Job Satisfaction of Lecturer: A Systematic Literature Review Using the Prisma Method

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ABSTRACT: Using a systematic literature review approach following the PRISMA guidelines, this study analyzed 20 scholarly articles published between 2020 and 2024 from various countries, focusing on the job satisfaction of lecturers. To ensure the quality of the included studies, only articles indexed in Scopus Q1, Q2, and Q3 were considered using the Watase UAKE database. The objective of this study is to provide a comprehensive understanding of the context and theoretical foundations employed in these studies. In terms of context, all analyzed articles used lecturers as their research subjects. Regarding theoretical foundations, Herzberg's two-factor theory is the most frequently used framework. This study also maps the variables that can be antecedents and consequences of lecturers' job satisfaction. The findings of this study are expected to contribute to the development of more effective policies for enhancing the job satisfaction of lecturers.

Keywords: Systematic Review, PRISMA, Watase UAKE, Job Satisfaction, Lecturer

INTRODUCTION

Job satisfaction is a feeling of pleasure that arises from the assessment of one's job or work experience. Simply put, it describes how a person feels and thinks about their job. Workers with high job satisfaction feel good about thinking or doing their tasks. In contrast, workers with low job satisfaction feel bad about thinking or doing their tasks. (Colquitt et al., 2019). Research indicates that job satisfaction significantly enhances lecturer performance, thereby boosting teaching, research, and community service effectiveness (Lubis, 2024).

Referring to any kind of relationship between psychological, physiological, and environmental states that make people say that they are really satisfied with their jobs is the meaning of job satisfaction (Bragard, 2023). It is a complex interaction of factors that influence how employees view and feel about their jobs. Employees who are satisfied in their positions are more likely to be

engaged, motivated, and highly productive. This, in turn, can lead to positive outcomes for both individuals and organizations, such as improved work performance, lower employee turnover rates, and enhanced overall organizational health.

Job satisfaction describes the gap between what workers expect and what they get at work. Gallup's annual employee engagement survey tracks several metrics around engagement, including overall job satisfaction. One question on the survey asks how workers would describe their overall job satisfaction. In the 2024 Gallup survey, only 18% of workers said they were very satisfied with their organization(Gallup, 2024). Moreover, The 2023 Merrimack College Teacher Survey gathered perspectives from 1,178 educators and included the following results; (1) only 20% chose very satisfied with their jobs, (2) respondents were very/quite likely to leave the profession within 2 years, (3) fairly or fairly likely to advise their younger selves to choose teaching again (Merrimack College, 2023).

Based on the identified research gap, this study was conducted as a systematic literature review to explore the multifaceted factors that contribute to lecturer job satisfaction and the subsequent implications for institutions of higher education. The field of lecturer job satisfaction research has witnessed a surge in scholarly interest in recent years, with a notable uptick in research activity since 2020. This increased attention underscores the growing importance of understanding the factors that influence lecturer job satisfaction and its potential impact on teaching quality, student learning outcomes, and institutional effectiveness. (Figure 1).
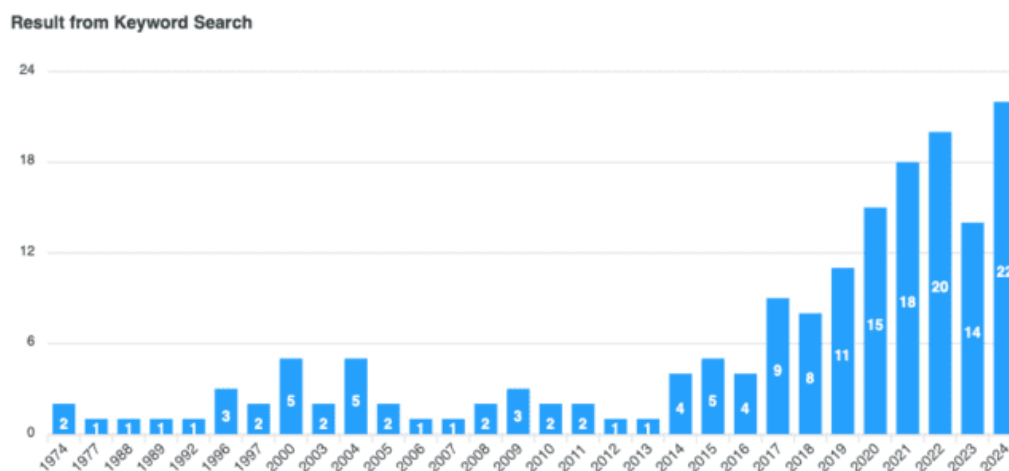

Figure 1 Result from Keyword Search

As the higher education landscape continues to evolve, it is imperative to delve deeper into the dynamics of lecturer job satisfaction. By examining the various factors that contribute to or detract from job satisfaction, institutions can implement strategies to enhance the job satisfaction of lecturers. This systematic review aims to provide a thorough summary of existing research on lecturer job satisfaction. By analyzing past studies, it seeks to identify significant trends and suggest areas for future research. The goal is to better understand the factors affecting lecturer satisfaction and the potential impact on both individual lecturers and institutions.

In (Wibowo et al., 2022), it is stated that a systematic review is a highly structured research method. This method is used to search, select, and carefully evaluate various studies that are relevant to a particular topic. After that, data from all selected studies will be collected and analyzed thoroughly. Researchers often use this method to learn more about a topic, such as job satisfaction. The advantage of a systematic review is that the research results are very reliable because the process is very systematic and transparent. This means that anyone can follow the steps taken by researchers and check the results. In the context of research on job satisfaction, a systematic review is beneficial for combining the results of various existing studies. That way, we can get a more complete and accurate picture of the causes and effects of job satisfaction.

METHOD

A Systematic Literature Review is a highly structured research method for answering a research question by searching, selecting, and evaluating all relevant studies. This method ensures that the research process is carried out systematically and can be repeated so that the results of the study are more reliable. (Page et al., 2021).

A Systematic Literature Review (SLR) is a rigorous methodology for systematically identifying, appraise, and synthesize existing research on a specific topic. By carefully examining and combining previous studies, SLR aims to develop a comprehensive understanding of the current state of knowledge. Additionally, it helps identify research gaps, inconsistencies, and areas that require further investigation. This knowledge can serve as a foundation for future research, guiding the development of new research questions and hypotheses.

To guarantee the quality and trustworthiness of the research, the authors meticulously adhered to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. This rigorous framework is designed to ensure transparency, reproducibility, and adherence to scientific standards throughout the research process. By clearly outlining the steps involved in developing these guidelines, researchers can gain a deeper understanding of their purpose and significance. This heightened comprehension will foster greater acceptance and utilization of PRISMA, ultimately contributing to the advancement and refinement of reporting guidelines in the future. (Page et al., 2021)

The author undertook a comprehensive literature review, leveraging the capabilities of the Watase UAKE scientific database. This sophisticated platform empowers researchers to execute efficient and rigorous systematic literature reviews, ultimately leading to the production of high-quality research outputs. On November 26, 2024, a targeted keyword search for "Job Satisfaction of Lecturer" was initiated within the Watase UAKE repository. To further refine the search results and ensure the relevance of the identified studies, the author implemented a series of stringent criteria. The focus was on open-access articles that directly addressed the multifaceted dimensions of lecturer job satisfaction. This meticulous filtering process resulted in the identification of a total of 168 relevant articles, which formed the foundation of the subsequent analysis.

To ensure the currency and relevance of the research, the study period was deliberately confined to the years 2020 to 2024. This temporal scope allowed for the comprehensive incorporation of the most recent scholarly advancements and insightful findings pertaining to the multifaceted factors that significantly influence lecturer job satisfaction. By focusing on this contemporary timeframe, the study aimed to capture the dynamic nature of the academic landscape and the evolving factors that shape lecturers' job satisfaction. This approach ensured that the research findings were grounded in the latest scholarly discourse and provided actionable insights for institutions of higher education seeking to enhance lecturer job satisfaction and overall institutional effectiveness.

To maintain the highest standards of research quality, the authors implemented a rigorous selection process. Only articles published in Tier Q1, Q2, and Q3 journals were considered for inclusion in the study. This stringent criterion ensured that the research was based on high-quality, peer-reviewed publications. This rigorous selection process resulted in a final pool of 57 articles that were deemed suitable for in-depth analysis. By focusing on the most recent and reputable research, the study aims to provide a comprehensive and up-to-date understanding of the complex factors that contribute to lecturer job satisfaction.

Following a rigorous screening process, an initial pool of 33 articles was identified based on a careful examination of their abstracts and their relevance to the central theme of lecturer job satisfaction. To further ensure the quality and rigor of the study, these 33 articles were subjected to a comprehensive evaluation utilizing the Watase UAKE database. This in-depth analysis, guided by the established inclusion criteria, ultimately led to the selection of 18 articles that met the stringent standards of the research.

To further enrich the study's scope and depth, the author expanded the search to include additional sources from the same period (2020-2024) and journal tier (Q1, Q2, Q3). This supplementary search yielded two additional relevant articles, bringing the total number of articles included in the final study report to 20. This expanded dataset provides a more comprehensive and up-to-date understanding of the factors influencing lecturer job satisfaction and the implications for higher education institutions. (Figure 2).
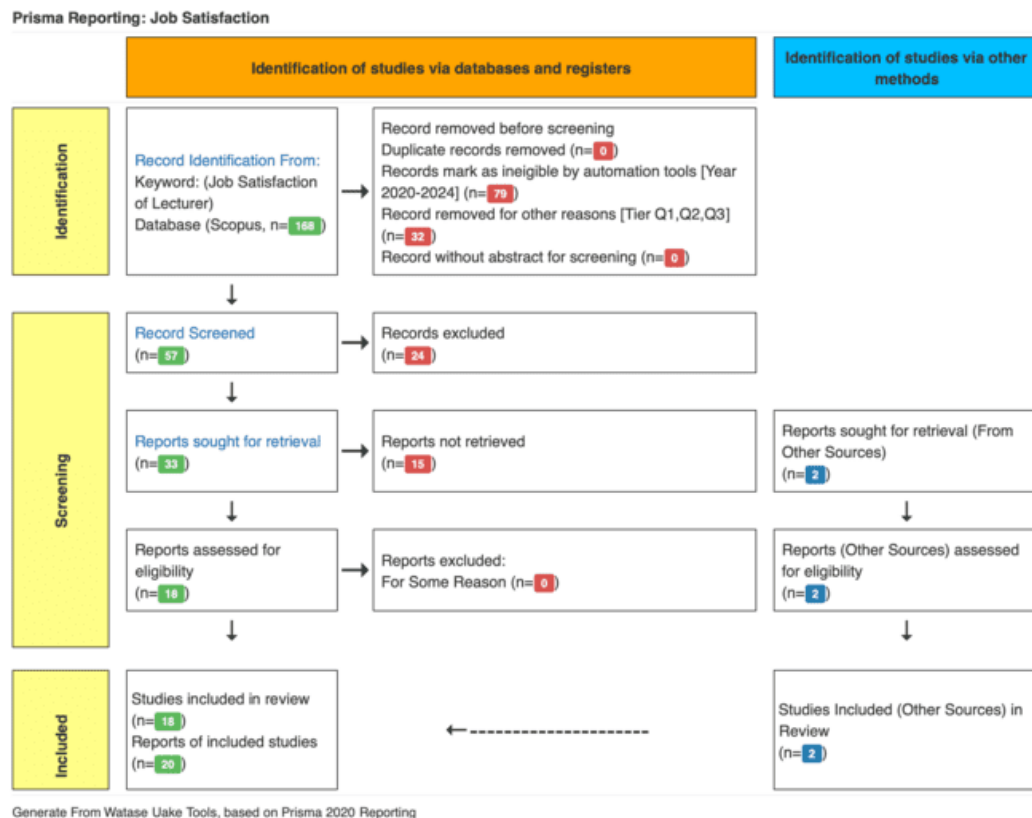
Figure 2 PRISMA

To further expand the scope of the literature review, the author employed the powerful capabilities of Publish or Perish software. By leveraging the Scopus search engine API key, a comprehensive search was conducted to identify additional articles that met the established inclusion criteria. This systematic approach ensured that the study incorporated a diverse range of relevant research.

To gain deeper insights into the intellectual structure of the research field, the author utilized VOSviewer, a sophisticated visualization software tool. By analyzing the co-occurrence of keywords, the author was able to construct a keyword network that visually represents the relationships between key concepts. This network, depicted in Figure 3, provides a valuable overview of the evolving trends and emerging themes within the field of lecturer job satisfaction. Through the visualization of keyword connections, the author was able to identify key research areas, potential gaps in the literature, and opportunities for future research.
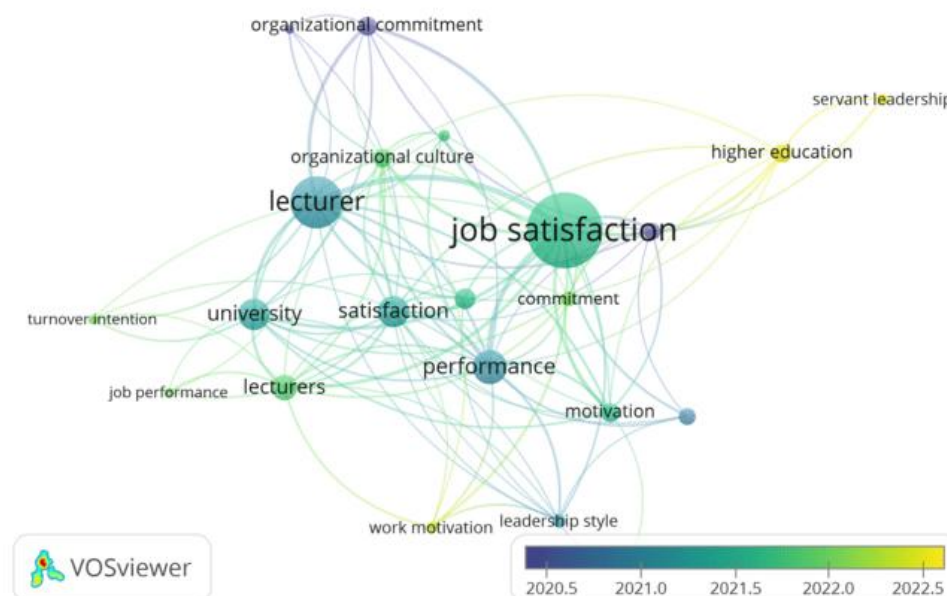
Figure 3 Output Vosviewer

VOSviewer is a powerful software tool designed to create and visualize bibliometric networks. These networks can consist of various elements, such as journals, researchers, or individual publications, and they are constructed based on relationships like citations, bibliographic coupling, co-citations, or co-authorship. This tool not only generates networks but also gathers data from various scientific databases (Martins et al., 2024).

The VOSviewer visualization provides a comprehensive overview of the intellectual structure of the research field on lecturer job satisfaction. The network diagram reveals the interconnectedness of various keywords and their relative importance within the field. Here are some key interpretations based on the visualization:

Central Themes: (1) Job Satisfaction: The central node, "job satisfaction," highlights its pivotal role in the research field. It serves as the focal point for numerous interconnected concepts. (2) Lecturer: The prominence of the "lecturer" node underscores the specific focus on the well-being and motivation of academic staff.

Emerging Trends: (1) The prominence of keywords like "organizational commitment" and "turnover intention" highlights the growing concern for lecturer retention and commitment within institutions of higher education. (2) The emergence of "servant leadership" suggests a growing interest in exploring the impact of leadership styles that prioritize the needs of others, including lecturers. (3) The increasing attention to "work motivation" indicates a focus on understanding the factors that drive and sustain lecturer motivation.

Temporal Trends: The color-coded nodes and edges in the visualization provide insights into the temporal evolution of the research field. The darker shades of blue and green indicate older research, while the lighter shades represent more recent publications. This suggests that the field

of lecturer job satisfaction has experienced significant growth in recent years, with a particular focus on emerging themes such as servant leadership and work motivation.

Overall, the VOSviewer visualization provides a valuable tool for understanding the complex relationships between different concepts within the research field of lecturer job satisfaction. It highlights the key themes, emerging trends, and temporal dynamics that shape this field. By identifying these patterns, researchers and policymakers can gain insights into the factors that influence lecturer satisfaction and develop strategies to enhance lecturers' satisfaction and productivity.

The author meticulously compiled a collection of 20 scholarly articles that met the stringent inclusion criteria. These articles, which are detailed in Table 1, represent the cornerstone of the subsequent analysis. By focusing on high-quality research published in reputable journals, the author ensured a robust foundation for investigating the multifaceted dimensions of lecturer job satisfaction. This comprehensive selection of articles provides a rich source of empirical evidence and theoretical insights, enabling a deeper understanding of the factors that influence lecturer well-being and motivation. The table is divided by author name, year of publication, study title, journal name, number of citations, and journal ranking.

Table 1 Search Results

No	Authors	Year	Title	Journal	Citation	Journal Rank
1	Sunaryo, Widodo; Yusnita, Nancy; Radnawati, Daisy	2024	Examination the influences of personal value and job satisfaction dimensions on professional commitment	Cogent Education	0	Q2
2	Al-refaei, Abd Al-Aziz; Ali, Hairuddin Bin Mohd; Ateeq, Ali; Ibrahim, Abdulhadi; Ibrahim, Siddig; Alzoraiki, Mohammed; Milhem, Marwan; Beshr, Baligh	2024	Unveiling the role of job involvement as a mediator in the linkage between academics job satisfaction and service quality	Cogent Business & Management	1	Q2
3	Gan, Kia Hui; Kee, Daisy Mui Hung	2024	Unlocking the influence of psychosocial safety climate on work engagement and job satisfaction exploring the mediating role of job demands	foresight	0	Q2
4	Ghahramanian, Akram; Bagheriyeh, Farzaneh; Aghajari, Parvaneh; Asghari-Jafarabadi, Mohammad; Abolfathpour, Pedram; Rahmani, Azad; Nabighadim, Amirreza; Hajieskandar, Alireza	2024	The intention to leave among academics in Iran an examination of their work-life quality and satisfaction	BMC Nursing	0	Q1
5	Asfahani, Ahmed M.	2024	Nurturing the scientific mind resilience and job satisfaction among Saudi faculty	Frontiers in Psychology	3	Q1
6	Aguwa, EN; Shu, EN; Conable, JE	2024	Burnout and Job Satisfaction among Lecturers in Public Universities in Enugu State, Nigeria	Nigerian Journal of Clinical Practice	0	Q3
7	Mgaiwa, Samson John	2023	Job satisfaction among university academics Do academic rank and age make a difference	Cogent Education	2	Q2
8	Chikasha, Jubilee	2023	Teaching online amid the Covid-19 pandemic Exploring first-time online lecturers lived experiences	British Journal of Special Education	0	Q2
9	Chen, Chi Yuan	2023	Are Professors Satisfied With Their Jobs The Factors That Influence Professors Job Satisfaction	Sage Open	7	Q1
10	Kim, Long; Pongsakornrungsilp, Pimlapas; Pongsakornrungsilp, Siwarit; Horam, Ngachonpam; Kumar, Vikas	2023	Key Determinants of Job Satisfaction among University Lecturers	Social Sciences	11	Q2
11	Leichner, Nikolas; Ottenstein, Charlotte; Eckhard, Jan; Matheis, Svenja; Weis, Susanne; Schmitt, Manfred; Lischetzke, Tanja	2022	Examining the congruence hypothesis in vocational interest research the case of teacher students	Current Psychology	3	Q2
12	Ghasemy, Majid; Elwood, James A.	2022	Job satisfaction, academic motivation, and organizational citizenship behavior among lecturers during the COVID-19 pandemic a cross-national comparative study in Japan and Malaysia	Asia Pacific Education Review	17	Q2
13	Dami, Zummy Anselmus; Imron, Ali; Burhanuddin, Burhanuddin; Supriyanto, Achmad	2022	Servant leadership and job satisfaction The mediating role of trust and leader-member exchange	Frontiers in Education	9	Q2

14	Sinniah, Suguna; Al Mamun, Abdullah; Md Salleh, Mohd Fairuz; Makhbul, Zafir Khan Mohamed; Hayat, Naeem	2022	Modeling the Significance of Motivation on Job Satisfaction and Performance Among the Academicians The Use of Hybrid Structural Equation Modeling-Artificial Neural Network Analysis	Frontiers in Psychology	3	Q1
15	Chen, Chia-Chi; Chang, Dian-Fu	2022	Exploring International Faculty s Perspectives on Their Campus Life by PLS-SEM	Sustainability	2	Q1
16	Ghasemy, Majid; Akbarzadeh, Mahdi; Gaskin, James Eric	2021	Being satisfied and serving communities as outcomes of servant leadership in the academic context policies based on a multi-level structural equation model	Asia Pacific Education Review	19	Q2
17	Otache, Innocent; Inekwe, Ele-Ojo Iyaji	2021	The relationship between job satisfaction, turnover intentions and performance of Nigerian polytechnic lecturers with doctorate degrees	Journal of Applied Research in Higher Education	10	Q3
18	?nidar?i?, Jasmina; Mari?, Miha	2021	Relationships between Work-Family Balance, Job Satisfaction, Life Satisfaction and Work Engagement among Higher Education Lecturers	Organizacija	17	Q2
19	Feldhammer-Kahr, Martina; Tulis, Maria; Leen-Thomele, Eline; Dreisiebner, Stefan; Macher, Daniel; Arendasy, Martin; Paechter, Manuela	2021	It s a Challenge, Not a Threat Lecturers Satisfaction During the Covid-19 Summer Semester of 2020	Frontiers in Psychology	8	Q2
20	McKinstry, Carol; Gustafsson, Louise; Brown, Ted; Poulsen, Anne A.	2020	A profile of Australian occupational therapy academic workforce job satisfaction	Australian Occupational Therapy Journal	5	Q1

RESULT AND DISCUSSION

Geographic analysis of the selected articles revealed a concentration of studies in specific regions. Malaysia (n=3), Indonesia (n=2), and Nigeria (n=2) emerged as the countries with the highest number of studies. Notably, the majority of studies were conducted within a single country. Only a few studies, such as that of (Feldhammer-Kahr et al., 2021; Znidaršič & Marič, 2021), involved a multi-country sample, expanding the geographical scope of the research.

While the reviewed studies employ diverse theoretical frameworks and investigate a range of variables, a common thread emerges a focus on lecture as the primary subject of research. Over the past four years (2020-2024), researchers have consistently prioritized the job satisfaction of lecturers as a key area of inquiry. By examining these studies collectively, this literature review offers a comprehensive understanding of the multifaceted factors that contribute to the job satisfaction of lecturers.

Herzberg's Two-Factor Theory emerged as the most widely adopted theoretical framework in the 20 reviewed articles, with four studies explicitly referencing it. Two-factor theory argued that satisfaction and dissatisfaction were two distinct constructs engendered by different job components (Pham et al., 2021). This theory, also known as the Dual-Factor Theory, posits that job satisfaction and dissatisfaction are influenced by two separate sets of factors. According to this theory, these factors can be categorized into "motivators" and "hygienes"(House et al., 1967)

Motivators: intrinsic factors that lead to job satisfaction. They include aspects such as achievement, recognition, the work itself, responsibility, and growth opportunities. When these factors are present, they can increase workers' motivation and satisfaction with their jobs.

Hygienes: extrinsic factors that can lead to job dissatisfaction if they are inadequate or absent. They include company policies, supervision, working conditions, pay, and interpersonal relationships. While improving these factors can prevent dissatisfaction, they do not necessarily increase job satisfaction.

This theory suggests that the presence of motivators leads to higher job satisfaction, while the absence of hygiene factors can lead to dissatisfaction. It is important to note that these two sets of factors are considered independent; improving hygiene factors does not always increase motivation, and vice versa. Herzberg's Two Factor Theory emerged in 1959. This theory was developed by Frederick Herzberg, along with his colleagues, Bernard Mausner and Barbara Snyderman, based on the results of their research involving interviews with workers to understand the factors that influence job satisfaction and dissatisfaction. These findings were later published in their book entitled "The Motivation to Work". Since then, Herzberg's Two Factor Theory has become one of the most influential concepts in the fields of industrial psychology and human resource management.

Herzberg's Two-Factor Theory offers a valuable lens through which managers can examine the intricate relationship between job satisfaction and employee motivation. By understanding the distinction between motivators and hygiene factors, organizations can strategically design work environments that foster both job satisfaction and productivity.

Motivators, such as achievement, recognition, responsibility, and personal growth, have the potential to significantly boost employee satisfaction and engagement. When employees feel a sense of accomplishment, receive recognition for their contributions, and are empowered to make decisions, and have opportunities for professional development, they are more likely to be motivated and committed to their work.

On the other hand, hygiene factors, including salary, job security, working conditions, company policies, and supervision, can prevent dissatisfaction but rarely lead to significant levels of satisfaction. While it is essential to ensure that these factors are adequate, organizations should prioritize the enhancement of motivators to inspire and engage their workforce.

By effectively balancing these two sets of factors, managers can create a more positive and productive work environment. For instance, increasing opportunities for challenging assignments and recognizing employee achievements can boost motivation while ensuring fair compensation and safe working conditions can prevent dissatisfaction. Ultimately, by applying the insights from Herzberg's Two-Factor Theory, organizations can make informed decisions that enhance both individual and organizational performance.

The 20 articles examined in this review draw upon a variety of theoretical frameworks, including Social Exchange Theory, Servant Leadership Theory, Theory of Planned Behavior, Total Quality Management, Job Demands-Resources, Holland's RIASEC Model, Integrative Model of Organizational Behavior, Job Characteristics Model, Affective Events Theory, and Job Descriptive Index. Notably, job satisfaction is more than just treated as a dependent variable in these studies. Several theories position job satisfaction as an independent variable, influencing other outcomes. To provide a more precise overview, Table 2 summarizes the theoretical underpinnings and the role of job satisfaction in each study;

Table 2 Research Hypothesis

No	Independent	Dependent	Jumlah	Peneliti
1	Servant Leadership	**Job Satisfaction**	4	(Dami et al., 2022; Ghasemy et al., 2022)
2	Job Stress	**Job Satisfaction**	1	(Kim et al., 2023)
3	Leader-Member Exchange	**Job Satisfaction**	1	(Dami et al., 2022)
4	Nature Job	**Job Satisfaction**	1	(Chen & Chang, 2022)
5	Motivation	**Job Satisfaction**	2	(Asfahani, 2024; Sinniah et al., 2022)
6	Appraisal Of Challenge	**Job Satisfaction**	1	(Feldhammer-Kahr et al., 2021)
7	Appraisal Of Threat	**Job Satisfaction**	1	(Feldhammer-Kahr et al., 2021)
8	Experiences	**Job Satisfaction**	1	(Chikasha, 2023)
9	Interest-environment Congruence	**Job Satisfaction**	1	(Leichner et al., 2023)
10	Job Demands	**Job Satisfaction**	1	(Gan & Kee, 2024)
11	**Job Satisfaction**	Burnout	1	(Aguwa et al., 2024)
12	**Job Satisfaction**	Intention To Leave	1	(Ghahramanian et al., 2024)
13	**Job Satisfaction**	Job Involvement	1	(Al-refaei et al., 2024)
14	**Job Satisfaction**	Job Performance	1	(Otache & Inekwe, 2022)
15	**Job Satisfaction**	Organizational Citizenship Behavior	1	(Ghasemy & Elwood, 2023)
16	**Job Satisfaction**	Professional Commitment	1	(Sunaryo et al., 2024)
17	**Job Satisfaction**	Turnover Intention	1	(Otache & Inekwe, 2022)
18	**Job Satisfaction**	Work Engagement	1	(Znidaršič & Marič, 2021)
19	**Job Satisfaction**	Service Quality	1	(Al-refaei et al., 2024)

The author categorized the variables identified in the literature review into two groups: antecedent and consequent variables, as presented in Table 3. Antecedent variables are factors that precede job satisfaction and may contribute to its development. These variables can be considered potential causes or predictors of job satisfaction. In contrast, consequent variables are outcomes or effects that arise as a result of job satisfaction. They represent the likely impacts or consequences of high or low levels of job satisfaction.

Table 3 Model of Lecturers' Job Satisfaction

Antecedent	Core Phenomena	Consequences
Servant Leadership	**Job Satisfaction**	Service Quality
Motivation	**of Lecturer**	Burnout
Appraisal Of Challenge or Threat		Job Involvement
Experiences		Job Performance

Antecedent	Core Phenomena	Consequences
Interest-environment Congruence		Organizational Citizenship Behavior
Job Demands		Professional Commitment
Job Stress		Turnover Intention
Leader-Member Exchange		Work Engagement

Watase UAKE has developed a groundbreaking hypothesis analysis model that synthesizes key variables influencing and being influenced by job satisfaction, derived from a comprehensive review of 20 research articles. This innovative model provides a visual representation of the intricate relationships between these variables through a flowchart. (Figure 4).

Figure 4 WATASE Network Analysis Hypothesis

Arrows within the flowchart indicate the direction of influence, while the thickness of the arrows signifies the strength of influence based on the frequency of variable occurrence in research hypotheses. By offering a holistic view of the factors that shape job satisfaction, this model not only contributes to a deeper understanding of the underlying mechanisms but also serves as a valuable resource for researchers in designing future studies. It empowers researchers to identify critical areas for further investigation and to develop more targeted research questions.

Antecedent Variables

Servant Leadership

Servant leadership is a moral-based leadership approach in which leaders prioritize the needs of followers, including employees, customers, and other stakeholders, before their own personal interests (Canavesi & Minelli, 2022). The concept of servant leadership places employee development as a top priority. This type of leader not only focuses on achieving company goals but also on the growth and well-being of each individual in the team. They create a supportive work environment where employees feel valued and have the opportunity to grow. By showing genuine concern for employees' careers and potential, servant leaders encourage them to continue learning and improving their skills. (Dami et al., 2022)

Motivation

According to motivation theory, two main sources drive someone to act. Intrinsic motivation is a drive that comes from within the individual, such as curiosity, pleasure, or a desire to grow. This motivation does not depend on external rewards. In contrast, extrinsic motivation is a drive that comes from external factors, such as money, gifts, or praise. This type of motivation arises because of the hope of getting something in return for the actions taken. (Sinniah et al., 2022). When personal needs are satisfied, performance might be enhanced. (Werdhiastutie et al., 2020)

Appraisal Of Challenge or Threat

When environmental demands and goal-relevant conditions are thought to drain or surpass one's coping resources or talents, a threat appraisal takes place. High negative affect and insufficient or erratic physiological resource mobilization (i.e., modest cardiac reactivity coupled with an increase or no decrease in overall systemic vascular resistance) are characteristics of the threat response. A challenge appraisal, on the other hand, takes place when one determines that environmental demands and goal-relevant circumstances are within one's coping resources or capabilities. Low positive or negative affect and effective or consistent physiological resource mobilization (i.e., maximal cardiac reactivity accompanied by a decrease in systemic vascular resistance) are characteristics of a challenge-response. (Tomaka et al., 1997)

Experiences

This approach delves deeper into the subjective world of the individual. It focuses on how each person uniquely gives meaning to their life experiences. In other words, this approach seeks to understand how individuals construct their narratives, how they interpret the events they experience, and how these interpretations shape the way they view the world and themselves. (Chikasha, 2023)

Interest-environment Congruence

Interest-environment congruence refers to the fit between an individual's interests and the environment in which they operate, such as a program of study or a job. This fit is measured by comparing an individual's interest codes (which reflect dimensions of their interests) with their environmental codes (which reflect characteristics of the academic or professional environment). (Leichner et al., 2023)

Job Demands

Job demands can be physical, social, psychological, and organizational. High work pressure, where employees are put under a lot of stress to reach extremely high standards and produce a lot of work, is an example of a job demand. In addition to being unpleasant and physically taxing, unfavorable physical surroundings can also be socially undesirable. Burnout can occur as a result of excessive job demands and a lack of employment resources that serve as buffers (Gan & Kee, 2024). Work pressure, work overload, role ambiguity, role conflict, emotional demands, interpersonal difficulties, and job security are a few examples of job demands (Werdhiastutie et al., 2020).

Job Stress

Job stress is a negative psychological condition that arises from job demands and pressures. According to the conservative view, this stress arises due to three main factors in the work environment: first, the individual feels a lack of resources needed to complete the task; second, the

results obtained are not commensurate with the efforts that have been made; and third, there is a threat of losing resources that are very valuable to the individual. According to several ideas, stress typically has a detrimental effect on an individual's behavior at work. (Kim et al., 2023)

Leader-Member Exchange
The leader-member exchange (LMX) theory differs from other leadership theories because it focuses more on the unique interpersonal relationship between a leader and each of its members. Unlike theories that only look at the characteristics of the leader or the work situation, LMX views the one-on-one relationship between leaders and subordinates as the key to understanding leadership. Although this theory has evolved, its main focus on this dyadic (two-person) relationship remains unchanged. LMX argues that the quality of the relationship between leaders and followers can predict success at both the individual (worker), group (team), and organizational levels as a whole. (Gerstner & Day, 1997)

Consequence Variables
a. Service Quality
   Service quality is defined as the customer's perception of how well the service provided by the service provider meets their expectations. Service quality encompasses various aspects that all contribute to the overall customer experience. Service quality in the context of higher education is considered important, where students' perceptions of the quality of teaching and service they receive can influence their satisfaction and engagement. (Al-refaei et al., 2024)
b. Burnout
   Burnout is a syndrome conceptualized as a result of chronic workplace stress that has not been successfully managed. This condition is characterized by three main symptoms: first, feelings of physical, emotional, and mental exhaustion; second, a cynical or negative attitude towards work; and third, feelings of incompetence or lack of value in the job. When a lecturer experiences burnout, they will feel a loss of interest and enthusiasm in teaching. (Aguwa et al., 2024)
c. Job Involvement
   Job involvement is a cognitive condition or belief of psychological identification with one's current job. Job involvement has the potential to be an important moderator in the relationship between work-related experiences and individual outcomes because strong reactions to work conditions will only occur in workers who consider work to be a primary concern. (Frone et al., 1995). People who are highly involved in their jobs often go the extra mile to complete tasks (Demir, 2020).
d. Job Performance
   Job Performance is a measure of how well a person performs their duties and contributes to the company. This includes quantity (the amount of work completed) and quality (how well the work is done). Worker performance can be divided into two: task performance, which focuses on core tasks that have been specified in the job description, and contextual performance, which includes behaviors that support the overall work environment. A lecturer has task performance such as teaching, researching, and serving the community, but his contextual performance includes how he interacts with students, colleagues, and the wider

community to support the learning process and achieve educational goals. (Otache & Inekwe, 2022)

e. Organizational Citizenship Behavior

Organizational citizenship behavior can be defined as discretionary behavior carried out by workers that contributes to the overall effectiveness of the organization. This behavior goes beyond the formal requirements of the job and is voluntarily carried out outside the certainty of being rewarded or not. Organizational citizenship behavior generally leads to improved work environment quality, support for organizational goals, and loyalty to the organization. (Colquitt et al., 2019). Lack of job satisfaction is one of numerous indicators of employees' low organizational citizenship behavior (OCB) (Soelton, 2020).

f. Professional Commitment

Professional commitment can be defined as a psychological state that reflects an individual's acceptance, identification, and involvement in their profession. Individuals with high professional commitment have a strong orientation towards professional goals, loyalty to the profession, and intrinsic motivation to contribute to the development of the profession. This commitment conceptually consists of three main dimensions: affective commitment, which reflects an emotional bond with the profession; continuance commitment, which reflects a rational decision to remain in the profession; and normative commitment, which reflects a moral obligation to the profession. (Sunaryo et al., 2024)

g. Turnover Intention

Turnover intention is also known as intention to leave, turnover intent, or intention to quit. The term "turnover intention" or "intention to leave" refers to a worker's desire or intention to leave their job. Simply put, this is a conscious decision made by workers to leave the company in the future. This intention reflects the worker's deep thoughts about their future at the company. Turnover intention predicts actual turnover behavior. (Otache & Inekwe, 2022)

h. Work Engagement

Work engagement is about how an employee feels emotionally and psychologically connected to their company. This feeling can have an impact on employee behavior, both positive and negative. Work engagement is very important in the world of human resource management because it is directly related to how productive an employee is. Experts argue that work engagement is a fairly stable mental state in which an employee feels very invested in their work. They feel valued and an important part of the company. (Znidaršič & Marič, 2021) Employees who feel a strong sense of belonging to their organization are more likely to be engaged in their work, which in turn contributes to higher job satisfaction (Yildiz & Yildiz, 2022).

CONCLUSION

Job satisfaction, a complex interplay of psychological and emotional factors, is defined as a positive affective state stemming from the appraisal of one's work experience. This article delves into the intricate realm of lecturers' job satisfaction by systematically analyzing 20 relevant research articles. To ensure the currency and quality of the research, the study concentrated on articles published between 2020 and 2024, which were indexed in Scopus Q1, Q2, and Q3 journals, using the Watase UAKE database.

Geographically, the majority of the studies reviewed originate from Malaysia, Indonesia, and Nigeria. Given the research context, the focus was primarily on the lecturer as the subject of investigation. Herzberg's Two-Factor Theory emerged as the most frequently used theoretical framework, providing a foundational understanding of the factors influencing the job satisfaction of lecturers. Through a comprehensive analysis, the study identified key antecedents and consequent variables of lecturers' job satisfaction.

By unraveling the complex interplay between these variables, this study provides valuable insights into the factors that contribute to the job satisfaction of lecturers. These findings have significant implications for educational institutions and policymakers, as they can inform strategies to enhance the job satisfaction of lecturers and, ultimately, improve educational outcomes.

The findings of this study underscore the critical importance of implementing strategies that prioritize and foster the job satisfaction of lecturers. Several key recommendations emerge from this analysis. Firstly, adopting a servant leadership approach, which places lecturer development at the forefront, can significantly enhance job satisfaction. Secondly, providing adequate motivation, ensuring alignment between lecturers' interests and their work environments, and offering meaningful work experiences can contribute to a positive work climate. Additionally, addressing job demands and stress, as well as cultivating strong interpersonal relationships between leaders and lecturers, can further elevate job satisfaction.

By implementing these recommendations, educational institutions can expect a range of positive outcomes. Increased job satisfaction of lecturers can lead to improved service educational quality, reduced burnout and turnover intention, heightened job involvement, and performance, enhanced organizational citizenship behavior, strengthened professional commitment, and increased work engagement. Ultimately, these benefits contribute to a more fulfilling and productive work environment for lecturers, ultimately benefiting students and the overall educational system.

The growing interest in job satisfaction of lecturer research since 2020 presents numerous opportunities for further exploration. To enrich our understanding of this complex phenomenon, future research should consider integrating various relevant theories, such as Social Exchange Theory, Herzberg's Motivation Theory, and the Integrative Model of Organizational Behavior. This integration can lead to a more comprehensive framework that captures the multifaceted nature of job satisfaction and its interplay with other influential variables.

Moreover, given the rapid advancements in technology and the increasing prevalence of remote work, it is essential to examine the impact of these factors on the job satisfaction of lecturers. By exploring how technology shapes the work environment and influences lecturer experiences, researchers can gain valuable insights into the evolving dynamics of job satisfaction in the digital age.

Future research should focus on investigating the connection between technology, remote work, and lecturer job satisfaction. This knowledge can inform the development of evidence-based strategies to optimize the use of technology, enhance remote work experiences. By addressing

these areas, researchers can contribute a better understanding of the factors that influence lecturer satisfaction and develop strategies to improve it, ultimately leading to better educational outcomes.

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