MEDIATING ROLE OF LEARNING GOAL ORIENTATION AND PREDICTORS OF JOB SATISFACTION AMONG CAREGIVERS OF PEOPLE WITH DISABILITY IN SELANGOR, MALAYSIA

By

SEGUFTA YASMI BINTI ABDUL RAHMAN

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

July 2022

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DEDICATION

This dissertation is especially dedicated to my husband

Mr Abdul Salim Bin Navaghani,

my children
Nur Aisyah Yasmi Binti Abdul Salim
Muhammad Adam Haikal Shah Bin Abdul Salim (Allahyarham)
(My special needs son (cerebral palsy)
Muhammad Arman Yusuff Shah Bin Abdul Salim
Muhammad Ammar Yaseer Shah Bin Abdul Salim

and to my parents and family
Abdul Rahman Bin Abdul Ghaffar (Allahyarham)
Tarabun Nisa Sadruddin (Allahyarhammah)
Anis Ahmad Bin Abdul Rahman
Muhammad Rafiq Bin Abdul Rahman
Muhammad Hafeez Bin Abdul Rahman
Muhammad Nafeesh Bin Abdul Rahman
Shafiqah Yasmi Binti Abdul Rahman

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

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July 2022

Chairman : **Associate Professor Nor Wahiza Abd Wahat, PhD**
Faculty : **Educational Studies**

Job satisfaction is an important element for the field of HRD through organizational development. The main objective of the HRD field is to unleash human expertise through employees' capabilities that benefit the organization. Meanwhile, job satisfaction is the response of employees to their work that affects their productivity and organizational development. Although in recent years, studies associated with job satisfaction have started to proliferate, the mediating effect of learning goal orientation on the relationship between the individual differences factors (self-efficacy, personality traits), work condition and outcome factors (expectancy outcome, perceived organizational support, job autonomy), and job satisfaction has been poorly understood. Moreover, less focus is given to the caregivers of people with disability. Therefore, to bridge this gap and gain new insight, this study aims to examine the role of the mediation effect of learning goal orientation and the selected factors that influence job satisfaction among caregivers of people with disability. This study theorised job satisfaction using the Model of Work Satisfaction by Lent and Brown (2006) as the main underpinning theory and integrating it with the Model of Proactive Behavior by Crant (2000) to explain job satisfaction among caregivers with disability in Selangor.

This study used a quantitative approach with a correlation research design. In addition, it adopted a cross-sectional study design using a structured questionnaire for data collection. The study sample consisted of a total of 325 caregivers of people with disability from the Community Base Rehabilitation Center (CBR) in Selangor, Malaysia, selected through cluster sampling and purposive sampling. Their answers were analyzed descriptively to determine the level of all continuous variables involved. Structured Equation Modelling (SEM) is used for hypotheses testing. Descriptive statistical analysis showed that levels

of job satisfaction, individual differences factors (self-efficacy, personality traits), work condition and outcome factors (expectancy outcome, perceived organizational support, job autonomy) and learning goal orientation are moderate. The results of the study found that there are strong relationships between individual differences factors (self-efficacy and personality traits), work condition and outcome factors (expectancy outcome, perceived organizational support and job autonomy), learning goal orientation and job satisfaction. Self-efficacy, expectancy outcome and job autonomy influence job satisfaction, while no influence was shown by personality traits, perceived organizational support and learning goal orientation on job satisfaction. Finally, the study showed no mediating effect of learning goal orientation between all predictors and job satisfaction.

Overall, the study shows caregivers of people with disability are aware of the importance of job satisfaction. HRD practitioners must enhance their role in the organization by raising awareness of the importance of having a desire to learn in order to increase their knowledge and skills for the purpose of organizational development. Self-efficacy is the most influential factor on job satisfaction among caregivers with disability, as it is the primary determinant of their continued survival in the organization.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

PERANAN PENGANTARA ORIENTASI MATLAMAT PEMBELAJARAN DAN PREDIKTOR KEPUASAN KERJA DI KALANGAN PENJAGA ORANG KURANG UPAYA DI SELANGOR, MALAYSIA

Oleh

SEGUFTA YASMI BINTI ABDUL RAHMAN

Julai 2022

Pengerusi : **Profesor Madya Nor Wahiza Abd Wahat, PhD**
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Kepuasan kerja merupakan elemen penting bagi bidang HRD melalui pembangunan organisasi. Objektif utama bidang HRD adalah untuk mengasah kepakaran manusia melalui keupayaan pekerja yang memberi manfaat kepada organisasi. Manakala, kepuasan kerja pula ialah tindak balas pekerja terhadap kerja mereka yang mempengaruhi produktiviti dan pembangunan organisasi. Walaupun, dalam beberapa tahun kebelakangan ini kajian yang berkaitan dengan kepuasan kerja pada permulaan semakin berkembang, namun, kesan pengantara orientasi matlamat pembelajaran pada hubungan antara faktor perbezaan individu (keberkesanan diri dan ciri personaliti), faktor keadaan kerja dan hasil (hasil jangkaan, merasakan sokongan organisasi dan autonomi kerja) dan kepuasan kerja kurang difahami. Selain itu, kurang tumpuan diberikan kepada penjaga orang kurang upaya. Oleh itu, untuk merapatkan jurang ini dan mendapatkan pemahaman baru, kajian ini bertujuan untuk mengkaji peranan kesan pengantaraan orientasi matlamat pembelajaran dan faktor terpilih yang mempengaruhi kepuasan kerja dalam kalangan penjaga orang kurang upaya. Kajian ini menggunakan Model Kepuasan Kerja oleh Lent dan Brown (2006) sebagai teori asas utama dan telah menyepadukan Model Tingkah Laku Proaktif oleh Crant (2000) untuk menjelaskan kepuasan kerja dalam kalangan penjaga kurang upaya di Selangor.

Kajian ini telah menggunakan pendekatan kuantitatif dengan rekabentuk penyelidikan korelasi. Disamping itu, ia menerima pakai satu kajian keratan rentas dengan menggunakan soal selidik berstruktur dalam pengumpulan data. Sejumlah 325 penjaga kurang upaya dari Pusat Pemulihan Dalam Komuniti (PDK) di Selangor, Malaysia merupakan sampel kajian yang dipilih melalui persampelan kluster dan persampelan bertujuan. Jawapan mereka telah dianalisis secara deskriptif untuk menentukan tahap kesemua pembolehubah

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berterusan yang terlibat. Pemodelan Persamaan Berstruktur (SEM) digunakan bagi pengujian hipotesis.

Analisis statistik deskriptif menunjukkan tahap kepuasan kerja, faktor perbezaan individu (keberkesanan diri dan ciri personaliti), faktor keadaan kerja dan hasil (hasil jangkaan, merasakan sokongan organisasi dan autonomi kerja) dan orientasi matlamat pembelajaran adalah sederhana. Hasil kajian mendapati terdapatnya hubungan yang kuat diantara faktor perbezaan individu (keberkesanan diri dan ciri personaliti), faktor keadaan kerja dan hasil (hasil jangkaan, merasakan sokongan organisasi dan autonomi kerja) dan orientasi matlamat pembelajaran dan kepuasan kerja. Keberkesanan diri, dan jangkaan hasil dan autonomi kerja mempengaruhi kepuasan kerja, manakala tiada pengaruh ditunjukkan oleh ciri personality, merasakan sokongan organisasi dan orientasi matlamat pembelajaran terhadap job satisfaction. Akhir sekali kajian menunjukkan tiada kesan pengantara orientasi matlamat pembelajaran diantara semua pembolehubah dan kepuasan kerja.

Secara keseluruhannya kajian menunjukkan penjaga orang kurang upaya sedar kepentingan kepuasan kerja. Pengamal HRD perlu mempertingkatkan peranan di dalam organisasi bagi meningkatkan kesedaran terhadap kepentingan mendapatkan pembelajaran untuk meningkatkan pengetahuan dan kemahiran bagi pembangunan organisasi. Keberkesanan diri merupakan faktor paling penting mempengaruhi kepuasan kerja dikalangan penjaga orang kurang upaya dimana faktor inilah yang menjadi tunggak utama penjaga orang kurang upaya terus bertahan didalam organisasi.

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The journey to complete this study was a long one in time going through obstacles and challenges that have developed me into a researcher and student.

I am a former employee who has a special need child and have gone through the real-life experience in coping with the stress of life caring for my special child that has an impact on my working life. With that backdrop, I braved the odds and took the opportunity to pursue my Ph.D. and researched the subject on caregivers of people with disabilities and hopefully, the issues encountered can be highlighted and made visible in a scientific form.

I would also like to take this opportunity to thank my former supervisor Prof. Dr. Bahaman Abu Samah who encourages and understands the issues of life. He has helped me to understand more deeply especially on how to analyze data in the study. Apart from that, thank you to the former committee member, Prof. Dr. Aminah Ahmad who has provided useful guidance and knowledge.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

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This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
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LIST OF ABBREVIATIONS

CBR	Community-Based Rehabilitation
ORG	Organization
DSW	Department of Social Welfare
PWD	People with Disabilities
JKM	Jabatan Kebajikan Masyarakat
PDK	Pusat Pemulihan Dalam Komuniti
JS	Job Satisfaction
SE	Self-Efficacy
OP	Outcome Expectancy
POS	Perceived Organization Support
JA	Job Autonomy
PT	Personality Traits
LGO	Learning Goal Orientation
HRD	Human Resoure Development

CHAPTER 1

INTRODUCTION

1.1   Background of Study

Job satisfaction has been defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1300) or, more simply, the extent to which people enjoy their jobs (Fritzsche & Parrish, 2005). HRD's main goal is to enhance organizational performance by enhancing workers' talents (Swanson, 1987). Job satisfaction continues to be one of the most studied job attitudes in Industrial and Organizational Psychology (Judge et al., 2017). Academics and practitioners alike have recognized the worth of job satisfaction, given its usefulness in predicting vital organizational effectiveness outcomes (Judge & Kammeyer-Mueller, 2012; Society for Human Resource Management, 2015). HRD ensures that people are productive and that they provide significant benefits to both themselves and their employers (Swanson & Holton, 2008).

Learning goal orientation explains employee's contribution to achieve his/her goal by acquiring new skills, mastering new situation, and improving one's competence, and also desire to develop the self by gaining new abilities, dominating new circumstances, and working on one's capability (Vandewalle,1997). Previous studies have often linked it to job satisfaction (Felstead et al., 2015; Skaalvik & Skaalvik, 2017; Wang et al., 2019). In addition, learning goal orientation is also one of the important elements under goal-directed behavior, which describes it as goal pursuit and progress, representing key ways in which people contribute to their own well-being (Cantor & Sanderson, 1999). To the extent that people can set their own goals, regulate their behavior in pursuing them, and perceive that their goal-directed efforts are bearing fruit, they are capable of creating situations that promote their own happiness at work, in school, and in other contexts of life. Learning goal orientation has the potential to be a mediator in connecting the independent variable and the dependent variable, but it is rarely discussed by previous researchers.

Through previous studies, it is clear that individual differences factors through self-efficacy and personality traits greatly influence job satisfaction. Self-efficacy explains how an employee has high confidence in his work which affects productivity is a factor that affects job satisfaction (Liu & Printy, 2017; Liu & Werblow, 2019; Buric & Moe, 2020 and Liu et al., 2020). The connection between job satisfaction and personality has been carefully investigated. Brook-Lee et al. (2009) and Staw and Cohen-Charash (2005), where through personality it can make a difference for job satisfaction (Duffy & Lent, 2009; Lent et al., 2011; Steel et al., 2018; Tornroos et al., 2019).

In addition, there is also a relationship between work conditions and outcome factors through outcome expectancy, perceived organizational support, job autonomy and job satisfaction. Past studies believe that by having high outcome expectancy, an employee can feel job satisfaction and vice versa (Ababneh, 2016; Ensour et al., 2018; Lepold et al., 2018). Perceived organizational support contributes to job satisfaction by conveying to the employees that help and support are always available (Colakuglu, Culha & Atay, 2010; Benarto et al., 2020; Aswin & Rahyuda, 2017). Studies related to job autonomy are also often linked to job satisfaction by some previous studies (De Massis et al., 2012; Saragih, 2015; Shobe, 2018; Flamini et al., 2020), where job autonomy can lead to positive psychological states, which can result in positive outcomes such as increased job satisfaction. Overall, these two factors have a big effect on job satisfaction and improve organizational performance. Therefore, they are a major component of organizational development, which is a key part of HRD.

The phenomenon of job satisfaction among caregivers of people with disabilities is rarely discussed specifically in past studies, which only discuss the challenges faced by caregivers at work in general. Caregivers for people with disability are a unique group that has a different life from those who do not go through life caring for people with disability. Employees as caregivers for people with disability are unique populations and their issues must be addressed (Pettey, 2015). There is a great deal of pressure and burden in fulfilling the needs of people with disability, which often affects their working lives. In a poll done by the National Caring Alliance and AARP in 2015, six out of ten employees said that their caregiving responsibilities affected their jobs and caused them to change their work schedule, miss work, miss out on professional growth, or leave earlier than planned. A substantial body of research has demonstrated the negative consequences of providing care at the individual (i.e., decreased real prosperity) and hierarchical (i.e., increased absenteeism) levels (National Alliance for Caregiving, 2009; Scharlach and Fredriksen, 1994). This situation demonstrates that the job satisfaction of cargivers of people with disability is compromised. Working people are perpetually in conflict: they must contribute in the workplace to earn a living and achieve job satisfaction or career success, but they must also play an essential and responsible role in caring for their families (Fagan, 2001; Bianchi & Milkie, 2010). Stress frequently results in negative effects, such as higher staff turnover (Hatton et al., 2001), decreased work satisfaction (Crawford et al., 2010), and deterioration in the quality of interactions with their care receivers (Schuengel et al., 2010). Ghazi and Shahzad (2012) discovered that when employees are dissatisfied, they tend to speak negatively about the company to their coworkers. Therefore, HRD practitioners must pay more attention to this group by playing a greater role in addressing the issues this group faces.

Although limited research has been conducted on the topic, the combination of the Model of Work Satisfaction by Lent and Brown (2006) and the Model of Proactive Behavior by Crant (2000) provides a comprehensive explanation of how the mediator learning goal orientation relates individual differences, working conditions, and outcome to job satisfaction among caregivers of people with disability. According to studies discussed in Chapter 2, these three variables are

crucial for enhancing job satisfaction. This indicates that the relationship between individual differences and work conditions and outcomes increases caregivers' job satisfaction.

1.1.1   Job Satisfaction among Employees in Organizations

Job satisfaction is often reported when employee fits well into the organization (Kuo et al., 2014). Job satisfaction is a significant factor, and one of the major concerns for organizations. It is a set of positive feelings and emotions that employees perceive and express about their work (Tarigan & Ariani, 2015). Today organizations not only help their employees to be successful but also provide them with developmental opportunities to enable them to successfully contribute to the achievement of organizational goals (Gerbman, 2000).

Many studies have been conducted by past researchers on job satisfaction among employees from various job categories in the government or private sector, such as nurses, teachers, bank employees, administrative and management officers, factory workers, and others. Qing et al. (2019) examine job satisfaction among government employees; the study's findings explain the significance of job satisfaction by suggesting several steps for promoting ethical behavior in public organizations. According to a study conducted by Mwesigwa et al. in 2020, the increase in job satisfaction among academic staff contributes to the improvement of organizational commitment in public universities. While the study by Kim et al. (2018) explains how organizations need to take care of the welfare of caregivers in Japan and South Korea from burnout that is related to job satisfaction.

The majority of research on job satisfaction focuses on employees without a history of caring for people with disability. Their findings highlight the importance of job satisfaction in organizational development and the importance of organizations caring for their employees to sustain a high level of job satisfaction.

1.1.2   The Importance of Learning Goal Orientation, Individual Differences and Work Condition and Outcome

Learning goals, "in which individuals seek to increase their competence, to understand or master something new, (Dweck,1986). VandeWalle and his colleague suggest that learning goal orientation is even more important than performance orientation (Brett & VandeWalle, 1999; VandeWalle, Cron & Slocum, 2001). Vande Walle et al. (2018) explains how goal orientation through learning orientation as a mediator, where they conceptualize mediators as proximal variables that explain how learning goal orientation and distal outcome variables are related. In presenting a list of prominent mediator variables, they recognize that researchers may sometimes position a variable such as job search behavior as the dependent variable in their study. They position a

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mediator variable such as job search effort as a process pathway that leads to a distal outcome such as gaining employment.

Trivellas (2015) shows that learning orientation has a positive influence on job satisfaction. The higher the learning orientation of an employee, the more likely he will set learning at work as his top priority. That way, there will be more employees who feel satisfied with their jobs. Learning orientation is the mastering of knowledge and skills by means of study and experience. It is an essential operational resource as it allows organizations to maintain their competitive advantage by continuously developing their capacity to manipulate market information more rapidly than their competitors (Vij & Farooq, 2015). Therefore, learning goal orientation is important for an employee in his efforts to obtain or improve knowledge and skills so that they become quality employees that benefit the development of the organization.

Individual differences through self-efficacy and personality traits explain the importance of employees feeling how important their work is, which indirectly increases job satisfaction. Self-efficacy perception is defined as an individual's belief in their capability to produce desired outcomes (Bandura, 2006). There is a positive and significant relationship between self-efficacy beliefs and job satisfaction (Viel-Ruma et al., 2010; Organisation for Economic Co-operation and Development [OECD], 2020a; Saracaloğlu et al., 2017; Won & Chang, 2020). These findings from the literature suggest that people with high self-efficacy beliefs are satisfied with their professions. Personality factors, such as the Big Five, offer great insight into workplace behaviors (Tuckman, 1968; Daniels, Lamond & Standen, 2000). Personality also influences interpersonal relationships within organizations. Personality traits have been shown to relate to the development and initiation of coworker friendships, particularly among employees (Sias, Pedersen, Gallagher & Kopaneva, 2012). Personality type affects job satisfaction. Therefore, it is important for employers to understand the personality composition of their employees in order to optimize the job satisfaction of employees (Smith et al., 2018).

While the factors of work condition and outcome through expectancy outcome, perceived organizational support, and job autonomy also explain its importance to job satisfaction, which indirectly affects the development of the organization. Every situation and action-specific cognition is potentially generalized over time and across situations (Greve et al., 2001), where the situation-action-expectations and the action-outcome-expectations are subjective expectations of competence (an action is available in a specific situation) and control (an action leads to specific outcomes; Krampen, 2000). A person with lower competence expectations does not expect to be able to have solutions to certain problems at work (Heinrich 2004), which can lead to dissatisfaction (Kocak and Eves 2010). Therefore, lower influence expectations should lead to lower job satisfaction as an outcome (Lepold et al., 2018). Perceived organizational support is one of the determinant factors of job satisfaction. Perceived organizational support contributes to job satisfaction by assuring employees that support is always available (Benarto et al., 2020). As a resource in an

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organization, perceived organizational support can make employees feel a range of good emotions based on the support and understanding of coworkers and supervisors, as well as the confirmation of their skills (Chen & Liao, 2006). Job autonomy in work scheduling is very important to certain groups of people and allows for them to be productive at different times of the day. Employees who had the ability to have a flexible work schedule were much more likely to report a balance between work and family (Wadsworth & Facer, 2016). Eventually, the act of allowing people to be autonomous in the workplace will allow them to become more engaged in their work and push them to be more satisfied and productive (Sigh, 2016).

1.1.3   Caregivers of People with Disability

Caregivers usually care for people who are incapable of really focusing on themselves, for instance, kids, disabled people, or the elderly (Koopmanschap et al., 2008). Family caregivers play an important role in the wellbeing of disabled children. A caregiver is defined as "the parent (either mother or father) or other family members (grandmother or grandfather, siblings, aunt or uncle, and adoptive parent) of the disabled child who is responsible for parenting or caring for the disabled child" (Siti Nor Ismalina, et. al., 2016). According to the Department of Social Welfare (2019), the number of people with disabilities in Malaysia between the ages of 6 and 60 years is increasing. In the context of this study, caregivers are defined as parents, heirs with blood ties, or caregivers with no blood ties who care and live with people with disabilities without an age limit who rely on the caregiver their entire life and live in a house as a family. Caregivers also play a role as employees working in various organizations, either in the government or private sector. People with disability are categorized into seven types of special needs, namely, visually impaired, hearing impaired, physical, learning disabled, speech impaired, mental and others. Table 1.1 shows the number of people with disabilities by category of disability and age.

Table 1.1 : Registration of People with disability by Category of Disabilities and Age Group, 2019 in Malaysia

Age Group	Visually Impaired	Hearing	Physical	Learning Disability	Speech	Mental	Others	Total
Children	7,192	9,285	25,611	140,924	1,221	797	11,816	196.846
Below 6 years	1.475	2,564	8,476	31,123	458	11	5,298	49,405
7 - 12 years	2,775	3,370	7,878	77,088	577	63	4,078	95,829
13 - 18 years	3,168	3,351	9,257	32,713	186	723	2,440	51,612
Adult	41,453	29,391	171,803	48,774	1,591	44,604	13,733	351,346
19 - 21 years	1.546	1,689	5,990	10,232	74	1,247	1,101	21,879
22 - 35 years	7,975	8,490	33,138	24,394	472	14,305	4,415	93,189
36 - 45 years	7,524	5,206	31,937	8,197	358	13,343	2,693	69,258
46 - 59 years	13,762	7,748	61,090	5,262	456	12,537	3,456	104,311
60 years and above	10,647	6,258	39,648	689	231	3,172	2,068	62,712
Total	48,645	38,676	197,414	189,698	2,812	45,401	25,549	548,195

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1.1.3.1   Increasing Number of People with Disability

Referring to the annual report from 2015 to 2019 by the Department of Social Welfare's (DSW), the total registration of people with disability increased each year from 2015 to 2019 as shown in Figure 1.1. However, it is believed that there are still a number of people that have failed to register with this department. Local experience has shown that almost all of the children who are reported to the Welfare Department do not end up on the national registry, and even more of them are not even noticed (Amar, 2008).
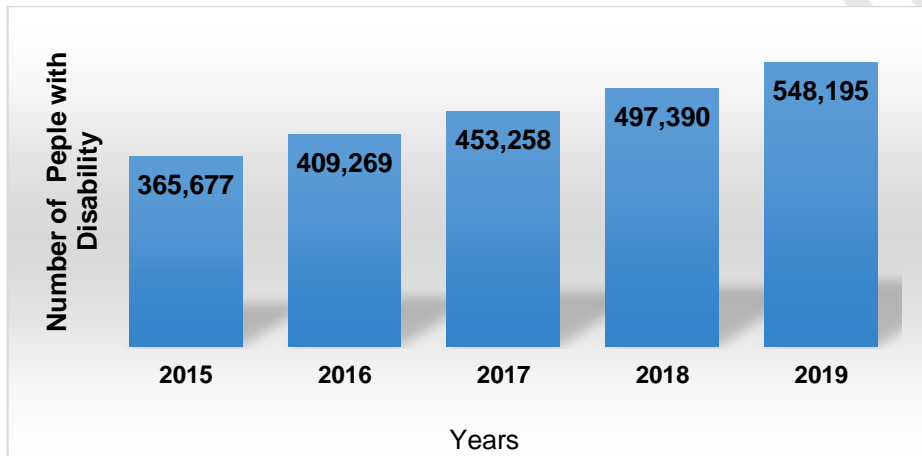
Figure 1.1 : Chart of Registration of People with Disabilities (PWD's), 2015-2019 in Malaysia

This increasing number of disabilities also occurs on a global basis. Over a billion people are thought to live with some sort of disability, according to the World Health Organization (WHO). This equates to around 15% of the world's population. Between 110 million (2.2 %) and 190 million (3.8 %) of people aged 15 and above have major functional impairments. Furthermore, disability rates are rising, attributable in part to an aging population and an increase in chronic health issues (Official WHO website, 2020).

This increasing number of people with disabilities indicates an increment in the quantity of caregivers of people with disability. As a responsible organization, this must be taken seriously because it will affect their employees' working life who take on the role of caregiver. Additional care obligations have been found to have an influence on parents' employment engagement in the past (Cole et al., 2016).

1.1.3.2   Issues of Caregivers of People with Disability in Malaysia

In general, caregivers of people with disability in Malaysia feel burdened by the high financial costs and pressures that have an impact on their mental health associated with caring for these individuals. It can be significantly overwhelming for parents who have to care for their child with a learning disability. Parental stress could cause psychological to physical strain over a long period of time, resulting in dysfunctional areas in parents' lives (Anuar et al.,2021). Sheikh et al. (2018) indicated that parents with emotion-focused coping strategies were highly likely to become more stressed than those who adapted problem-focused coping strategies. They have also said that parents whose way of coping was based on their feelings were more likely to have anxiety and depression.

A survey conducted in Kelantan by Surianti, Raishan, Azizah and Mohd (2017) reports that living with disabilities generates extra costs and a majority of the mothers surveyed were not able to afford the resources they believe are essential for their disabled children. Amar (2018) further states that the cost of raising disabled children includes pediatric treatment, physiotherapy and occupational therapists, speech or language therapists, and child psychology. All of these treatments are important to ensure the positive improvement of their child. Meanwhile, development costs refer to domestic helpers, nurseries, special education, special diets, daily necessities and insurance. These costs fall in the range of RM 25,763 to RM 37,905.

In relation to that, caregivers cannot focus on their careers and balance the two roles. When caring for a child with disabilities, it is likely that the caregiver will require a high level of integration between their work and family roles in order to meet their child's needs (Norliza Saiful Bahry et al., 2019).

1.1.3.3   Issues of Caregivers of People with Disability at International Level

The issues caregivers face in the international arena are nearly identical to those in Malaysia. Substantial evidence highlights the difficulties that family caregivers experience during "normal" times when supporting a child with intellectual disabilities, such as depression, stress, and caregiver burden, as well as their need for a supportive environment, especially if economically disadvantaged (Willner & Goldstein, 2001; Hastings, 2002; Resch et al., 2012). Compared to parents of children without chronic illnesses, parents of chronically ill children face greater financial difficulties and limited employment opportunities. Additionally, financial concerns and social isolation contribute to caregivers' perceived burden of care and well-being (Resch et al., 2012; Thompson et al., 2014), as well as poorer mental health and increased stress levels (Perrin et al., 2007).

During the COVID-19 pandemic, this pressure increases to the point of burdening their financial costs. The COVID-19 pandemic has caused major changes in the lives of many informal caregivers of children with intellectual disabilities. The full effects of these changes are still not known (Courtenay & Perera, 2020). Previous research has revealed that families of children with disabilities or complex health needs can experience physical, social and emotional stress in coping with day-to-day living in the United Kingdom (Whiting et al., 2019). A recent study asking parents of children with special education needs and disabilities in the UK how COVID-19 affected their own mental health and that of their children found that both parents and children experienced loss (loss of routine, loss of support network and structures, loss of specialist input and, for a minority, financial loss), worry and changes in mood and behaviour, with some parents reporting feeling overwhelmed with the new demands placed on them without extra support or respite (Asbury et al., 2020).

At the same time, people have different levels of personal resources to cope with the demands of caregiving, so the same level of caregiving may create a greater burden for certain individuals, and as such, may lead to greater conflict between work and family roles that both require the same resources. Thus, caregiver burden deserves further research in terms of its impact on both work-family dynamics and the health of employed caregivers (Kayaalp et al., 2020).

1.1.3.4   How Job Satisfaction is Affected Among Caregivers of People with Disability

The most frustrating issue for employees as a caregiver of people with disability is the negative perception and stigmatization by employers and organizations toward them who think this group of employees is problematic and they do not believe in their capabilities. Workplace disclosure may result in courtesy stigmatization, the stigmatization of family members and acquaintances related to an individual with a disability. Immediate relatives frequently report being exposed to separation and avoidance because of their relationship with the disabled child or youth (Rosenzweig, Malsch, Brennan, Mills & Stewart, 2010).

This perception happens when these employees are always faced with ethical issues in the workplace, such as absenteeism, being late for work, often taking unplanned leave, not focusing on work, causing disruption to productivity. Exceptional caregiving responsibilities create distractions, disruptions, and absences from the job. They may be viewed as problematic employees by coworkers and bosses (Rosenzweig et al., 2009). While working and caring for special-needs children, 78% of people arrive late, leave early, or take a short-term or long-term leave of absence at some point (American Association of Retired People and National Alliance for Caregiving, 2009). There were cases where some of these employees were terminated from work due to these ethical issues. According to our data, workers who live with a child with a medical issue are 48% more likely to be laid off. Each adult with disabilities for whom an employee is accountable increases the chance of losing pay by 29% (Earle &

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Heymann, 2012). A total of 27% of caregivers reported dismissal from their job due to work disruptions caused by caregiving responsibilities (Rosenzweig et al., 2004b).

Challenges in the workplace often occur when employers or organizations find themselves unable to understand the status of employees as caregivers of people with disability. As a result, these employees often feel that their employers do not support them and cannot tolerate the freedom in working hours. Due to the many conflicting requirements of both full-time work and caregiving for their child, those parents often find it difficult to balance their schedule and/or take leave from their paid employment (Shirley et al., 2017). Parents of people with disability said their employers do not support them and hurt them through negative words when they ask for schedule or leave modifications to take care of their children (George et al., 2008).

These employees also often fall victim to workplace discrimination when they are often ignored by employers for promotion and career development. When compared to parents raising children without disabilities, these parents work fewer hours (Matthews et al., 2011; Cidav et al., 2012), have fewer chances for training and development (Matthews et al., 2011), have fewer possibilities for promotions (Matthews et al., 2011), and are less likely to be in the labor market (Cidav et al., 2012).

These employees also do not believe they are capable of taking on responsibilities and always have negative expectations for the outcome of their work. More than one-third of fathers reported that caring for their children had hampered their job opportunities or career advancement, particularly those with severely disabled children (Wright et al., 2015). On account of the time commitment expected to care for their children, particularly with appropriate childcare choices lacking, parents report making various work changes, including a decrease in total paid hours, getting a less challenging line of work, or declining tasks or advancements that include extended periods of time or travel (Rosenzweig et al., 2002). A study of Danish caregivers (Primdal Kvist et al., 2013) found that parents of children with attention deficit hyperactivity disorder (ADHD) worked fewer hours and made less money.

With the challenges of life faced by caregivers of people with disability, it can affect their personalities which can affect their career performance. According to Morris (2012), there are positive spillover and negative spillover that affect the working parents of disabled children. Additional studies revealed that caregiving needs were higher for women with older children, resulting in stronger respite effects while at work. Negative affectivity is considered a personality trait (Judge et al., 1997).

Employees as caregivers of people with disability also feel they do not have the desire to improve the knowledge and skills they have for their career development. For them, their job is a source of financial resources. Shearn and

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Todd (2000) stated that most caregivers of people with disabilities work for reasons of financial need, and this has affected the desire to use existing abilities to show their identity. Previous research has found that caregivers of people with disability have decided not to continue their studies at a higher level, and they have forgone the desire to develop their careers. This is agreed upon by Boyce and Barnett (1995); Freedman et al. (1995); Porterfield (2002); Case-Smith (2004) and Parish (2006).

However, despite the various challenges they receive at work, what causes caregivers to continue working is that they need income to cover the cost of living with people with disability. Maintaining a full-time job and caring for a child with special needs is undoubtedly difficult (Shirley et al., 2017). Parenting a child with disabilities goes beyond 'ordinary' parenting, and the parents must cope with many changing demands related to their child's specific needs (Siti Nor Ismalina, et. al., 2016). Therefore, it is inevitable that they must have a firm belief in their work to continue surviving in the organization. Bandura (1977) defines self-efficacy beliefs as a person's conviction in his or her capability to accomplish a challenging task.

From the previous discussion, it shows that job satisfaction among caregivers of people with disability is affected. Job satisfaction is not only how an individual feels about their job but also the nature of the job and the individual's expectation of what their job should provide (Lu et al., 2012). Job satisfaction is linked to worker productivity, dedication, and reduced turnover intentions (Griffeth, Hom, & Gaertner, 2000; Judge, Thoresen, Bono & Patton, 2001; Meyer, Stanley, Herscovitch & Topolnytsky, 2002). It is the responsibility of HRD professionals to pay equal attention to this group as they do to other employees, given that this group also contributes to the growth of the organization. A supportive HRD climate is characterized by tendencies such as treating employees as the most valuable resources; pursuing the development of employees as the responsibility of every manager; believing in the capability of employees; communicating openly; encouraging risk taking and experimentation; making efforts to help employees recognize their strengths and weaknesses; creating a general climate of trust, collaboration, and autonomy; supportive personnel policies; and support for HRD initiatives (Reddy et al., 2019).

The majority of previous studies on caregivers of people with disabilities employed qualitative research methods and focused solely on the challenges they face at work. Particularly under-discussed are studies on caregivers' job satisfaction, including individual differences, working conditions and outcome.

1.1.4   Model of Work Satisfaction and Model of Proactive Behavior

The Model of Work Satisfaction by Lent and Brown (2006) presents a fourth social cognitive model for understanding the satisfaction experienced in vocational and educational pursuits. The initial process model proposed a series of causal relationships between predictor variables, such as (a) personality and

affective traits; (b) goal-relevant environmental supports, resources, and obstacles; (c) self-efficacy; (d) expected work conditions and outcomes; and (e) goals and goal-directed activity, and explained the direct and indirect influences these variables had on an individual's experience of work satisfaction (Lent & Brown, 2006a).

This model clearly explains the direct relationship between work condition and outcome factors (expectancy outcome, perceived organizational support, and job autonomy), individual differences (self-efficacy and personality traits), and job satisfaction. In addition, this model also explains the mediating relationship of learning goal orientation between the factors of work condition and outcome (expectancy outcome, perceived organizational support, and job autonomy) and job satisfaction. However, there is a gap in the explanation of the mediating relationship of learning goal orientation between the factors of individual differences (self-efficacy and personality traits) and job satisfaction. Therefore, to overcome this, this study has incorporated the Proactive Behavior Model by Crant, 2000. Crant's model clearly explains the mediating relationship of learning goal orientation between the factors of individual differences (self-efficacy and personality traits) and job satisfaction.

These two models have been widely used as the basic model for job satisfaction studies, such as the studies by Guarnaccia et al. (2016); Parera et al. (2018); Valero and Hirschi (2019) and Rashid and Huzaifa (2021), who use the Model of Work Satisfaction (Lent & Brown, 2006); and a study by Li et al. (2017); Gatti et al. (2017); Meyers (2019), which uses the Model of Proactive Behavior (Crant, 2000). However, it was found that there is a lack of studies that combine these two models in previous studies to get a clear picture of the role of learning goal orientation in the relationship between individual differences factors and work condition, as well as between outcome factors and job satisfaction.

1.1.5 The Role of Job Satisfaction in Human Resource Development (HRD)

HRD, according to Werner and DeSimone (2011), is defined as a collection of systematic and planned activities undertaken by a company to provide its workers with the chance to learn vital skills to meet current and future work needs and is a key influence on job satisfaction (Kooij, 2010). Through organizational development, HRD attempts to build and unlock human expertise (Swanson & Holton, 2008). HRD's main goal is to enhance organizational performance by enhancing workers' talents (Swanson, 1987).

Bin Shmailan (2016) defines job satisfaction: "is the way an employee feels about his or her job." (Job satisfaction is the way employees feel about themselves or their jobs). Thrun (2014) defines job satisfaction as the general attitude of individuals toward their work. An individual's attitude can involve being satisfied or dissatisfied with all dimensions of his work. Hanaysha and Tahir (2016) suggest that job satisfaction is closely related to the attitude of employees

toward their own work, work situations, and cooperation between leaders and fellow employees. Job satisfaction is an important notion in human resource development literature that represents the interests of employees (Guest, 1999).

HRD is supported and explained using three core theory domains of psychological theory, economic theory, and System Theory (Swanson, 1995). Each of these theories is unique, but together they frame the core theory of HRD. Economic theory is the primary driver and acts as the survival metric of an organization. System theory focuses on the system's and subsystem's purpose, relationships, and components. Humans, on the other hand, are recognized as productivity and renewal agents in cultural and behavioral nuances by psychological theory. The three theories are presented in a three-legged stool that should support and complement each other in times of uncertainty (Swanson & Holton, 2008). The whole theory of HRD is presented in Figure 1.2 below. Ethics play a role as a supporting theory but not a core theory. Researchers have highlighted the contribution of ethics in HRD practices, which contribute to employee job satisfaction, employee development, profit and growth, and respect towards personal dignity (Armitage, 2010), established corporate values (Geroy, Jankovich, Hyden & Wright, 1997), and more efficient organizational learning and development (Civelli, 1997). To conclude, the fulfilment of ethics in HRD enhances an employee's efficiency and inculcates positive behavior among employees in an organization.
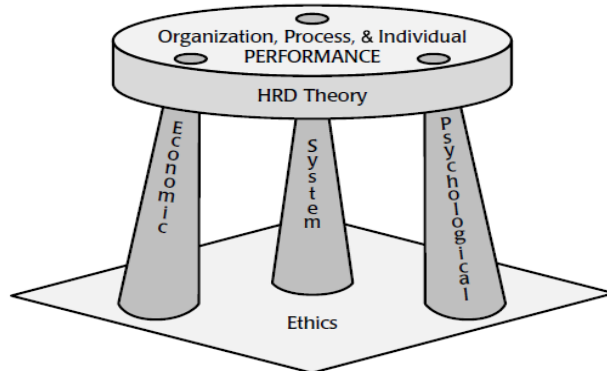
Figure 1.2 : The Theoretical Foundations of HRD
(Source: Swanson and Holton (2008, p. 93)

1.2   Statement of the Problem

Most studies related to job satisfaction are conducted on employees who are not caregivers. Few concentrated on job satisfaction among employees as caregivers for people with disability. Therefore, the study of job satisfaction among employees who are caregivers for people with disability need to be

expanded to ensure that the issues they face are highlighted and addressed. However, it may also be useful to explore job satisfaction in addition to whether a person with intellectual development (ID) is in employment (Langley et al., 2020).

Predictors such as self-efficacy, personality traits, outcome expectancy, perceived organizational support and job autonomy have long been identified as predictors that influence job satisfaction. While studies related to the work life of caregivers have touched on issues such as caregivers feeling a lack of organizational support, lack of flexibility and decreased motivation levels, no studies have been conducted to link the issue of caregivers with the predictors that have been mentioned. This study found the problems these caregivers face and linked them to the predictors involved.

This study employed the Model of Work Satisfaction by Lent and Brown (2006) as the foundation theory intergrated with Crant's (2000) Model of Proactive Behaviours to capture the idea of job satisfaction. Prior research findings also found that the use of the combination of these two models was lacking. As such, this research uses both models to determine the level of job satisfaction among caregivers of individuals with disabilities.

Studies related to the life of caregivers of people with disability are mostly conducted through qualitative methods; in general, they are related to the challenges of their personal life and work life and not specifically to studies related to their job satisfaction. There are constraints and shortcomings of studies conducted on employees as a caregiver for people with disability specifically on the issue of job satisfaction using quantitative methods. This study is conducted to identify the real issues faced by caregivers related to job satisfaction quantitatively. Quantitative research is a research strategy that focuses on quantifying the collection and analysis of data (Bryman & Alan 2012). This method is used because the quantitative research method generally uses statistical analysis. It is more objective and results oriented. In addition, this quantitative method is often associated with data numbers and accuracy. This research method has the following characteristics, it is descriptive or explanatory from specific and narrow, this method can be measured or observed, and it involves a large number of respondents. Aliaga and Gunderson (2002) describe quantitative research methods as explaining an issue or phenomenon through gathering data in numerical form and analyzing it with the aid of mathematical methods, in particular statistics.

Most studies related to caregivers of people with disability are conducted separately on those who have children with disability or adults with disability. There is a lack of studies on caregivers who are taking care of people with disability to include children and adults in one study. Children and the elderly are the two most popular categories of care recipients (Kosseketal, 2001). Several research studies have looked at the consequences of caring for these two kinds of care beneficiaries (e.g., Emslie et al., 2004). Accordingly, this study is a

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comprehensive study of employees as a caregiver who take care of people with disability including children and adults who are aged from below 6 years to over 60.

There is a lack of research on the predictor learning goal orientation as a mediator, in most of the research, it is a direct predictor of job satisfaction (Barnett & Bradley, 2007; Lent et al., 2010; Johnson, 2013; Chang et al., 2014; Foley & Lytle, 2015; Flores et al., 2016; Kim et al., 2018). From their previous studies, Barnett and Bradley (2007); Brown et al. (2008); Tyler et al. (2012); Hsu and Liao (2015); found that learning goal orientation was a mediator. There is a possibility that learning goal orientation may have a mediating impact on the relationships between predictors and job satisfaction. So, this study uses two models by Lent and Brown (2006) and the Model of Proactive Behavior (Crant, 2000) to explain the role of learning goal orientation as a mediator.

1.3 Research Objectives

1.3.1 General Objective

The researcher will investigate the predictors of job satisfaction among caregivers of individuals with disability or impairment and the mediating impact of learning goal orientation in the state of Selangor.

1.3.2 Specific Objectives

1. To determine the level of job satisfaction among caregivers of people with disability in Selangor.

2. To determine the level of predictors (self-efficacy, personality traits, outcome expectancy, perceived organization support, job autonomy, and learning goal orientation) among caregivers of people with disability in Selangor.

3. To determine the relationship between predictors (self-efficacy, personality traits, outcome expectancy, perceived organization support, job autonomy, and learning goal orientation) and job satisfaction among caregivers of people with disability in Selangor.

4. To determine the influence of predictors (self-efficacy, personality traits, outcome expectancy, perceived organization support, job autonomy, and learning goal orientation) and job satisfaction among caregivers of people with disability in Selangor.

5. To determine the mediating effect of learning goal orientation on the relationship between predictors (self-efficacy, personality traits, outcome expectancy, perceived organization support, and job autonomy) and job satisfaction among caregivers of people with disability in Selangor.

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1.4   Significance of Study

For the theoretical expansion, the present study expanded the Model of Work Satisfaction by Lent and Brown (2006) by integrating the model with the Model of Proactive Behaviours (Crant, 2000). The integration resulted in a new model of the study for predictors of job satisfaction among caregivers of people with disability. The integration model reveals that predictors self-efficacy, outcome expectancy and job autonomy affect job satisfaction. Self-efficacy is the most influential predictor compared to the other predictors.

Furthermore, this study is also expanding the scope of study on job satisfaction research in the context of caregivers of people with disability by employing the Model of Work Satisfaction by Lent and Brown (2006) and integrating it with the Model of Proactive Behaviours (Crant, 2000). By employing the integrated model, the actual issues faced by caregivers of people with disability were clarified by identifying the existence of job satisfaction issues among them. In fact, it will also dismantle and analyze the predictors that affect job satisfaction.

This study employed quantitative methods that contributed to the research methodology. As previously stated, most studies on employees who are caregivers for people with disability are conducted to identify workplace challenges in general and do not specifically identify job satisfaction through qualitative methods.

From a practical standpoint, job satisfaction is a key barometer of HRD effectiveness. The findings from this study can alleviate the human capital management function, in particular, understanding how to care for employees who are caregivers of people with disabilities, as well as guarantee that organizational growth is given the attention it deserves. HRD practitioners need to realize that employees as caregivers of people with disability also have the same bright potential and future as other employees and are able to make an impact on organizational development. For the common good, perceptions that view these employees as having problems must be abandoned, and the need to build a positive perception should be pursued. These employees can be provided with the appropriate programs or training to increase motivation and develop skills and knowledge that will contribute to organizational development. This was agreed upon and proposed by a number of researchers in previous research (Rosenzweig & Huffstutter, 2004; National Business Group, 2009; Brennan et al., 2011; Rosenzweig et al., 2011; Wankoff, Rosenzweig & Brennan, 2011).

1.5   Scope and Limitation of Study

This study only relates to job satisfaction among caregivers of people with disability Therefore, the conclusion made is about these caregivers only and not the whole.

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This study examines the relationship between individual differences factors, work condition and outcome factors, and caregiver job satisfaction. Meanwhile, the data collection process uses a questionnaire. Therefore, the study can only be evaluated based on quantitative data and does not include qualitative data. Consequently, the precision and dependability of this study depend on instruments with high accuracy and reliability.

In addition, this study faces challenges related to the number of caregivers of people with disability who are going to be the respondents. The Department of Social Welfare (DSW) does not have data on the number of caregivers in Malaysia, and this may result in this study not having a total population. Accordingly, this study employed cluster random sampling and purposive sampling as a sampling procedure.

People with disability must attend the Community-Based Rehabilitation (CBR) center for 7 days a month. They do not have to attend the center every day. This presents a challenge in getting respondents to respond to the survey questions because they will only be at the CBR center on certain days of the week. In relation to this, this study solicits the assistance of officials responsible for managing the CBR in each district selected for this study, as well as the assistance of supervisors at each CBR center.

The reference literature on job satisfaction among caregivers of people with disability that applies quantitative methods is very limited. In this regard, this study makes references to the literature that studies the challenges of the working life of employees as caregivers of people with disability in general, conducted through qualitative methods that are mostly from foreign countries. In addition, the study also makes references to research literature that were conducted related to job satisfaction on employees who do not hold the role of caregivers and were conducted through quantitative methods. Through these two types of references, the study obtains information related to the issues encountered as well as traces the issues that have not been studied but that are to be studied in this research.

This study is conducted in the state of Selangor and not for the whole of Malaysia due to the distance to the other states that will involve high costs and expenditures. Ary et al. (2002) note that the sample elements in this method are typical and representative of the population. They are also cheaper and more convenient to use. However, referring to the number of trainees (people with disabilities) who participated in CBR training in 2019 (the latest annual report issued by the Department of Social Welfare (DSW) on the website as of July 2022) shows that Selangor is the third highest state (2,392) followed by Johor (2,593) and Sarawak (2,253). This number gives an initial impression that the number of caregivers is also the same according to the number scale. This picture also gives a clear indication of the amount of sample size to be studied that is sufficient according to the needs of Structural Equation Modeling (SEM)

analysis. This factor is also the main reason why the state of Selangor was chosen.

1.6   Assumption

This study considers a few primary assumptions. First, job satisfaction among caregivers of people with disabilitiy need to be sustained and taken care of, especially by employers and organizations. Second, a high degree of employee job satisfaction ensures the growth of the organization. Therefore, the study chose to employ known instruments from abroad to guarantee the level of job satisfaction in this study is accurate. Third, this study assumed that western instruments are appropriate and applicable for use in this current study of job satisfaction among caregivers of people with disabilities. Finally, the independent variables that are included in the study are acknowledged as relevant variables that contribute to job satisfaction based on the literature review. The purpose of this study is to investigate the relationships between the selected independent variables, job satisfaction, and learning goal orientation as the mediating variable in order to better understand job satisfaction among employees who are caregivers for individuals with disabilities. Therefore, these variables have been included in the framework of the research.

1.7   Conceptual and Operational Definition

Employee: Any person, irrespective of his occupation, who has entered into a contract of service with an employer (Employment Act, 1955). An employee provides labor and knowledge to an employer or a person running a company or enterprise (Archer, Richard; Borthwick, Kerry, Travers, Michelle; Ruschena & Leo, 2017).

Employees in this study are defined as anyone hired by an employer to do a specific job and anyone, regardless of employment, who has entered into a service contract with an employer in the government or private sector and serves as a caregiver for people with disability.

Caregivers : A caregiver, or carer, is a paid or unpaid member of a person's social network who helps them with activities of daily living. Since they have no specific professional training, they are often described as informal caregivers ("Informal Caregiver Law and Legal Definition," 2020). Caregivers most commonly assist with impairments related to old age, disability, a disease, or a mental disorder (Berg, 2004; Caregiver Support, 2020). Roth et al. (2015) define informal caregiving as helping family members or friends who have special needs without getting paid.

Caregivers in the context of this study are caregivers consisting of parents, heirs who have blood ties or caregivers who have no blood (adopting family) ties who care for and live with people with disabilities without an age limit that depends their whole life on the caregiver. They live in a house as a family.

People with Disability: According to the Americans with Disabilities Act (ADA) (1990), a person with a disability is someone who has "a physical or mental impairment that severely restricts one or more main life activities" or who has a "record of" or is "regarded as" having such an impairment. The term "disability" is defined as an umbrella term encompassing impairments, activity limits, and participation restrictions by the International Classification of Functioning, Disability, and Health (ICF). People with disability include people with specific needs and particular health-care requirements. ADA (1990) also defines "special needs" as: children or youth with special needs developed in relationship to special education services in public schools. People with special health care needs are called "children or youth with special health care needs." This includes people who have long-term chronic physical, developmental, behavioral, or emotional problems and need more or different kinds of health and related services than most children or youth.

The Department of Social Welfare (DSW) defines that people with disabilities have long-term physical, mental, intellectual, or emotional problems that, when faced with different challenges, might stop them from fully and effectively participating in society (OKU Act, 2008).

This study defined people with disability as someone who has a physical or mental impairment that severely restricts one or more main life activities and might prevent them from participating fully and effectively in society. They registered as disabled people or Orang Kurang Upaya (OKU) under the Department of Social Welfare (DSW).

Job satisfaction: A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). Job satisfaction is defined as a person's perception of satisfaction or enjoyment of his or her work, either in terms of the total job or a specific sector of the job (e.g., income or environment), and it is based on a combination of cognitive and emotive factors (Lent, 2008).

According to this study, job satisfaction refers to the employees who are caregivers of people with disability perception of satisfaction or enjoyment of their work.

Learning goal orientation: Learning goal orientation is a study of an employee's contribution to achieving his/her goal by acquiring new skills, mastering new situations, and improving one's competence. Learning goal

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orientation is a desire to develop oneself by gaining new abilities, dominating new circumstances, and working on one's capability (Vandewalle, 1997).

Learning goals are associated with developing their competence (Dweck & Leggett, 1988).

A learning goal orientation is defined as an individual's commitment and concern for developing one's ability, knowledge, skills, and competence through the acquisition and sharing of information about customer needs, market changes, and competitor actions, as well as the development of new technologies to create new products and services that outperform competitors (Hurley & Hult, 1998; Dweck, 2000).

It also refers to the desire to improve oneself through learning new abilities, mastering new situations, and developing one's ability, knowledge, skills, and competence through the acquisition and sharing of information, and it also refers to the actions that individuals take to achieve their goals. These behaviors occur when individuals act in a desired direction.

Self-efficacy: The belief that an individual has in their capacity to execute job related duties (Bandura,1977).

The employee's confidence in their ability to execute job-related tasks as per specification or higher.

Personality traits: Refers to Conscientiousness, Neuroticism and Extraversion

Conscientiousness: Conscientiousness is an individual's level of organization, effort, and motivation in pursuit of defined goals (Zhao & Seibert, 2006).

A fundamental trait that indicates the propensity to be responsible, organized, hard-working, goal-oriented, and to follow norms and standards.

Neuroticism: Neuroticism is defined as a lack of positive psychological adjustment and emotional stability (Judge et al., 1999).

It is frequently referred to by its low pole, "emotional stability," to describe the degree of emotional stability and impulsive control.

Extraversion: Extraversion is the degree to which people are assertive, active, enthusiastic, energetic, and domineering (Costa & McCrea, 1992).

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It refers to energy, positive emotions, urgency, assertiveness, friendliness, and a need for stimulation in the presence of people, as well as talkativeness.

Outcome expectancy: Work values and expectancy-value beliefs are included in this category because they are commonly measured by indexing individuals' judgments of how effectively the work environment meets, or is anticipated to meet, their preferences for workplace reinforcers (i.e., provides valued outcomes and conditions) (Lent et al., 2006).

Outcome expectations are shaped by information received through past performance experiences, observational learning, social encouragement and persuasion, and physiological and affective states and reactions (Lent & Brown, 2013).

It refers to employees' work values and expectancy-value judgments about the extent to which the work environment satisfies, or is expected to satisfy, their workplace reinforces preferences (which provide valued outcomes) and is shaped by information received through past performance experiences, observational learning, social encouragement and persuasion, and physiological and affective states and reactions.

Perceived Organizational Support: Managers are concerned with their employees' commitment to the organization, while employees are concerned with the organization's commitment to them (Eisenberger, Huntington, Hutchinson & Sowa, 1986; Organizational Support Theory (OST); Eisenberger, Huntington, Hutchinson & Sowa, 1986; Rhoades & Eisenberger, 2002; Shore & Shore, 1995).

According to this study, perceived organizational support refers to employees' insight that their organization appreciates their commitments and contributions, praises them, and certainly cares about their well-being.

Job autonomy: Job autonomy describes employees' views of organizations that provide discretion, flexibility, and independence in deciding methods and procedures to execute the job, control over scheduling, and the capacity to adjust and amend assessment criteria (Breaugh, 1985).

Refers to the employees' belief about the organization's extent to providing employees flexibility, independence, discretion, and judgment in their job activities.

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