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Siti Farhana Hasanudin[1*], Noor Saidatul Natrah Saaidun[2], Nainatul Farzuha Nor[3], Nik Azlina Nik Abdullah[4]

[1] Faculty of Business and Management Science, Kolej Universiti Islam Perlis (KUIPs), Taman Seberang Jaya Fasa 3, 02000 Kuala Perlis, Perlis, Malaysia.
Email: farhana@kuips.edu.my

[2] Faculty of Business and Management Science, Kolej Universiti Islam Perlis (KUIPs), Lot 18 - 27 Rumah Kedai Dua Tingkat, Taman Seberang Jaya Fasa 3, 02000 Kuala Perlis, Perlis, Malaysia.
Email: saidatulnatrah@kuips.edu.my

[3] Faculty of Business and Management Science, Kolej Universiti Islam Perlis (KUIPs), Lot 18 - 27 Rumah Kedai Dua Tingkat, Taman Seberang Jaya Fasa 3, 02000 Kuala Perlis, Perlis, Malaysia.
Email: nainatul@kuips.edu.my

[4] Faculty of Business and Management, UiTM Perlis Branch, Arau Campus, 02600 Arau, Perlis, Malaysia.
Email: nikazlina@uitm.edu.my

* Corresponding Author

Article Info:

Abstract:

This is a conceptual paper for a future study based on the review of the literature related to job satisfaction and the effect of Islamic leadership behaviour, workload and co-workers' relationship on job satisfaction in private higher learning institutions. Job satisfaction remains among the most studied industrial and organisational psychology constructs for two main reasons. First, job satisfaction is effective in addressing employees' absenteeism, fluctuation in production, and organizational inefficiencies, such as counter-productive behaviour and sabotage and second, job satisfaction is relevant to employees' motivation to work and to those interested in evaluating such working conditions as task diversity, work requirements, and communications. To address these issues, this study aims to investigate the factors influencing job satisfaction; Islamic leadership behaviour, workload and co-workers' relationship guided by the Social Exchange theory. The paper went on to analyse the issues, concepts and objectives for the forthcoming study through several literatures of various disciplines. The conceptual paper signifies to supplement literatures for academics as reference for their research. The result of this future research may provide information to the management of higher

learning institutions on the factors and the preventive measures that should be taken to reduce the employees' problems and enhancing the employees' performance towards achieving the organizational objectives and sustainability.

Introduction

Job satisfaction remains among the most studied industrial and organisational psychology constructs (Dormann & Zapf, 2002; Judge, 1993; Judge, Parker, Colbert, Heller, & Ilies, 2002), for two main reasons. First, job satisfaction is effective in addressing employees' absenteeism, fluctuation in production, and organizational inefficiencies, such as counter-productive behaviour and sabotage (Dormann & Zapf, 2002). Second, job satisfaction is relevant to employees' motivation to work and to those interested in evaluating such working conditions as task diversity, work requirements, and communications. Smith, Kendal and Hulin (1969) as well as Locke (1976) suggested that pay, promotions, recognition, co-workers, supervision, the company and its management, the work itself, and working conditions are fundamental factors in determining employees' job satisfaction. Some scholars have separated these factors into intrinsic and extrinsic factors (Raziq & Maulabakhsh, 2015); for example, factors such as pay, company and management, promotions, and recognition are considered extrinsic factors, while the work itself, supervision, working conditions, and co-workers are considered intrinsic (Judge et al., 2002). Research on job satisfaction indicates that internal and external influences can be elucidated by the umbrella term, "working environment," in studying employees' job satisfaction (Raziq et al., 2015).

The concept of job satisfaction has long been used in industrial psychology, but its popularity was more pronounced in the 1960s when the human relations movement first emphasized the significance of workplace attitude. The pioneers of the human relations movement, such as Roethlisberger and Dickson (1939), Maslow (1965), McGregor (1966), and Likert (1967), credited job satisfaction with the ability to raise workplace morale, gaining it the consideration of not merely managerial practitioners, but also scholars. Several scholars have offered definitions of job satisfaction; for example, Locke (1976) described job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience", while Alonderiene and Majauskaite (2016) well-defined it as a set of emotions, feelings, or attitudes related to one's working environment, and Bushra et al. (2011) called it an individual's experience-based emotional response towards his or her work or workplace. In line with Alonderiene et al. (2016), this research defines job satisfaction as a set of emotions, feelings, or attitudes toward one's job, thus incorporating both one's emotions about and one's feelings toward one's working environment.

Meanwhile, the topic of higher education leadership has been of interest to many scholars over the last several decades. Extant research (Alonderiene et al., 2016) shows that owing to changes in technology, globalization, global demographics, as well as work practices, the concept of leadership also has evolved over time. Although dozens of research exists on the effect of leadership on employees' performance (Fernandez, 2008), employees' creativity (Hughes et al., 2018; Koh et al., 2019; Suifan et al., 2018), motivation (Webb, 2007), employee effectiveness (Doucet et al., 2015), organisational commitment (Haque, Fernando, & Caputi,

2019; Lotfi, Atashzadeh-Shoorideh, Mohtashami, & Nasiri, 2018), and retention in organizations (Shaw & Newton, 2014), job satisfaction (Boamah et al., 2018; Farrington & Lillah, 2018; Ghasemy et al., 2022; Mgaiwa & Hamis, 2022; Singh & Ryhal, 2021), however, there is a paucity of research on Islamic leadership styles in higher education (Bryman, 2007). Studies by Ghasemy et al. (2022) in Malaysia, Mwesigwa et al. (2020) in Uganda, Aboramadan et al. (2021) in Palestine and Alonderiene et al., (2016) in Lithuania could be pointed out as one of the very few studies in the field of higher education research. Of particular interest is the bibliometric analysis by Esen et al. (2020) which indicated that in the last two decades, most of the research in higher education were predominantly from only three countries: the UK, the U.S.A., and Australia.

Furthermore, workload refers to the number of job responsibilities and other activities which employees are required to do with a given amount of time (Janib et al. 2021). In the context of academic staff, workload particularly refers to the number of duties that a lecturer has to handle such as teaching, conducting research, facilitating curricular activities, and joining meetings (Hosain, 2016). The workload can change an individual's laziness into being active and productive for the firm; however, it may create psychological illness to him or her if the workload surpasses the standard (Inegbedion et al. 2020). Unlike other industries, a number of workloads in universities indicate amount of time spent in certain activities such as teaching tasks, conducting research, facilitating curricular activities, and involving other meetings (Janib et al. 2021). It has been revealed that providing a certain number of responsibilities to workers can potentially change the degree of laziness in their workers (Inegbedion et al. 2020). However, individual employees become uncomfortable once the level of workload surpasses the standard level of workload (Inegbedion et al. 2020; Kokoroko & Sanda, 2019). Consequently, a high number of tasks becomes a negative pressure for the workers and makes them feel exhausted at the end of the day (Miller, 2019). Therefore, it can significantly damage individuals' joy and desire to work for their organizations.

Meanwhile, Occhipinti, Rollo, and Klimowicz (2018) found that engagement, relationships, and support from employees influence performance and job satisfaction. They defined a co-worker as a friend of an employee in interacting, performing, or completing a job task. Subsequently, an employee can feel whether his or her co-worker is pleasant or unpleasant. In the aspect of co-workers or group of employees' relationship, the interaction, communication, and sharing of views were important contributions toward job satisfaction. Group behaviour, productivity levels, and work patterns were determined through the formation and involvement of workgroups. While associating with co-workers will create satisfaction for employees. On the other hand, an employee avoiding workgroups is likely to lead to behaviours such as individualistic, arrogant, and feel excluded and isolated. Katz (1964) explained that simulations, agreements, and support gained from interacting among co-workers or workgroups had an effect on motivation and increase the level of job satisfaction if they have similar behaviours and values.

Therefore, this study will be conducted to unearth the relationship between Islamic leadership behaviour, workload and co-workers' relationships with job satisfaction. This study is crucial as it will contribute to the understanding of the factors that will increase the level of employees' job satisfaction and the outcome of this study can help the management of the higher institution learning to cope with employees' issues and manage it.

Literature Review

Job Satisfaction

Job satisfaction is a positive or pleasing emotional state from the appraisal of one's job or experience (Locke, 1976). This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviours (Akehurst et al., 2014; Robbins, 2015). Spector (2015) found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. In the views of Misener et al. (1996), job satisfaction refers to how content employees are with their job in a firm and includes specific aspects of satisfaction regarding pay, benefits, promotion, work conditions, supervision, organizational practices and relationships with a fellow employee. Thus, job satisfaction can be described as employee feelings about a variety of both intrinsic and extrinsic job elements (Puni et al., 2018).

Kalleberg (1977) proposes that job satisfaction consists of two components namely, intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself). Intrinsic job satisfaction refers to how people feel about the nature of the job tasks themselves (Hirschfield, 2010), whereas extrinsic job satisfaction refers to how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim et al., 2012). These dimensions can also be described as working conditions (extrinsic) and work assignments (intrinsic). Working condition is the job environment, which encompasses the relationship with management function, mentoring system and others. Poor working conditions, inefficient work organization, inadequate staffing and managerial practices affect staff turnover and perceptions of the organization and work (Eaton, 2010; Cohen-Mansfield, 2014; Harrington, 2016). Therefore, good working condition is a key factor for workers to develop value, improve job performance and increase staff retention in the organization.

Islamic Leadership Behaviour

Numerous studies of leadership behaviour and its organizational impacts have been conducted for more than 60 years, and various leadership theories have focused on two types of leadership behaviours: task-oriented and relations-oriented leadership (Fiedler, 1967; Yukl, 2012). According to Fiedler's (1967) leadership contingency theory, a leader's efficacy depends on whether the leader adopts a task- or relationship-oriented leadership style. Task-oriented leaders primarily focus on organizations' performance and objective accomplishments, articulating organizations' visions, clarifying members' roles, enhancing understanding of expectations and evaluations, adopting standard regulations or rules, monitoring work operations, and resolving problems to ensure all organizational resources including employees and equipment are contributing to efficient work processes (Bass & Bass, 2008; Behrendt et al., 2017; Yukl, 2006). Yukl (2012) divided these behaviours into four categories: activity planning, member role clarification, operation monitoring and problem-solving. Meanwhile, relationship-oriented leaders focus on group engagement and interpersonal support, encouraging individual contributions to decision-making, attending to and implementing group members' suggestions, fostering coordination among group members, treating group members with respect and enhancing leader-member relationships (Bass et al., 2008; Behrendt et al., 2017; Henkel et al., 2019; Yukl, 2006). Again, Yukl (2012) divided these behaviours into four categories: supporting, developing skills, recognizing contributions, and empowering members. Simply put, task-oriented leaders focus on accomplishing organizations' tasks, while

relationship-oriented leaders focus on enabling organizational members to commit to the organizations and their goals (Wang et al., 2011).

Meanwhile, Islamic leadership deals with management of organizations from the perspective of the knowledge acquired from revealed and other Islamic sources of knowledge and results in applications compatible with Islamic beliefs and practices (Kazmi, 2007). It is a concept whose principles are derived from the doctrine of Tawheed as practiced by the Prophet (SAW) (Khaliq, 2007a, b). There is a study by Mohsen (2007) on Islamic leadership which conducted in the Republic of Yemen using the concept of taqwa which operationalized to two distinct components: a spirituality with three dimensions of iman (belief), ibadah (rituals) and tawbah (repentance), and a responsibility with six dimensions of emotional control, sadaqah, forgiveness, integrity, patience and justice. With a mediating influence of the trust variable, the results show that a leaders' level of taqwa influences his/her effectiveness, where one dimension of spirituality which is belief, and three dimensions of responsibility; sadaqah, integrity and emotional control, were found to predicate business leadership effectiveness, whereas trust was found to positively influence leadership effectiveness. Moreover, trust was found to fully mediate the relationship between iman and leadership effectiveness; on the other hand, trust was found to partially mediate the relationship between responsibility and leadership effectiveness. Moreover, Aabed (2006) mentioned that the quality of Islamic leadership can positively influence the attitudes of followers and bring higher levels of satisfaction, motivation, performance, positive energy and organizational loyalty, while Kazmi, (2007) asserted that the quality of Islamic leadership serves as an important human resource that offers value for organizational performance.

Workload

Workload is a term used to describe a series of task demands as effort and activity or achievement (Gartner & Murphy, 1979). Where task demands are the goals to be achieved, the time given to complete the task, and the level of performance of task completion. Meanwhile, Gopher and Donchin (1986) explain that workload is used to describe aspects of the interaction between an 'operator' or worker and the tasks they perform. The use of the term workload usually arises when the expected performance expectations of a person are not achieved. Failure to meet these performance expectations is known as increased task difficulty. Based on Wickens et al. (2012), an increase in workload does not always lead to bad outcomes. Increasing task requirements can sometimes improve performance. Although this is only often found in work environments that have a tendency for low workloads. Where when combined with boredom or fatigue will be bad for employee performance.

Based on conceptual comparisons, workloads reveal pressures which require a person to conduct more tasks for his or her organization (Lea et al. 2012) whereas stress highlights a person's mental discomfort which results from receiving pressures from his or her organization (Pahi et al. 2016). The two main concepts seem to show a common view. According to perceptions of workload balance, many people seem to show a negative feeling after they are required to complete more tasks with different deadlines (Inegbedion et al. 2020). Likewise, Kokoroko and Sanda (2019) have added that when workloads are increased, people start having more responsibilities which lead to high anxiety. In comparison, workloads cause emotional pressures on workers (Janib et al. 2021) while satisfaction reveals an individual's positive feeling toward their current jobs (Hong et al. 2021). These two concepts have displayed different positions. Based on pharmacists' perspectives, more tasks require more

physical and psychological effort to carry out; thus, it creates an unfavourable desire in the workers who in turn no longer enjoy their work (Lea et al. 2012). In addition, Basson and Rothmann (2018) revealed that high workloads cause more pressures and discomfort to the workers, who in turn feel dissatisfied with their organizations. These arguments reveal that workload and job satisfaction have a negative relationship. In the education context, Janib et al. (2021) found that high workload reduces employees' job satisfaction. In the health care context, Holland et al. (2019) emphasized that workload negatively influences nurses' job satisfaction.

Co-Workers' Relationship
Engagement, relationships, and support from co-workers affect the employees' performance and job satisfaction, according to Occhipinti et al., (2018). They described a co-worker as a friend who helps an employee with work, tasks, and interactions. An employee can sense if a co-worker is friendly or not. The quality of communication, interaction, and knowledge-sharing among co-workers or groups of employees also contributes to job satisfaction. Workgroups shape the group behaviours, productivity levels, and work patterns of employees. Being part of a workgroup can satisfy employees, while avoiding workgroups can make them feel individualistic, arrogant, and isolated. Katz (1964) argued that the motivation and job satisfaction of employees increase when they interact with co-workers or workgroups who share similar behaviours and values.

It seems clear that supervisors and coworkers play different roles in supporting employees. What seems to be less clear is the relationship between workers' perception of social support from coworkers and job satisfaction. The literature on job satisfaction has argued that the success of supervisors is largely determined by the productivity of their employees (Oh & Berry, 2009). Therefore, according to social exchange theory (Blau, 1964), when subordinates feel supported by their supervisors, they perform better and are more committed to them (Frear et al., 2018). In the same way, when coworkers support each other, they are more willing to help each other because they know their colleagues are likely to reciprocate their help in the future (Chiaburu & Harrison, 2008). Although this idea seems reasonable, few studies have analysed the direct relationship between social support from supervisors and the performance of job duties (Carter, Armenakis, Field, & Mossholder, 2013; Frear et al., 2018; Shanock & Eisenberger, 2006), and far fewer have analysed the relationship between social support from co-workers and job satisfaction (Beehr, Jex, Stacy, & Murray, 2000). In fact, most studies have analysed the mediating or moderating roles of social support among certain variables and job performance (Tremblay & Simard, 2018). Tremblay et al. (2018) concluded a direct and positive relationship between social support from coworkers and supervisors and job satisfaction, establishing that social support from coworkers is a stronger predictor of task performance than social support from supervisors. These authors also concluded that social support from coworkers and supervisors may elicit greater motivation for in-role performance than organizational support.

Theoretical Perspective
In terms of theoretical perspective, the Social Exchange Theory (Blau, 1964), appears well-suited to the explanation of the link between all variables in this study and job satisfaction. Social exchange theory is a psychological perspective that explains social behaviours in terms of the costs and benefits of interactions between people. According to this theory, people evaluate their relationships based on the rewards they receive, the costs they

incur, the comparison level of alternatives, and the comparison level of expectations. The theory also suggests that people seek to maximize their rewards and minimize their costs in social exchanges.

This theory proposes that the quality of the relationship between leaders and followers affects their work outcomes. According to this theory, leaders develop different levels of exchange with different followers, ranging from low to high. High-quality exchanges are characterized by mutual trust, respect, and support, while low-quality exchanges are based on formal contracts and obligations. Followers who have high-quality exchanges with their leaders tend to have higher job satisfaction, performance, commitment, and loyalty.

Furthermore, employees believe that their organization values their contributions and cares about their well-being. However, support they receive may not be enough to ensure job satisfaction if employees face high workload and stress. High workload can reduce job satisfaction by increasing role conflict, role ambiguity, and burnout. Therefore, employees may need other resources or interventions to cope with high workload and maintain job satisfaction. Therefore, other resources or interventions are important as the exchange of the high workload perceive by the employees.

Social exchange theory can also help us understand how co-workers' relationship affects job satisfaction. Co-workers' relationship is the quality of the interpersonal interaction and communication among employees who work together. Co-workers' relationship can influence job satisfaction by providing social support, feedback, learning, and friendship. According to social exchange theory, co-workers' relationship is based on the principle of reciprocity, which means that employees expect to receive benefits from their co-workers in return for their contributions. These benefits can be tangible (such as resources, assistance, or rewards) or intangible (such as respect, trust, or recognition). Therefore, social exchange theory can help understand how co-workers' relationship and job satisfaction are related to the costs and benefits of the exchange process among employees.

Methodology
This quantitative study will be conducted among employees working at one of the private higher learning institutions in Perlis. The questionnaire will be utilized as the main method of data collection and will be distributed on-line. The data will be analysed by using frequency analysis, reliability analysis, descriptive statistics, Pearson correlation analysis and multiple regression analysis.

Conclusion
In summary, job satisfaction is a critical area of study in industrial and organizational psychology. It impacts absenteeism, productivity, and organizational effectiveness. Factors such as pay, promotions, recognition, working conditions, and co-worker relationships play a significant role in determining employees' satisfaction with their jobs. Researchers often refer to the broader concept of the "working environment" when examining these influences on job satisfaction. From a theoretical perspective, the Social Exchange Theory (Blau, 1964) provides a fitting framework for understanding the relationship between all variables in this study and job satisfaction. This psychological perspective explains social behaviours by considering the costs and benefits of interactions between individuals. People assess their relationships based on the rewards they receive, the costs they bear, and their comparison levels for alternatives

and expectations. Furthermore, individuals strive to maximize rewards and minimize costs in social exchanges. This study is significant as it will increase the understanding of the management of higher learning institutions on the factors and the preventive measures that should be taken to reduce the employees' problems and enhancing the employees' performance towards achieving the organizational objectives and sustainability.

Acknowledgements

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