

The Relationship of Job Satisfaction and Work Performance among Industrial Training Student of Sports Management Program of Kolej Poly-Tech Mara Bangi During the Covid-19 Outbreak

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To Link this Article: <http://dx.doi.org/10.6007/IJAREMS/v11-i1/11870>

DOI:10.6007/IJAREMS/v11-i1/11870

Published Online: 25 January 2022

Abstract

This study aims to identify the relationship between job satisfaction and work performance, and analyze the influence of work satisfaction on work performance among industrial training students at Kolej Poly-Tech MARA Bangi during the COVID-19 outbreak. This study involves quantitative design where data collection is carried out by distributing Job Descriptive Index (JDI) questionnaires to 105 students involved in July 2020, November 2020 and April 2021 training session. Descriptive analysis methods are used to identify the demographic factors. Inference analysis using Pearson Correlation are used to study the relationship between job satisfaction and work performance. The Linear Regression analysis are deployed to study the influence of the job satisfaction sub factors, namely; work, rewards, supervisors and colleagues, on work performance during pandemic. The results reveal there is a positive relationship between job satisfaction and work performance. In addition, only three job satisfaction sub factors, namely the work itself, supervisors and colleagues, are found to influence the students' work performance. Meanwhile, the job satisfaction sub factor; rewards, does not affect the work performance of the students during the COVID-19 pandemic. The findings may contribute several recommendations to colleges and other researchers in future studies on job satisfaction and employee performance.

Keywords: Job Satisfaction, Work Performance, Industrial Training Students, Sports Management, COVID-19 Pandemic

Introduction

As of this writing, Malaysia is currently entering the third wave of the Movement Control Order (PKP 3.0) which is a law enforcement related to the Prevention and Control of Infectious Diseases Act 1988 and the Police Act 1967 (MKN, 2020). Enforcement of this movement ban has been implemented by the government following the outbreak of the COVID-19 pandemic since early 2020. According to the World Health Organization (WHO), Novel Coronavirus 2019 or COVID-19 is the latest virus to be detected in China. at the end of 2019 and has become a worldwide public health problem nowadays (Ministry of Health Malaysia, 2020).

On 25 January 2020, the first case was reported in Malaysia and to date the total number of cases is 765,949. The virus was found to be easily spread through droplets that spread when a COVID-19 patient coughed or sneezed (MOH, 2020); and also through physical contact with other individuals (Nawang et al., 2021). As of 2 July 2021, a total of 6,982 new cases have been reported in Malaysia while 5,327 deaths (0.70 percent) have been recorded since the COVID-19 pandemic hit our country (MOH, 2020). Every day, the cases involving the COVID-19 pandemic continue to increase and it is a matter of great concern to all parties, including the country's Higher Education Institutions.

In the face of this wave of COVID-19 pandemic, Teaching and Learning (PdP) in all Higher Education Institutions (HEIs) has been conducted according to the new norm, which is online, including the implementation method of industrial training (Malaysian Qualifications Agency; Malaysian Qualifications Agency, MQA, 2020). Industrial Training Courses are very important for students who are about to graduate. All HEIs, including KPTM Bangi, are encouraged to place emphasis on industry exposure so that students get optimal benefits for their preparation in the realm of career (MQA, 2020). However, with this new normal, various challenges have been faced by many parties, including the Industrial Training Unit at KPTM Bangi which manages students to undergo industrial training.

In relation to the first MCO that was implemented by the government in early 2020, KPTM through the Academic Division Circular, No.1/2020 dated 28 March 2020 has abolished the April 2020 study session because it was affected by the postponement of the current session, which is November 2019 which has not yet ended completely. As a result, the offering of Industrial Training courses for the April 2020 session has been canceled. This means that the training placement offer for the April 2020 session that has been received by the student previously is void and the student will not report to the organization on the date that has been agreed by the employer. This to some extent has affected the good relationship between the management of KPTM Bangi industrial training and the industry as well as disturbed the emotions of students who have managed to get placement at the time of the COVID-19 pandemic.

According to the Ministry of Higher Education (MOHE, 2020; in Advisory Note 1/2020 'COVID-19 Current and Post-MCO, Higher Education Program Management Guide' issued by MQA on 29 March 2020), with the current situation, there are industries that are actively recovering the economy them. Consequently, there are situations where the industry is reluctant to accept industrial training students. Therefore, KPTM Bangi has taken an alternative by proposing several solutions as in Table 1.0 to help employers make decisions for KPTM Bangi industrial training students. However, the employer reserves the right to determine their own approach that is deemed appropriate for the student's duties as long as it does not violate the SOPs set by the National Security Council. There are four ways of working situations proposed to help companies to make decisions because students are not allowed to make their own choices in the cases involved. However, the limitations in making these work choices can interfere with the level of job satisfaction and performance for students while undergoing industrial training in this new normal.

Table 1

Case situation and solution to the employer.

Case	Situation	Solution
1	Employers require students to work as usual (WFO)	The organization must provide a work pass/work instruction letter as per the SOP set by the government.
2	Employers instruct employees to work from home (WFH) entirely along with specific work instructions.	Students will perform work on a WFH basis.
3	Employers require students for WFH and WFO on a rotating basis	A combination for Case 1 and Case 2 solutions
4	The employer instructs the student to take full leave (no WFH) OR the organization is closed for the duration of the MCO/CMCO	Students are required to take leave for the entire time directed and it is up to the employer to determine the replacement period (if any)

To this day, the world is still struggling to fight the COVID-19 pandemic. Various efforts have been made globally as well as in Malaysia to win this war. One of the efforts that has been made is to reorganize and re-coordinate the education system, which all HEIs must give priority to students who will graduate and ensure that students complete all program requirements including practical activities and industry exposure (MQA, 2020). In line with the MQA-KPT directive (2020), the implementation of industrial training at KPTM Bangi has changed since the first MCO was implemented. The impact of these changes is very stressful on various parties. Students in particular have been faced with a new way of working when many companies were affected, had to order students to work from home (WFH), work in shifts (WFO and WFH) and some had to take full leave (no WFH) due to organizations having to close throughout PKP. Looking at this problem, the researcher has planned to conduct a study related to job satisfaction and job performance among KPTM Bangi students who have undergone industrial training during the COVID-19 pandemic that hit the country today.

Research Objectives

- i. Identify the relationship between the level of job satisfaction and the level of job performance among industrial training students in times of pandemic.
- ii. Analyze the influence of job satisfaction subfactors namely the job itself, rewards, supervisors and colleagues on job performance.

Literature Review

Since the outbreak of the COVID-19 pandemic, many studies have been conducted involving occupational factors. Among them is a study conducted by Atkinson, J. (2020) & Australian Government Treasury, (2020), which examined the impact of pandemics on retrenched workers. In addition, Ali (2020); Bilsland et al (2020), also conducted a study on Online and Distance Learning in Institutions of Higher Learning while, Ammar et. al (2020); Arkaitz et. al (2020); Bennasar-Veny et. al (2020) studied regarding physical activity in pandemic season. However, these studies do not focus on job satisfaction and overall job performance, especially those involving industrial training for sports management programs today.

The purpose of industrial training courses is to enhance students with knowledge, and skills in their respective fields as well as to produce graduates who are capable, creative and

marketable (Industrial Training Handbook-KPTM, 2020). However, the extent to which the learning outcomes they get in this new normal is a question for many. The selection of industrial training places that provide allowances is not a priority nowadays, although many researchers have found that the money factor is important to increase job satisfaction (Stankovska et al., 2017; Aznira, 2014; Rashid et al., 2013). But for them that is not the priority in this COVID-19 pandemic situation.

Job satisfaction is interrelated with environmental, social, personal, cultural, and financial factors (Stankovska et al., 2017). It can also be described as the extent to which employees are satisfied with the rewards derived from the work done (Aznira, 2014). A study by Aznira (2014) also found that the higher a person's job satisfaction, the more likely a person is to be more positive towards the work done. However, job satisfaction cannot be fully understood without details about employment conditions and expectations of professional development (Olaskoaga-Larrauri et al., 2020). It is also not an easy phenomenon, as it is influenced by various aspects such as work environment, communication, salary and organizational commitment (Rashid et al., 2013).

High job satisfaction will influence employees to exhibit good work performance and increase the productivity of the work they do (Aznira, 2014; Tamrin and Raop, 2015). Work performance is also a set of behaviors that are relevant to the achievement of organizational goals or the organizational unit in which a person works (Nordin and Hassan, 2019). The importance of job performance in an organization is undeniable. This is because excellent work performance will result in high productivity in the workplace. However, is the level of job satisfaction and job performance among industrial training students nowadays increasing? And is there a connection between the two during this COVID - 19 pandemic outbreak?

Aznira (2014) has studied on job satisfaction and performance using Herzberg's Two Factor Theory. The results show that the model found in this theory is able to study job satisfaction more comprehensively which according to Karimi (2008), this theory can help in understanding job satisfaction in education. This study is also supported by a study conducted by (Yashak et al., 2020), who suggested that management in an organization improve the scope and content of a job so that employees can feel that they also have autonomy and opportunity to gain recognition and develop their talents and skills.

Tamrin and Raop (2015), in a study conducted on job satisfaction and job performance among staff working in a Non-Governmental Organization (NGO) in Johor Baharu found that although this organization is not centered on profit but it can provide a level of satisfaction to employees thus improving their work performance. In fact, Capek et.al (2017) in their study found that students are more appreciative of the knowledge and experience gained during industrial training than thinking about being paid a salary or even not against the work done. This reaction is shown because the changes that take place in a person's life demand him to change his thinking out of the ordinary.

The sudden change in working methods due to the implementation of MCO during the transmission of COVID-19 is very stressful on individuals. Restricted movement with the new normal without any physical work is very stressful for life. Liyana and Mansor (2010), found that the frequency of outdoor work can increase motivation and job satisfaction as well as reduce stress due to work done. While Murat (2021) in his study found that the work environment is one of the factors in determining the relationship between job satisfaction and organizational trust. It is clear here that the condition of the work environment is an

important factor in avoiding stress as a result of the work done. It can also motivate an individual to feel satisfied with his or her employees.

Realistically, it may be difficult to get job satisfaction when the COVID-19 pandemic hits the country and the world as a whole. This is because all sectors are affected including the national economic sector (Aziz et al. 2020). Surveys abroad found that the majority of people in the United States are experiencing life stress following the Covid 19 pandemic that hit the country (American Psychological Association - APA, 2020). Even anxiety levels also increased because they felt fearful of the COVID-19 pandemic threat (Holmes et al., 2020; Gunnell et al., 2020; Mamun and Griffiths, 2020; Zhang and Ma, 2020). Looking at this situation clearly proves that the quality of life of the people is greatly affected by the pandemic outbreak of COVID-19.

Methodology

This study uses a quantitative study design in which questionnaire administration is used for data collection methods. This study involves purposive sampling that the researcher set the main criteria for the selection of the sample is from the industrial training students of the Sports Management program at KPTM Bangi session July 2020, November 2020 and April 2021. virtual through various platforms such as WhatsApp, telegram and Facebook.

The data collection process took about 7 days (August 29 - September 4, 2021). While the answering time is allocated around 8-10 minutes for the sample to complete this questionnaire instrument. For the purpose of the study, a set of JDI (Job Descriptive Index) questionnaire instruments from Smith et al (1969) and adapted from the writings of Aznira (2014) were used. The instrument consists of three sections namely Section A (Demographics), Section B (Job Satisfaction) and Section C (Job Performance) and has been adapted to measure the level of job satisfaction and job performance among industrial training students during the pandemic outbreak of COVID 19.

Analysis of Study Data

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 21. Demographic characteristics were summarized using descriptive statistics that looked at frequency and percentage values. To analyze the relationship between the independent variable of job satisfaction with the dependent variable of job performance among industrial training students during the pandemic, Pearson Correlation test was used. While to study whether there is a joint influence of job satisfaction subfactors that is the job itself, rewards, supervisors and colleagues on job performance during a pandemic, Linear Regression test was used.

Research Findings

Demographic Profile

A total of 105 students were involved in this study of which 65.7% were male students (n = 69) and 36% were female students (n = 36). In terms of age, the majority of respondents involved were aged 21 years and above (n = 69) which is 65.7% compared to the age group of 19 to 20 years (n = 36, 34.3%). In addition, all respondents are Muslim (n = 105, 100%) and the majority are Malay (n = 104, 99%), while only one respondent is Indian (n = 1, 1.0%). A total of 47.6% of respondents had undergone industrial training in the public sector (n = 50), while the remaining 44.8% in the private sector and 7.6% in other sectors.

Table 2

Demographic Profile of Respondents

Item	Frequency	Percentage
Gender		
Male	69	65.7%
Female	36	34.3%
Age		
19 until 20 years	36	34.3%
21 years above	69	65.7%
Religion		
Islam	105	100%
Hindu	0	0.0%
Buddha	0	0.0%
Race		
Malay	104	99.0%
Chinese	0	0.0%
Indian	1	1.0%
Type of economic sector Employer / Industrial Training organization		
Public Sector	50	47.6%
Private Sector	47	44.8%
Others	8	7.6%

Table 3 shows the four ways industrial training students worked during the Covid 19 pandemic outbreak. A total of 37 students were instructed to work as usual (WFO) (35.2%), while 30 students were instructed to work from home (WFH) (28.6%). There were also 36 students who had been ordered to work in rotation (WFO and WFH) (34.3%) and 2 had been ordered to take full leave as employers closed operations during the COVID 19 pandemic outbreak.

Table 3

How industrial training students work during the spread of Covid Pandemic 19

Category	Frequency	Percentage
I was instructed to work as usual (WFO) and given a specific work instruction letter according to the SOP set by the government..	37	35.2%
I was able to work from home (WFH) entirely with certain work instructions.	30	28.6%
I was instructed to work alternately (WFH) and (WFO) according to a given schedule.	36	34.3%
I was instructed to take full leave as the employer closed operations throughout the MCO/CMCO.	2	1.9%
Total	105	100.0

Relationship between job satisfaction and job performance among industrial training students during COVID transmission 19

This study was also conducted to examine the relationship between job satisfaction and job performance among students undergoing industrial training during the pandemic outbreak of

COVID 19. Analysis Pearson correlations were used after the data through the normality test were complied with. The results of the analysis found that there was a significant relationship between job satisfaction factors with job performance among students during the pandemic. Value of R2 = .537 on graph 1 below is named the carrying coefficient of determination that is, 53.7% of job satisfaction levels contribute directly to changes in job performance levels and this relationship is apparently linear.

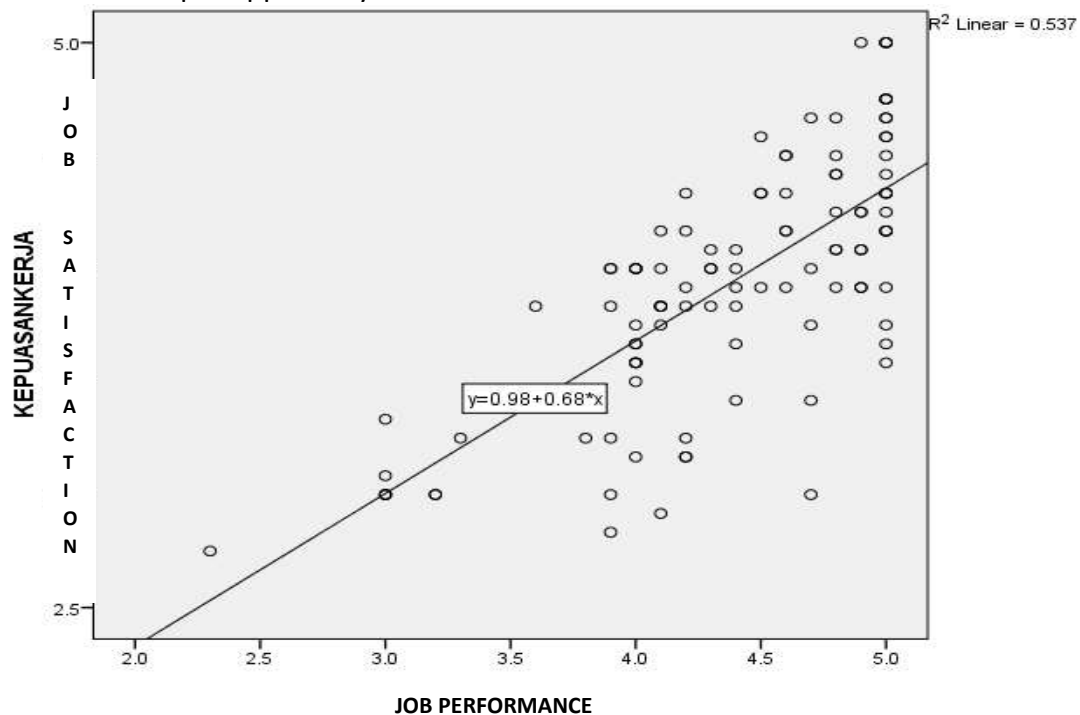


Figure 1: Linear relationship between job satisfaction level and job performance

Table 4 shows that the value of Pearson Correlation analysis, r, is .733, a strong positive relationship and this value is significant (p <.05) This value of r indicates that there is a strong and significant positive relationship between job satisfaction and job performance, r = .733, n = 105, p <.05. The interpretation of this relationship analysis data is based on the recommendation of Cohen (1988) with values of + 0.01 to 0.29 (weak), 0.30 to 0.49 (moderate) and 0.50 to 1.00 (strong).

Table 4

Results of analysis of the relationship between job satisfaction and job performance among industrial training students during Covid 19 transmission

		Job Satisfaction	Job Performance
Job Satisfaction	Pearson correlation	1	.733**
	Sig. (2-tailed)		.000
	N	105	105
Job Performance	Pearson correlation	.733**	1
	Sig. (2-tailed)	.000	
	N	105	105

** . The correlation was significant at the 0.01 (2-tailed) level.

Analysis of the influence of job satisfaction subfactors namely the job itself, rewards, supervisors and colleagues on job performance.

Table 5 shows the regression test on the subfactors of job satisfaction namely the job itself, rewards, supervisors and colleagues on job performance. The results of the study found that only the subfactors of the work itself, supervisors and colleagues influenced the level of job performance by 67.1%. This means that the variables supervisor, coworker and work itself accounted for 67.1% of the job performance of students undergoing industrial training during the COVID 19 transmission.

Table 5

Results of regression test of job satisfaction dimension i.e. job itself, reward, supervisor and colleagues on job performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 ^a	.519	.514	.407
2	.791 ^b	.625	.618	.361
3	.819 ^c	.671	.661	.340

a. Predictors: (Constant), Supervisor

b. Predictors: (Constant), Supervisor, Colleagues

c. Predictors: (Constant), Supervisor, Colleagues, Assigned Task

Based on Table 6, the regression equation means the level of job performance can be predicted based on the following equation with:

$$\text{Job Performance, } y = 0.989 + 0.238x_1 + 0.297x_2 + 0.259x_3$$

X_1 = Supervisor

X_2 = Colleagues

X_3 = Assigned Tasks

As a result, out of the 4 sub factors of job satisfaction (suggested independent variables) only 3 variables contributed significantly to job performance namely supervisors, colleagues and the job itself. These three variables accounted for 67.1 % of job performance among industrial training students during COVID 19 transmission.

Table 5

Results of regression equation analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.001	.230		8.714	.000
	Supervisor	.567	.054	.720	10.533	.000
2	(Constant)	1.453	.228		6.384	.000
	Supervisor	.354	.062	.449	5.700	.000
	Colleagues	.326	.060	.425	5.395	.000
3	(Constant)	.989	.248		3.988	.000
	Supervisor	.238	.066	.302	3.591	.001
	Colleagues	.297	.058	.387	5.165	.000
	Assigned Tasks	.259	.069	.275	3.728	.000

a. Dependent variables: Job Performance

Discussions

Based on the results of the analysis, it is clear that there is a significant relationship between job satisfaction factors and job performance among students during the pandemic. These findings explain that an increase in job satisfaction will affect job performance. This statement is in line with the study by Aznira (2014); Aziri (2011) who stated that logically a satisfied employee is a happy employee and a happy employee is a successful employee.

In addition, the findings also explain that the three subfactors of job satisfaction, namely the job itself, supervisors and colleagues are contributors to the work performance of students undergoing industrial training during this COVID 19 pandemic. The work subfactor itself is an assignment that provides an excellent opportunity for students to use all the knowledge, skills they have learned to be applied in their work. This in turn can improve their job performance and this statement is in line with a study by Aznira (2014), who reported that employees get satisfaction from interesting and challenging work as well as work that gives them status. Thus the work subfactor itself has a significant impact on a person's job satisfaction and job performance.

In terms of supervisor subfactors, it is able to influence job performance because a good supervisor can establish a supportive relationship with his employees thus helping new employees to be more clear with the tasks assigned. This is in line with a study by Aznira (2014) who stated that employee productivity and performance can be improved by actions taken by those who supervise an employee. The next subfactor is the co-worker which has influenced the job performance in terms of the relationship formed between the employee and his co-worker. An employee's relationship with a co-worker is one of the important factors in determining an employee's success in the workplace. Building good relationships throughout the organization can help employees achieve their work goals and organizational goals.

However, the findings of the study indicate that the reward subfactor was not a contributor to the job performance of industrial training students during the COVID 19 pandemic hit the country. These findings refute the study conducted by Mahzan et al (2020); Sasila and Mahmood (2018); Shariff and Muhamad (2010), who consider the absence of allowances provided as a weakness in implementation industrial training. Undoubtedly rewards or salaries are very important in this time of pandemic, and they play an important role in influencing job satisfaction and encouraging employees to contribute to their efforts in producing innovative ideas that lead to positive effects (Aznira, 2014; Jamil et al., 2021), however the students have shown a high level of readiness to face the challenges of completing industrial training nowadays. In addition to their willingness to help others by contributing in various forms voluntarily without any coercion.

Conclusions and Suggestions

Since the questionnaire of this study was conducted online, there are some limitations of the study including the difficulty to know the level of honesty of the respondents when answering the questionnaire given through the online application that may affect the findings of this study. Therefore, the researcher could not assess the extent of the level of honesty of each respondent with the naked eye in answering this study. Furthermore, there are four subfactors used to correlate the relationship between job satisfaction with job performance of students undergoing industrial training at the time of the COVID 19 pandemic and that is among the limitations of the study identified by the researchers.

This study also provides some recommendations to the KPTM Bangi, especially the Industrial Training Unit and also the employers/organizations to carry out continuous cooperation in supporting the implementation of industrial training in this pandemic. The college needs to provide strong support in terms of adding manpower to the Industrial Training Unit so that all unexpected work such as helping students get industrial training placements can be carried out more systematically and quickly. In addition, to enhance the close relationship and cooperation with employers, a virtual meeting can be held today to see the level of readiness of employers in accepting students for industrial training, in addition the college can also express a desire to increase cooperation. industry and provide ideas to help and improve the business of companies/organizations affected by the COVID 19 pandemic.

The suggestion for further study by other researchers is to increase the number of respondents, especially studies related to job satisfaction and performance during the pandemic that hit the country. This is because a large number of respondents can help in producing more accurate and good decision and have high reliability. Furthermore, researchers are also suggested to add other variables in their study as there may be other factors that can influence the relationship between job satisfaction and job performance especially involving industrial training students.

In conclusion, this study was found to have successfully answered all the objectives of the study that have been stated. The results show job performance depends on job satisfaction. There is a positive relationship between job satisfaction and job performance. This positive relationship means; increased job satisfaction will affect job performance. In addition, only three subfactors of job satisfaction namely the job itself, supervisors and colleagues were found to influence the work performance of the students. Changes in these subfactors will affect student work performance. While the job satisfaction subfactor; that is reward, does not affect the work performance of industrial training students during this COVID 19 pandemic.

Implications of the Study

Overall, this study is the beginning of an upcoming study to explore aspects of job satisfaction and job performance among students undergoing industrial training during the COVID 19 pandemic that hit our country. Job satisfaction refers to the positive reaction of students to the work done and it cannot be ignored by the employer because it can affect the student's work performance. Although many studies on job satisfaction and job performance have been conducted, the contribution of this study is very beneficial and significant because it was conducted during the spread of COVID 19 in Malaysia. From the context of very uncertain situations, and unexpected by industrial training students and HEIs, and never experienced by employers in Malaysia, this study found that 53.7 percent of job satisfaction levels contribute directly to changes in job performance. Students still try and manage to undergo industrial training by complying and adhere the rules set by the employer or the government during the pandemic time, to complete the requirements of their Diploma in Sports Management program.

Acknowledgments

We gratefully thank the Kolej Poly-Tech MARA Bangi for financial support and also thank the anonymous parties for their useful suggestions.

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