

Work from Home and Work Motivation of Teachers Job Satisfaction During Pandemic COVID-19

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Abstract

The magnitude of the Covid-19 epidemic has many features of teachers' jobs, which affects teachers' job satisfaction and work motivation, especially for those who work from home. This study aims to examine the relationship between work from home and work motivation on teachers' job satisfaction. In addition, moderating the effects of school location on the relationships between work from home and motivational work on teachers' job satisfaction is also investigated in this study. This study uses a quantitative approach. A purposive sampling technique is used to collect data from 424 respondents in this study. A web-based questionnaire is used as the research instrument. The data are analyzed using PLS-SEM by using SmartPLS 3.0 software. The study reveals that working from home and work motivation has a significant effect on teachers' job satisfaction. In the interim, the school location does not moderate the relationships between work from home and work motivation on teachers' job satisfaction. This study benefits the Malaysian Education Ministry, especially the training division, school leaders, and teachers in improving the efficiency of working from home and teachers' motivation which can increase teachers' job satisfaction.

Keywords

Work from Home, Work Motivation, Job Satisfaction, Teachers, COVID-19

INTRODUCTION

The idea of working from home has proven to be one of the more popular techniques of work flexibility as it offers low-maintenance work models and flexible working hours. Representatives from all around the world are being bound to work from home because of the Covid-19 outbreak. To supplement the reducing number of students in school, educational institutions turned to offer online classes, online courses, and so on. Work from home has influenced the workspace and finally affected job satisfaction (Gurleen, 2020). In present working life, the traditional idea of working from home has been updated. Employees can work from home using various flexible work arrangements, which allow them to do so for part or all of the workweek. It is also called work from home and remote work.

Work from home is likewise offering difficulties to the teachers, which are impacting their job satisfaction. Job satisfaction has been a significant theme throughout the long term (Gopinath, 2020). An employee who is happy with his work would play out their obligations well and be focused on their work, and therefore to his organization (Gopinath, 2020).

Job satisfaction is also very important among school teachers. In the educational system, the teacher's motivation is a crucial component of overall performance since a lack of motivation is directly tied to subpar student performance and the whole education system. Regardless, teachers require the drive to perform and improve their capability and expertise (Ali Yassin et al., 2016). Motivation is a factor that influences a person's actions and work (Alia Yashak et al., 2020).

Job satisfaction is related to one of the theories of motivation suggested by Herzberg (1959). There are two elements illustrated in this theory: motivation and hygiene factors (Halimatussaadiyah & Noraini, 2015). A COVID-19 pandemic may represent a genuine challenge not only for students but also for teachers' motivation, which affects their satisfaction. Thus, teachers' motivation indirectly impacts their job satisfaction (Kulikowski et al., 2021).

Although there are many studies on job motivation and satisfaction, there is insufficient writings concerning working from home, teachers' work motivation, and job satisfaction in the new reality of the COVID-19 pandemic. Thus, the study seeks to identify the role that work from home plays in regards to teachers' job satisfaction. Moreover, this study investigates how the teachers' work motivation is affected by their job satisfaction; additionally, this study also discovers whether the school location moderating affects the job satisfaction of those teachers.

Therefore, this study aims to evaluate three main objectives: the relationship between work from home and teachers' job satisfaction, the relationship between work motivation and teachers' job satisfaction, and lastly, the role of school location as a moderator to teachers' job satisfaction.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Work from Home

Work from home has existed since the 1970s as a choice of either doing work from multiple locations like a home office or with the help of innovation (Van & Juriaan, 2011). Work from home can assist with arranging a time, work at the most useful opportunity to get to archive association from home, appropriateness of having a working environment at home, can work from home in unhealthy conditions as well as being able to care for family members (Nakrosiene et al., 2019). Work from home can further develop work execution, boost work satisfaction, lower profit expectations and can decrease the pressure as researched by previous scholars such as Kossek et al. (2006), Fonner et al. (2010), Coenen et al. (2014), Vega et al. (2015), Anderson et al. (2015) and Contreras et al. (2020).

Many researchers have found that work from home can support work-life balance significantly, such as Fisher et al. (2009), Ellis and Robert (1998), and Fedakova et al. (2017) and adversely (Wessels et al., 2019; Novianti et al., 2020). Although working from home frequently brings about higher levels of stress (Gajendran et al., 2007; Galvez, Francisco &

Jose, 2020; Contreras et al., 2020; Fonner et al., 2010), it is able to reduce stress if one has schedule flexibility (Azarbouyeh et al., 2014; Jaeseung et al., 2020).

According to employees' perspective, Eurofound and the International Labor Office (2017) state the beneficial outcomes of working from home; it is feasible to improve the balance between work-life balance, diminish turnover and decrease office space prerequisites and related expenses. Furthermore, building work satisfaction is another positive outcome of working from home, as supported by other studies (Cohen et al., 2009; Chung & Heejung, 2018; Coenen et al., 2014; Contreras et al., 2020). However, among the negative effects of working from home, from employees' point of view, are the tendency to work long hours and the overlapping between their work and personal lives (Eurofound and the International Labor Office, 2017).

The COVID-19 pandemic has caused organizations to work from home even though they may not be ready as per the framework. Meanwhile, working from home is bound to be a typical example for certain organizations even after this outbreak due to interest in infrastructure, decreased paid travel costs, representative adaptability propensities, and limited office space or day-by-day utility expenses. Further, these expenses can be viably given to labourers, yet they will put an uncalled for trouble on specialists from home (Pennington & Jim Stanford, 2020). Subsequently, the examination zeroes in on educators' work satisfaction when working from home during the COVID-19 pandemic.

Teachers' Work Motivation

According to Tukiyo (2015), work motivation is the drive from within and outside a person to do something that is seen from both internal and external aspects. Siagian (1995) shares the same view, stating that motivation is something that motivates a person to perform an activity. School administrators play a significant part to play in increasing teachers' work motivation. Some of the activities that can be carried out by school administrators to increase teachers' work motivation include implementing open management, executing clear job descriptions and functions, establishing good relations with teachers, executing continuous and comprehensive supervision, and implementing evaluation programs (Iin Nurlinawati et al., 2020). Teachers with high work motivation are expected to perform better, compare to teachers with low work motivation.

A job itself becomes a catalyst for the motivation of workers. This is because, employees will enjoy their work based on the type of assignment assigned to them (Adriana et al., 2020). These employees, in turn, will be satisfied with the results obtained and will create the nature of self-confidence that will lead to the execution of tasks more professionally.

Moreover, school leadership also assumes a significant part in determining a teacher's motivational level (Evonne & Crispina, 2017). When principals practice this type of transformational leadership at the highest level, the level of teacher's job satisfaction will also increase and they will be more motivated to carry out their duties (Fadzin Nazirin et al., 2020). Normally, people anticipate that their actions should get due acknowledgement and support. The equivalent goes for the workers. Ong et al. (2021) state that when school administrators recognize the involvement of teachers in making decisions related to school management, these teachers will feel more motivated and committed to doing their jobs.

Furthermore, the open opportunities to improve living standards are also a catalyst to the motivation of employees. No human beings just want to be static at one stage of life. They will certainly strive to improve and enhance their standard of living even more if they are given adequate opportunities to advance themselves (Alia Yashak et al., 2020). Teachers' work motivation is important to increase teachers' job satisfaction in school.

Teachers' Job Satisfaction

There is also a large body of work in this area considering teachers' job satisfaction. According to Robbins (2013), job satisfaction is a basic attitude towards a teachers' job that shows the difference between the number of rewards received and the number of rewards expected. Meanwhile, Wibowo (2010) interprets job satisfaction as a positive or negative attitude taken by a person towards their job. According to Siagian (1995), job satisfaction is a general positive attitude of a person towards life in his organization.

Herzberg's two-factor theory, which proposes that job satisfaction is dependent on intrinsic and extrinsic factors, is supported by the theory of motivation (Halimatussaediyah & Noraini, 2015). The approach posits two aspects: motivational and hygienic factors. Employees are often thrilled when their jobs provide them with many incentives, such as appreciation, a sense of accomplishment, and respect. On the other hand, if motivational factors are not achieved, employees will not have job satisfaction (Hsu et al., 2019). From the context of this study, job satisfaction refers to teachers' satisfaction to work from home with extrinsic motivation.

The Relationship between Working from Home and Job Satisfaction

Working from home can increase job satisfaction (Virick et al., 2010). Working from home causes employees to be unable to differentiate between working time and time with family, which causes the employee to face stress problems (Liu, Ling & Lo, 2018) and influences job satisfaction. Manoj Bhattara (2020) states that the majority of employees were satisfied working from home during the pandemic times. When the government has proclaimed a crisis due to the Covid-19 outbreak, almost all organizations have had to work from home and endeavour to foster better approaches to put together work to help and further develop their balance between serious and fun activities (Belzunegui-Eraso & Erro-Garces, 2020). One of the elements that may flourish due to working from home is their satisfaction (Ellis & Webster, 1998). Working from home boosts job satisfaction and impacts workers' well-being, stress-related outcomes, and satisfaction in varying ways (Roz, 2019; Jaeseung et al., 2020). While teachers have a generally positive view of working from home, they do view it as a tough position. School administrators can make teaching from home a fulfilling career by helping teachers (Gurleen, 2020). Thus, it is proposed that

Hypothesis 1 (H1): Work from home is positively related to teachers' job satisfaction.

The Relationship between Work Motivation and Job Satisfaction

Othman, Rahman and Hanafi (2018) found a significant and positive relationship between job satisfaction and work motivation. Job satisfaction can assume a significant part as an independent variable on employee motivation in an organization. Work motivation has a critical relationship with the job satisfaction of the health personnel of State Civil Apparatus to continue working at Puskesmas (Iin Nurlinawati et al., 2020).

Danish et al. (2010) also found a positive relationship between all components of job satisfaction with the work motivation. The findings of a study by Susana and Anna (2018) conducted a study among public sector employees in Spain, and Poland found a positive relationship between job emotional and job satisfaction. Thus, it is proposed that

Hypothesis 2 (H2): Work motivation is positively related to teachers' job satisfaction.

The Relationship between School Location and Job Satisfaction

Aside from the challenges faced by educators, students' insights and challenges towards online learning during this pandemic should also be addressed (Sah Alam et al., 2020). Online learning during the COVID-19 pandemic has posed a barrier to students who live in rural areas. Previous studies have shown that this constraint is mostly faced by students from the B40 group and students in rural areas, in which students face challenges of poor internet access (Syahyudin, 2019; Nur Akalili & Nurfaradilla, 2021).

Nonetheless, teachers from rural schools have high job satisfaction than their urban counterparts (Stephen, 2007; Irshad and Wahid, 2017). Teachers from rural areas are more satisfied with teaching and their salaries even though the percentage of the teachers from rural areas is smaller compared to the teachers from urban areas (Stephen, 2007).

Markow et al. (2006) find that teachers from urban areas are less motivated and have low job satisfaction compared to teachers from rural areas. Teachers in urban schools with minority and low-income students experience higher stress and lower job satisfaction than teachers serving students in suburban and rural areas. Chih-Chung et al. (2017) and John (2007) also state that job satisfaction among teachers in rural areas is higher than teachers in urban areas. However, school location does not play a role as a moderator of teachers' job satisfaction (Paula & Liberty, 2020).

Abdul Aziz et al. (2017) measure the degree of the organizational environment that impacts teachers' job satisfaction according to school location. The findings of the study show that there are no significant differences in the degree of organizational environment work according to school location. However, it shows a significant difference in the degree of teachers' job satisfaction according to school location. However, in our study, school location is operationalized as a moderator. Thus, it is proposed that

Hypothesis 3 (H3): School location moderates the effect of teachers' job satisfaction.

THEORETICAL BACKGROUND

Herzberg's Two-Factor Motivation Theory

This study is based on Herzberg's Two-Factor Motivation Theory by Frederick Herzberg. Herzberg (1959) is one of the masterminds in the field of management and motivation (Alia Yashak et al., 2020). This theory focuses on working environment conditions in determining the degree of job satisfaction combined with the motivation factor, which is named an intrinsic factor and the hygiene factor as an extrinsic factor.

Herzberg’s Two-Factor Motivation Theory is used in this study because this theory focuses more on the level of employee motivation in an employee organization. In addition, this study focuses on work motivation factors as well as work from home factors on teacher job satisfaction. Intrinsic motivation comes from within an individual. According to Herzberg (1968), the factors under the dimension of hygiene will not make an employee feel more motivated. Instead, it will prevent or reduce their dissatisfaction with their job. Therefore, it is more important if the school gives matters that are related to the dimension of motivation more accentuation to increase the teacher’s motivation.

Work from Home

After the spread of the COVID-19 pandemic, most organizations changed from working from the workplace to working from home, for example, through cyberspace. Almost all employers had to work from home due to the COVID-19 outbreak. Following the acceleration of COVID-19 cases, federal and local governments announced an emergency that has caused and constrained organizations to think of virtual work strategies as a new norm.

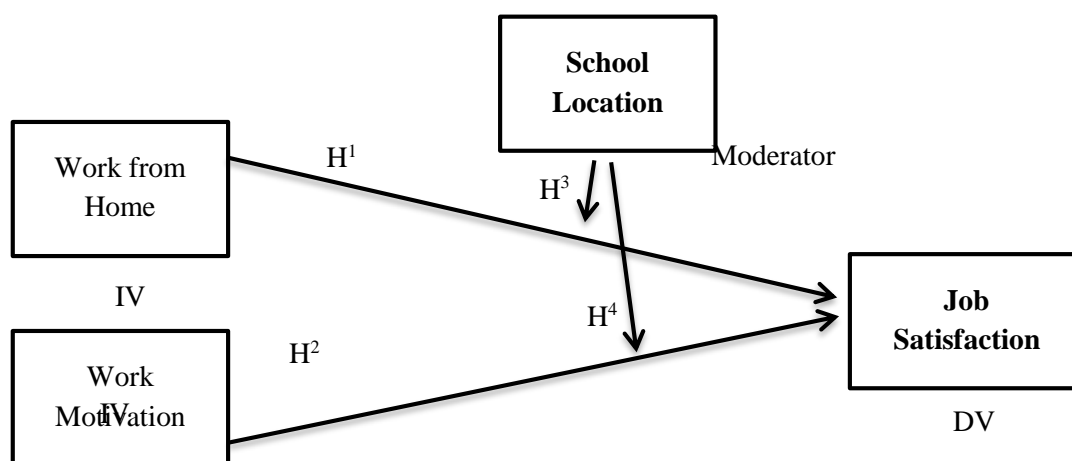


Figure 1. Research model

Working from home is not a new norm; it has been practised since the appearance of media communications. Media communications became very popular in the 1970s for disseminating information (Caves, 2004). In the 1990s, media communications turned into a style of mainstream society (Woody, 1995). Media communications have long been used in different fields, including business, industry, government, and non-governmental affairs. The development of the internet in the 1980s made the strategy of working from home even more famous. Wi-Fi facilities, the improvement of cell phones, the rise of different online media applications, and interesting and useful features also cause many employees to feel at ease to use and thus increase job satisfaction when working from home (Mahmoud & Gregory 2010). The research model of this research can be seen in Figure 1.

METHODOLOGY

This study uses empirical analysis. A quantitative approach is used to comprehend the relationship between the deliberate variables (work from home, work motivation, and job satisfaction) through a questionnaire instrument (online) in the third phase of the COVID-19 epidemic in Malaysia. The population of the study establishes the Malaysian teachers who

have been working from home during the COVID-19 pandemic. Preschool, primary schools, and secondary schools from urban and also rural area schools teachers have been selected as the population of this study.

In this research, a purposeful sampling technique, which is not at random, is employed to record respondents' responses. The group receive 500 answers (n=500). Teachers are chosen as subjects of the study based on their availability and susceptibility to contact.

The study is designed to gather information from Malaysian school teachers who have been working from home through a questionnaire survey. Questionnaires are distributed to target respondents. For the response rate that was not reassured, respondents are personally approached and briefed about the purpose and significance of the study. This strategy satisfactorily increased the response rate, and 424 questionnaires were received altogether. A 5-point Likert scale is used to measure the degree of agreement on the statements in the questionnaire. The scale ranges from 1 to 5, indicating strong disagreement to a strong agreement. Eventually, 424 questionnaires were analyzed using SmartPLS 3.3.3 version.

RESULTS AND DISCUSSION

Respondents Profile

Various respondents' demographic profiles are shown in Table 1. This demographic information includes the sex, age, working period, region and academic qualification of the teachers in Malaysia.

Table 1: Respondents' Profiles

Particular	Variables	Frequency	Percentage
Sex	Male	99	23.3
	Female	325	76.7
	Total	424	100
Age	25 - 35	67	15.8
	36 -44	159	37.5
	45 - 55	157	37.0
	> 56	41	9.7
	Total	424	100
Work period	0-5 Years	29	6.8
	6-10 Years	44	10.4
	11-15 Years	91	21.5
	16-20 Years	88	20.8
	21-25 Years	82	19.3
	>25 Years	90	21.2
Total	424	100	
Region	Northern	105	24.8
	Central	170	40.1
	Southern	55	12.9
	East Coast	44	10.4
	East Malaysia	50	11.8
	Total	424	100
Academic	PhD	5	1.2
	Master	131	30.9
	Degree	270	63.7
	Diploma	17	4.0
	Teaching Cert.	1	0.2
	Total	424	100

Table 1 also shows that about 76.7 per cent of the teachers are females while the remaining are males. This result reveals that the majority of respondents who take part in this study are female teachers. In addition, the teachers' circulation in terms of age range shows that at least half of the teachers are in the age range of 36 to 55 years old, while the remaining teachers are less than 36 years and more than 56 years old. It shows that these two categories of teachers actively participate in the study. Further, teachers' working period categories range between 0 to 5 years (6.8 per cent), 6 to 10 years (10.4 per cent), 11 to 15 years (21.5 per cent), 16 to 20 years (20.8 per cent), 21 to 25 years (19.3 per cent), and the rest of the teachers who worked over 25 years (21.2 per cent). Next, as far as school region level is involved, the teachers are distributed across the country, northern, central, southern, east coast, and East Malaysia regions. Nearly half of the teachers come from the central region, while 60 per cent of the teachers are from the northern, southern, East Malaysia, and east coast areas. Given the educational background, most of the teachers are Degree holders. Next, teachers with a Master's made up about 30.9 per cent of the total teachers.

The SmartPLS 3.3.3 (Ringle et al., 2015) version of Partial Least Squares (PLS) modelling is used as a statistical tool to explore the measurement and structural model, as the assumption of normality is not required, and this is typically the case with survey research (Chin et al., 2003). First, the investigation is on the possibility of Common Method Bias by testing for full collinearity (Kock & Lynn, 2012; Kock, 2015). The approach utilizes a common variable that is regressed against all of the variables. If the VIF is below 3.3, the data will be unbiased. The data's single-source bias is not a problem because the study gives a VIF value of less than 3.3, as shown in Table 2.

Table 2: Full collinearity testing

JS	WFH	WM
1.686	1.236	1.610

Note: JS = Job satisfaction, WFH = Work from Home, WM = Work Motivation

Measurement Model

For the two-step analysis, this study used Anderson and Gerbing (1988) as a guide. To ensure the instruments used in the study fit the criteria, we examine a validity and reliability test of the measurement model, further a structural model to examine the developed hypothesis by utilizing Hair et al. (2019) and Ramayah et al. (2018).

We employ loadings, the composite reliability, and average variance extracted (AVE) for the measurement model (CR). The minimum AVE should be 0.5, the minimum CR should be 0.7, and the minimum outer loading should be 0.4. All the AVEs are higher than 0.5, and all the CRs are above 0.7. All loadings exceed 0.708. (Hair et al., 2019). The validity and reliability of the two constructs are analyzed to help understand how work from home and work motivation relate to teachers' job satisfaction, and the results are shown in Table 3.

Table 3: Measurement model for the constructs

Constructs	Items	Loadings	AVE	CR
Job satisfaction	JS1	0.685	0.552	0.831
	JS2	0.796		
	JS3	0.729		
	JS4	0.758		
Work from Home	WRH1	0.672	0.519	0.809
	WRH2	0.803		
	WRH3	0.809		
	WRH5	0.571		
Work Motivation	WM5	0.773	0.606	0.822
	WM6	0.817		
	WM7	0.744		

In Step 2 of our investigation, we use the HTMT criterion put forward by Henseler et al. (2015) and later updated by Franke and Sarstedt (2019). The HTMT mode values are set to 0.90, while the more rigorous criterion is 0.85. The data in Table 4 demonstrates that the respondents can tell that the two concepts are different because HTMT values are all lower than the hard cutoff of < 0.85. When these metrics are considered together, the measures they represent are valid and reliable.

Table 4: Discriminant validity (HTMT)

	1	2	3
Job satisfaction			
Work from Home	0.581		
Work Motivation	0.846	0.534	

Structural Model

Hair et al. (2017) and Cain et al. (2017) both advise that we evaluate the multivariate skewness and kurtosis. The results show that the data gathered are normally distributed, Mardia’s multivariate skewness ($\beta = 2,317$, $p < 0.01$) and ($\beta = 19,094$, $p < 0.01$) multivariate kurtosis. Further, by using a 5,000-sample bootstrapping procedure, we report the path coefficients, the standard errors, t values and the p-values for the structural model (Ramayah et al., 2018). Hahn and Ang (2017) have criticized the use of p-values for assessing hypothesis significance; hence it is recommended to use a mixture of criteria, such as p-values, confidence intervals, and effect sizes. As illustrated in Table 5, the parameters utilized are to assess the hypothesis as reflected in the summarised data.

Table 5: Hypothesis testing (Direct effects)

Hypothesis	Relationship	Std.Beta	Std.Error	t-value	p-value	f ²	BCI LL	BCI UL	VIF	Decision
H1	WFH → JS	0.221	0.044	4.409	p<0.05	0.072	0.148	0.293	1.156	Supported
H2	WM → JS	0.513	0.045	11.561	p<0.05	0.383	0.435	0.583	1.171	Supported

*p<0.05 (t=1.645).

The two factors' effect on teachers' job satisfaction is examined. The correlation coefficient is $Q^2 = 0.217$, indicating that all variances in work satisfaction are explained by the three variables that explain 41.3% of the variance in job satisfaction. Following H1 and H2, a positive association between the option to work from home ($\beta = 0.221$, $p < 0.01$) and the inclination to work ($\beta = 0.513$, $p < 0.01$) on the job satisfaction of teachers has been identified.

The external latent variable has a substantial, moderate, and modest effect on the endogenous latent variable, based on impact sizes of 0.26, 0.13, and 0.02 (Cohen, 1988). The value of a model gets more variable as it becomes more complex. However, when it comes to predictive power, work motivation is a stronger indicator than work from home competence. The overall job satisfaction of instructors, as measured by R^2 , is 0.413, with a 41.3 per cent contribution is from working from home and work motivation.

To anticipate the structural model, the Stone–Geisser Q^2 is developed by blindfolding the endogenous construct with reflecting measurement model specification (Hair et al., 2016). For the blindfolding, a sample size of 477 is used, with a corresponding distance of 7. When D is not rounded equally, a sample size of 5 to 10 is fine (Chin, 2010). According to Hair et al. (2016), the best way to assess the predictive power of a model is by using the cross-validated redundancy approach. The study discovers that the predictive ability of the model is supported by a Q^2 value of 0.217, which is more than zero.

Table 6: Hypothesis testing (Moderating effects)

Hypothesis	Relationship	Std.Beta	Std.Error	t-value	p-value	BCI LL	BCI UL	Decision
H3	SCH CAT → WFH	0.057	0.043	1.316	0.095	0.148	0.293	Not Supported
H4	SCH CAT → WM	0.003	0.035	0.088	0.465	0.435	0.583	Not Supported

As a final step, Table 6 paraphrases the results of the analysis that examined the impact of school location on the link between work from home and job satisfaction for teachers. The impact of school location on work motivation is not as influential on teacher job satisfaction as previously believed. Therefore, more dependable methods should be used in future studies to study this construct. The results revealed that school location did not modify the association between work from home and job satisfaction, nor did it appears to affect teachers' job satisfaction even when they work from home and are motivated in their daily roles and responsibilities.

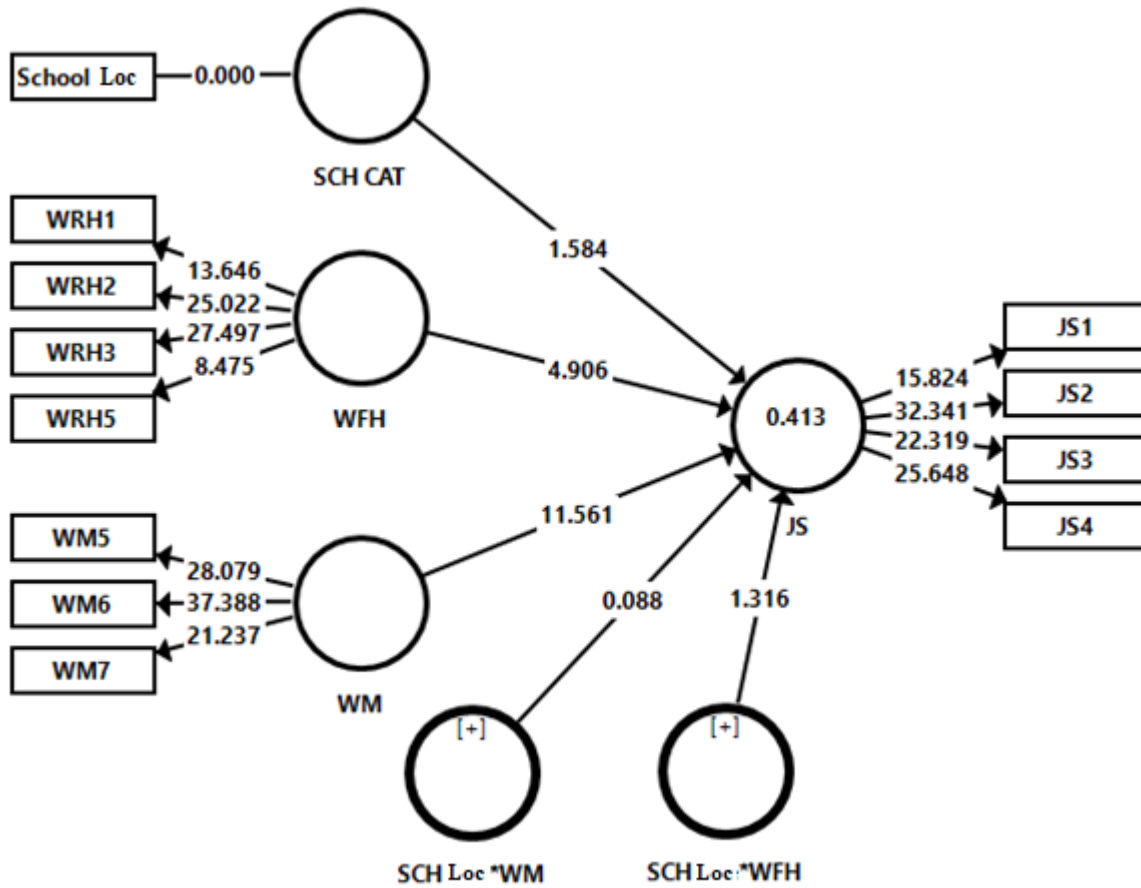
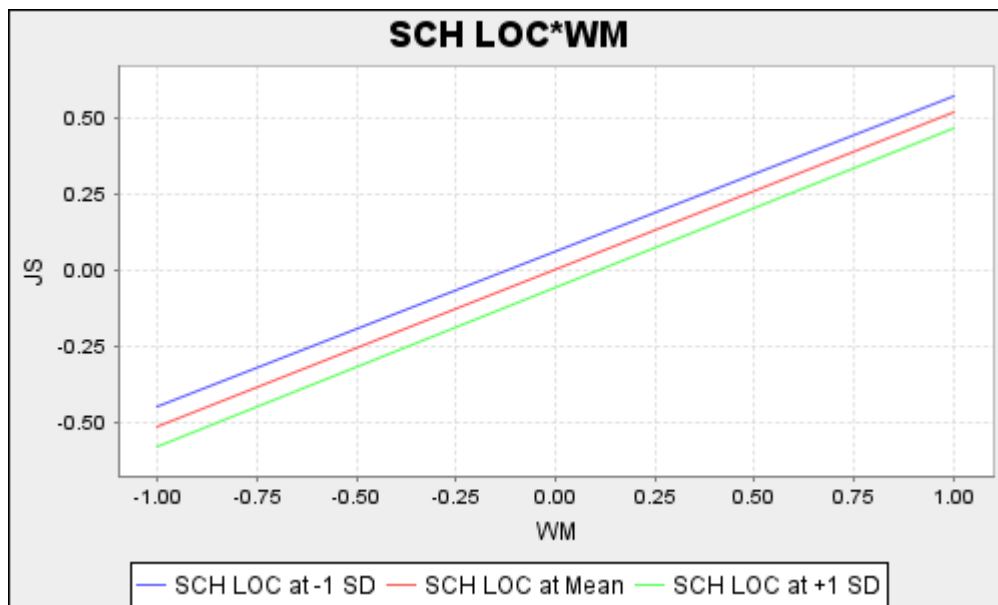


Figure 2: Structural model



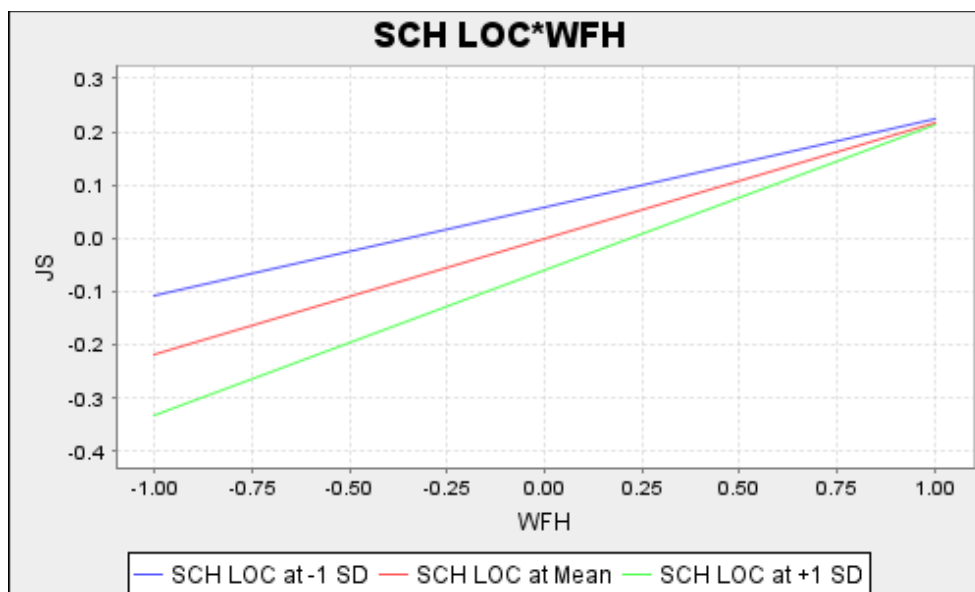


Figure 3: Moderation effect

Hence, PLS-Predict, developed by Shmueli et al. (2019), uses a 10-fold process to test the accuracy of predictive relevance on an item or construct level. If all the item differences (PLS-LM) are reduced, the study finds that predictive power will be strong. But, as all the disparities in the items are high, the results do not prove the predictive relevance. Suppose most of the differences between items are less significant. In that case, the resulting predictive power will be moderate, and if most of the differences are small, the predictive power will be poor. The PLS model makes fewer errors than the LM model (except for item JS3) based on Table 7. Therefore, it is safe to say that our model is somewhere in the middle of the pack when predicting accuracy.

Table 7: PLS-predict

Item	PLS		LM	
	RMSE	PLS-LM	RMSE	Q ² _predict
JS1	0.911	-0.019	0.93	0.185
JS3	0.936	0.028	0.908	0.264
JS2	0.803	-0.019	0.822	0.173
JS4	0.577	-0.013	0.590	0.223

DISCUSSION

The study uncovers the effects of teachers working from home and their motivation on job satisfaction among Malaysian schools. This study is performed to understand better their work-from-home job satisfaction and motivation to assist them throughout the COVID-19 pandemic. It is revealed that teachers working from home have greater job satisfaction. The t-value for H1 is 4.409, and the β -value is 0.221. This result shows a correlation between instructors' job happiness and working from home. As a result, working from home have a minor influence on

teacher satisfaction in Malaysia. In addition, the results of this study are in line with past studies (Dodi et al., 2021; Adriana et al., 2020; Gurleen & Navreet, 2020; Manoj Bhattara, 2020).

Another key positive association between job satisfaction and teacher motivation is also present. The results show that t and β values of 11.561 and 0.531, respectively, for H2. Instructor satisfaction is directly related to worker motivation. Thus, we expect a huge boost in teachers' job satisfaction in Malaysia, leading to an increase in work motivation. In addition, the results of this study connotate with past studies scholars such as Konrad et al. (2021), Iin Nurlinawati et al. (2020), Othman et al. (2018), Fadzin Nazirin et al. (2020), and Ali Yassin et al. (2016).

It is revealed that in the instance of the effect of the school location, there is an insignificant moderating relationship between teachers' job satisfaction, H3, with a t -value of 1.316. Teachers' job satisfaction is shown to be not significantly affected by their working from home by school location moderation, with a β -value of 0.057 and H4's t -value is 0.089. Teachers, who do not find their employment satisfying, do not have a considerably mild β -value of 0.003. It is contrary to prior studies such as Paula and Liberty (2020) and Abdul Aziz et al. (2017). It is found that teachers do their job from home and that neither their motivation nor their work productivity is influenced by their location, whether urban or rural.

CONCLUSION

This study aims to add to the understanding of teachers' job satisfaction in Malaysian schools through the Two-Factor Motivation Theory and Herzberg's effort to create knowledge of the causes of teachers' job satisfaction, with the focus on the implementation of work motivation and working from home schedule. The research has discovered a group of composite characteristics that impact teachers' job satisfaction in the workplace and their inclination to work from home. This study benefits the school administrators in developing incentives to boost teacher motivation and job satisfaction according to Herzberg's Two-Factor Motivation Theory. The findings of the study imply that school administrators can increase teachers' motivation by awarding certificates as endorsements of compensations, praising teachers who effectively involve their majority of students in online learning, and holding casual discussion sessions with online learning. Thus, the quality of educational practises in Malaysia will rise to a satisfactory level if teachers' motivation and job satisfaction are improved.

The following limitations are found in this study. Social media network is used to send questionnaires to school teachers. Respondents have responded less cautiously and more dishonestly to the research statement due to the researchers' lack of clarity, and respondents have answered flippantly. It is, nonetheless, possible to reduce it through the search of the response to the means at the back of the assertion. Since it is a more comprehensive study, it can be expected to gain larger results through the distribution of questionnaires uniquely and distinctly in the sector with extra diverse respondents to get a holistic outcome. The examination that school location as a moderator effect between work from home and job satisfaction with teachers discovers that there is no interaction relationship. Researchers can make use of teacher job satisfaction concerning school location as one of the independent factors.

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