual grounding.

Instruments

The research instruments for this study were adopted from established sources, with each questionnaire item aligned to the specific constructs outlined in Table 3.0. To ensure the robustness and credibility of these measures, a comprehensive validation process was undertaken. This process assessed three critical aspects of validity: Construct Validity, to confirm the instruments accurately measured the intended theoretical concepts; Content Validity, to verify that the items sufficiently covered the full scope of the topic being investigated; and Face Validity, to ascertain that the instruments appeared relevant and appropriate for their stated purpose on initial inspection (Saw, et al., 2025). These steps were integral to confirming the instruments' appropriateness prior to data collection, thereby upholding the integrity and reliability of the subsequent findings.

Table 3.0

Sources for Variables Formulation

Variables	Source (adopted/adapted)	Number of Questions
Job Satisfaction	Ramasodi (2012)	5
Safety	Milijic, Mihajlovic, Strbac, & Zivkovic (2013)	5
Relationship with Co-teachers	Bhaker & Tanu (2021)	2
Work-Life Balance	Al Sumaiti (2022)	3
Motivation	Mawoli & Babandako (2012)	5
Home-Based Learning & Teaching	Wardi (2023)	5

Data Analysis

According to Michelucci (2025), Pearson Correlation Coefficient is applied to indicate the direction, strength, and importance of the linear relationship between two variables. In this research, the data generated through Pearson Correlation Coefficient is meaningful in examining the relationship between independent variables (safety, relationship with colleagues, work life balance, motivation and effectiveness of home-based learning and teaching) and dependent variable job satisfaction of school teachers.

Discussion and Conclusion

This investigation revealed a definitive and impactful model explaining the drivers of job satisfaction. The analysis empirically confirmed that safety, relationships with co-workers, work-life balance, motivation, and the effectiveness of home-based operations—exerted significant direct effects. Results from hypothesis testing demonstrated strong positive correlations for these variables, with p-values below the 0.05 threshold confirming their statistical significance as predictors. These findings collectively provide a robust empirical foundation for understanding the primary levers of satisfaction in the contemporary work environment.

Relationship between Safety and Job Satisfaction

It has been established that Safety has a significant and robust association with job satisfaction, which is one of the research hypotheses (H1). As per the results indicated in the Pearson correlation coefficient, number of digits 0.625 explained that the relationship between safety and job satisfaction is positive. The Pearson correlation coefficient trail is 0.01, but SPSS p-value is 0.009. Generally, if the p-value is lower than 0.05 ($p < 0.05$) of the significant level, that relationship is explained as important. Therefore, an alternative hypothesis (H1) is accepted. If the recognized security is high, employees tend to be higher in the satisfaction of employees.

Table 4.0

Correlation between Safety and Job Satisfaction

Job Satisfaction		
Safety	Pearson Correlation	0.625
	Significant (2-tailed)	0.009
	<i>N</i>	387

Relationship with Co-teachers and Job Satisfaction

Results from the survey actively affect the degree of professional satisfaction and explained that it was aligned with the results of the previous research of Ma and Marion (2025). For discoveries, the relationship with colleagues is an influential aspect that can affect employee work satisfaction. Excellent relationships with employee workers increase their satisfaction with their colleagues and supervisors at work. This will improve your job satisfaction (Mustika, Megaputra, & Soedjono, 2025). Referring back to the Pearson correlation coefficient on this study, 0.787 p-value for the relationship with colleagues explained the relationship with CO workers, and the degree of work satisfaction shows a positive relationship. The PEARSON and SPS correlation coefficient are 0.003. If the p-value is less than a considerable level of 0.05 ($p < 0.05$), it indicates that the relationship is important. With that, an alternative hypothesis (H2) is accepted. As a result, when employees have a better relationship with colleagues, the degree of work satisfaction tends to improve.

Table 5.0

Correlation between Relationship with Co-teachers and Job Satisfaction

Job Satisfaction		
Relationship with Co-teachers	Pearson Correlation	0.784
	Significant (2-tailed)	0.003
	<i>N</i>	387

Work-Life Balance and Job Satisfaction

The reported findings that work-life balance has a positive effect on job satisfaction are consistent with the results of previous research by Nadapdap, Laili, Natsir and Setyadi (2025)), which explains the positive correlation between work-life balance and job satisfaction. Based on Pearson's correlation coefficient, the correct value is 0.602. The positive sign of the correct value indicates that the relationship with colleagues is positively correlated with job satisfaction. The p-value shown in Pearson's correlation coefficient is < 0.01 , while the p-value in SPSS is 0.008. A significance level of P value less than 0.05 ($p < 0.05$) shows the relationship is significant. Therefore, the alternative hypothesis (H3) is accepted. It displays when an

improvement occurs in a worker's work-life balance, there is an increase on their job satisfaction.

Table 6.0

Correlation between Work-Life Balance and Job Satisfaction

Job Satisfaction		
Work-Life Balance	Pearson Correlation	0.602
	Significant (2-tailed)	0.000
	N	387

Motivation and Job Satisfaction

This discovery which explained motivation continues to fulfill the duties that have been stacked from the results of the former investigation of Kim, Tavitiyaman, Kim (2016). Motivation is an important factor that affects employee work satisfaction. It works as a psychological power that can determine the direction and behavior of employees at work (Slimane, 2018). P-Value as shown in the Pearson correlation coefficient for motivation is 0.723. The positive sign of p-value would indicate that motivation and job satisfaction have a positive relationship. The Pearson correlation coefficient and both SPS are <0.000. A significant level of 0.05 ($p < 0.05$) or less explains that the p-value is important for the relationship between motivation and job satisfaction. Therefore, an alternative hypothesis (H4) is accepted. If motivation is large, the degree of work satisfaction tends to be high.

Table 7.0

Correlation between Motivation and Job Satisfaction

Job Satisfaction		
Motivation	Pearson Correlation	0.723
	Significant (2-tailed)	0.000
	N	387

Effectiveness of Home-Based Learning and Teaching and Job Satisfaction

Through the e-Learning System, teachers can share the learning material in the virtual classes. They can upload various types of documents, e-books, videos, or others and they can set the time when those documents can be accessed. Therefore, the learning process can be more effective. Once the students and teachers are on the same platform, they can immediately work on the materials and instructions. This feature minimizes miscommunication because the documents shared can always be accessed at any time (Raime, Mison, Rahman, Shamsudin, & Hashim, 2023). The P-Value as shown in the Pearson correlation coefficient for effectiveness is 0.698. A positive sign of p-value indicates that effectiveness of PDPR and job satisfaction have a positive relationship. The Pearson correlation coefficient and both SPS were <0.000. A significance level of 0.05 ($p < 0.05$) or less mentions p-values are important for the relationship between effectiveness of PDPR and job satisfaction. Therefore, the alternative hypothesis (H5) was accepted. If effectiveness of PDPR is large, job satisfaction levels tend to be high.

Table 8.0

Correlation between Effectiveness of Home-Based Learning and Teaching and Job Satisfaction

Job Satisfaction		
Effectiveness of Home-Based Learning and Teaching	Pearson Correlation	0.698
	Significant (2-tailed)	0.000
	N	387

Summary of Hypotheses Testing

Table 9.0

The Summary of Pearson's Correlation Coefficient for the Independent Variables and Job Satisfaction

Hypotheses	Result	Conclusion
H1: There is a significant relationship between safety and job satisfaction of school teachers in Klang valley.	r-value = 0.625 p-value = 0.009 (less than $\alpha=0.05$)	Hypothesis H1 is accepted
H2: There is a significant relationship between relationship with co-workers and job satisfaction of school teachers in Klang Valley.	r-value = 0.784 p-value = 0.003 (less than $\alpha=0.05$)	Hypothesis H2 is accepted

The Summary of Pearson's Correlation Coefficient for the Independent Variables and Job Satisfaction (continue)

Hypotheses	Result	Conclusion
H3: There is a significant relationship between work-life balance and job satisfaction of school teachers in Klang Valley.	r-value = 0.602 p-value = 0.00 (less than $\alpha=0.05$)	Hypothesis H3 is accepted
H4: There is a significant relationship between motivation and job satisfaction of school teachers in Klang Valley.	r-value = 0.723 p-value = 0.00 (less than $\alpha=0.05$)	Hypothesis H4 is accepted
H5: There is a significant relationship between effectiveness home-based learning and teaching (PDPR) and job satisfaction of school teachers in Klang Valley.	r-value = 0.698 p-value = 0.00 (less than $\alpha=0.05$)	Hypothesis H5 is accepted

Conclusion

This study has successfully established and elucidated a significant, multi-faceted relationship between specific dimensions of the work environment and the job satisfaction of school teachers within the Klang Valley. The analysis confirms that the independent variables—safety, relationships with co-teachers, work-life balance, and the motivation and effectiveness of Home-Based Teaching and Learning (PDPR)—are not merely contextual factors but are pivotal determinants that collectively shape the professional well-being and satisfaction of educators. The findings underscore that job satisfaction is not a monolithic construct but a complex outcome generated by the interplay of physical security, social cohesion, personal equilibrium, and adaptive competence in the face of systemic challenges.

The implications of these findings are profound, extending beyond individual well-being to touch upon core institutional and national educational objectives. A positive work environment, as defined by these variables, is revealed as a critical foundation for cultivating a satisfied teaching workforce. Such a workforce is demonstrably more likely to exhibit heightened productivity, deeper engagement, and a stronger commitment to pedagogical excellence. Consequently, strategic investment in these areas presents a powerful mechanism for educational administrators and policymakers to address perennial governmental concerns. By proactively enhancing safety protocols, fostering collaborative school cultures, instituting policies that respect personal time, and providing robust support for digital pedagogies like PDPR, organizations can directly mitigate issues related to staff turnover, absenteeism, and inefficiency, thereby strengthening the overall resilience and quality of the education system.

From an academic standpoint, this research contributes substantially to the existing literature on educational management and occupational psychology within a Malaysian urban context. It moves from general assumptions to empirical validation, pinpointing the specific levers within the work environment that most acutely influence teacher satisfaction in a post-pandemic era. The focus on PDPR effectiveness, in particular, captures a timely and critical challenge, highlighting how the rapid digitization of education has introduced a new, significant variable into the job satisfaction calculus.

For practitioners—including school leaders, human resource managers, and government agencies such as the Ministry of Education—this study delivers actionable intelligence. It argues for a holistic and integrated approach to teacher support, where psychological safety, peer relationships, work-life boundaries, and technological empowerment are viewed as interconnected components of a healthy professional ecosystem. Recommendations would include mandated training on psychosocial hazards, structured mentorship and community-building programs, the review of administrative workloads, and the continuous professional development and resource provisioning for effective blended learning.

Furthermore, this investigation provides a scaffold for future scholarly inquiry. It suggests the need for longitudinal studies to examine causal relationships over time, qualitative explorations to understand the lived experiences behind the quantitative data, and comparative studies across different regions or educational stages. Researchers may also consider incorporating additional variables, such as leadership styles, school autonomy, or parental involvement, to build a more comprehensive model.

In final analysis, this research achieves its central aim: to definitively chart the significant connection between key work environment factors and teacher job satisfaction in the Klang Valley. It concludes that the path to a more effective, stable, and ethical educational workforce is inextricably linked to the deliberate cultivation of environments where teachers feel safe, supported, balanced, and competently equipped for the demands of modern teaching. The satisfaction of teachers is not an end in itself but a fundamental prerequisite for achieving the higher goal of sustainable educational quality and national development.

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