



# Big Five Personality Traits Among Lecturers and Job Satisfaction: A Case Study of Private Universities in Bogor City

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**Abstract:** Personality is a unique psychological aspect possessed by each individual and describes how the individual communicates with his environment. In the context of this research, we will focus on the five main dimensions of personality that are often considered, namely extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. Understanding how these big five personality dimensions can influence lecturer job satisfaction can provide valuable insights for the management and development of human resources in higher education. This research uses a descriptive verification type, where analytical testing is obtained through a representation of the characteristics of several research variables. Thus, the main aim of this research is to explore more deeply the relationship between personality and job satisfaction of lecturers in higher education with SEM-Lisrel 8.8.

**Keywords:** Big five personality, job satisfaction

## 1. Introduction

Higher education institutions are a crucial support and play a vital role in promoting sustainability (Žalėnienė, 2021). Specifically, the contribution of lecturers within higher education institutions greatly influences the excellence of both education and research (Budiharso, 2020). The job satisfaction of lecturers is a critical factor in ensuring that they can make a maximum contribution to achieving higher education goals (Subarto, 2021). Therefore, understanding various factors that influence faculty job satisfaction, including individual personality characteristics, becomes highly crucial (Mugira, 2022).

Personality is a unique psychological aspect possessed by each individual and describes how the individual communicates with his environment (Wahyuningsih, 2020). In the context of this research, we will focus on the five main dimensions of personality that are often considered, namely extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Ernst-Linke, 2023). Understanding how these five personality dimensions can influence lecturer job satisfaction can provide valuable insights for the management and development of human resources in higher education (Faher, 2021).

Research on the influence of personality on job satisfaction has become an increasingly popular topic in psychology and management literature. Job satisfaction is a positive feeling related to one's job and is an important indicator of the quality of work life (Suryani, 2021). Lecturers who are satisfied with their work tend to be more motivated, productive, and contribute better to achieving higher education goals (Pramono, 2020). Therefore, a better understanding of the factors that influence lecturers' job satisfaction can help universities develop strategies to improve the quality of their education and research (Nurtjahjani, 2022).

In addition, it is also important to understand that lecturers in higher education often have unique job demands. They are not only responsible for providing quality teaching, but are also involved in research, student development, and academic administration. Therefore, the dynamics of lecturers' work can be very complex and varied (Fakhruddin, 2020). In this context, individual personality characteristics can be a very important factor in determining the extent to which lecturers feel satisfied in carrying out their work (Eremie, 2022).

Apart from individual impacts, lecturer job satisfaction also has far-reaching consequences. Satisfied lecturers are more likely to stay in their jobs and make greater contributions to the development of educational institutions (Murtza, 2020). They can also serve as positive role models for students, inspiring them to pursue academic careers or contribute to various fields of knowledge (Szromek, 2020). Therefore, a deep understanding of the factors that influence lecturer job satisfaction can have a positive impact on various aspects of the higher education environment.

Previous research has identified a relationship between personality and job satisfaction in a variety of work contexts (Mehrad, 2020). However, research that focuses on lecturers in higher education is still limited. College is a special environment with unique demands, expectations, and dynamics. Therefore, more in-depth research is needed to understand how these five personality dimensions can influence lecturer job satisfaction in this context, namely the Big 5 Personalities (West Java, 2022).

Thus, the main aim of this research is to explore more deeply the relationship between personality and job satisfaction of lecturers in higher education. Researchers have collected data from lecturers working at various universities to identify unique patterns in the relationship between Personality and Job Satisfaction. It is hoped that the results of this research will provide valuable insights for higher education institutions in managing their human resources, increasing lecturer job satisfaction, and thereby, improving the overall quality of higher education. In addition, this research can also provide a basis for further research in this area and can help develop strategies.

## 2. Method

The population of this research is permanent lecturers at private universities in Bogor, namely Pakuan University, Ibn Khaldun University, Djuanda University and Nusa Bangsa University, totaling 718 people. Lecturers who are the target population include permanent lecturers who have the functional positions of Head Lector, Lector and Expert Assistant, totaling 647 people.

**Table 1 - Number of permanent lecturers based on functional position at four universities in Bogor**

No	College	Number of Permanent Lecturers	Associate Professor	Lector	Expert Assistant
1	Pakuan University	257	25	118	114
2	Ibn Khaldun University	195	17	115	63
3	Juanda University	149	9	73	67
4	Nusa Bangsa University	46	7	19	20
	<b>Amount</b>	<b>647</b>	<b>58</b>	<b>325</b>	<b>264</b>

Source: [https://pddikti.kemdikbud.go.id/data\\_pt](https://pddikti.kemdikbud.go.id/data_pt), 2021

This research uses a descriptive verification type, where analytical testing is obtained through a representation of the characteristics of several research variables. The approach taken is an explanatory survey where the influence between variables is explained through hypothesis testing. The object of the research carried out is compensation for job satisfaction.

The sampling method used in this research is the probability sampling method, according to which all members of the population have the same opportunity to be selected as the sample. The sampling technique uses a proportional cluster sampling technique for each university. The Slovin formula was used to determine the number of samples with a significance level (error level) of 5% or 0.05, so that the total sample from this study was 233 people.

The data collection method used in this research is categorized based on 2 data sources, namely primary data and secondary data. Primary data was obtained using a survey method using questionnaire techniques in the form of ordinal data. The questionnaire is tested using validity and reliability tests, which measure the extent to which the measurement instrument can actually calibrate and the extent to which the instrument provides consistent measurements. The data verification analysis technique used to test the hypothesis is the SEM method with the Lisrel 8.8 application.

### 3. Result and Discussion

#### 3.1 Analysis of Research Description

Analysis of the description of the data resulting from this research is in the form of verification descriptive data. Descriptive verification itself is data analysis that explains the characteristics of research variables, tests, and analyzes research data. Data were analyzed using Structural Equation Modeling (SEM) with the Lisrel 8.8 application, where assessment of the measurement results was first carried out on each latent variable through confirmatory factor analysis by testing validity and reliability.

The respondents of this research are permanent lecturers at private universities in Bogor, namely Pakuan University, Djuanda University, Ibn Khaldun University, Nusa Bangsa University who have the functional positions of Associate Professor, Lector and Expert Assistant. The total number reached 233 people grouped according to 3 categories. The first category is based on gender, namely 93 (39.9%) men and 140 (60.1%) women. The second category is based on tenure of less than five years as many as 42 people (18%), five to ten years as many as 83 (35%) people, and more than ten years as many as 108 (46%) people. Finally, categories based on functional positions, namely 25 (10.7%) Head Lectors, 105 (45.1%) Lectors, and 103 (44.2%) Expert Assistants.

Next, the following is a description of the job satisfaction variable data. Based on the research results, the scores obtained are as follows:

**Table 2 - Descriptive statistics lecturer job satisfaction variable (Y)**

No	Description	Score
1	Mean	108.02
2	Standard Error	0.82
3	Median	113
4	Mode	100
5	Standard Deviation	12.49
6	Sample Variance	155.97
7	Kurtosis	0.82
8	Skewness	0.56
9	Range	76
10	Minimum	75
11	Maximum	151
12	Sum	25,169
13	Count	233

Source: Secondary data, 2022

Then, the following is a description of the personality variable data. Based on the research results, the scores obtained are as follows:

**Table 3 - Descriptive statistics personality variable (X)**

No	Description	Score
1	Mean	138.14
2	Standard Error	0.75
3	Median	136
4	Mode	130
5	Standard Deviation	11.48
6	Sample Variance	131.83
7	Kurtosis	0.78
8	Skewness	0.85
9	Range	68
10	Minimum	102
11	Maximum	170
12	Sum	32,187
13	Count	233

Source: Secondary data, 2022

### 3.2 Assessment of Research Result Using SEM

The following analysis uses the Structural Equation Modeling (SEM) method. SEM forms two types of models, namely measurement models and structural models. The measurement model aims to describe how well each indicator can be used as an instrument for measuring latent variables through testing the validity and reliability of the indicators and dimensions of the research variables. A structural model is a model where the goodness of fit for the inner model can be proven by testing the influence of each exogenous latent variable on the endogenous latent variable.

**Table 4 - Cut-off guidelines for interpreting the results of measurement model and structural model testing**

	Test Type	Criteria	Cut Off Score	Description
<b>Measurement model analysis</b>				
1	Validity test	Standardized Factor Loading (SLF)	$\geq 0.50$	Valid
		<i>t-value</i>	$\geq 1.64$	Valid/significant
2	Good-Ness of Fit Test	p-value of $\chi^2$	$\geq 0.05$	Good fit
		RMSEA	$\geq 0.08$	Good fit
		NFI	$\geq 0.90$	Good fit
		NNFI	$\geq 0.90$	Good fit
		RFI	$\geq 0.90$	Good fit
		CFI	$\geq 0.90$	Good fit
		IFI	$\geq 0.90$	Good fit
		<i>StandardizedRMR</i>	$\geq 0.05$	Good fit
		GFI	$\geq 0.90$	Good fit
3	Reliability Test	<i>Construct Reliability (CR)</i>	$\geq 0.70$	Good reliability
		<i>Variance Extracted (VE)</i>	$\geq 0.50$	Good reliability
<b>Structural model analysis</b>				
1	Validity test	Standardized Factor Loading (SLF)	$\geq 0.50$	Valid
		<i>t-value</i>	$\geq 1.64$	Valid/significant
2	Good-Ness of Fit Test	p-value of $\chi^2$	$\geq 0.05$	Good fit
		RMSEA	$\geq 0.08$	Good fit
		NFI	$\geq 0.90$	Good fit
		NNFI	$\geq 0.90$	Good fit
		RFI	$\geq 0.90$	Good fit
		CFI	$\geq 0.90$	Good fit
		IFI	$\geq 0.90$	Good fit
		<i>StandardizedRMR</i>	$\geq 0.05$	Good fit
		GFI	$\geq 0.90$	Good fit

Source: Secondary Data, 2022

### 3.3 Confirmatory Factor Analysis (CFA) of Job Satisfaction (Y)

The confirmatory factor analysis test for the compensation variable aims to show the relationship between observed variables as indicators of latent variables with the following results:

**Table 5 - Indicator validity test of lecturer job satisfaction in SEM model**

Variables	Loading ( $\lambda$ )	<i>t-Statistics</i>	Description	
JS	SL	0.13	1.76	Valid & significant
	PR	0.99	7.84	Valid & significant
	CW	0.40	4.09	Valid & significant
	O.C	0.75	6.99	Valid & significant

Desc: if  $t$ -statistics >  $t$ -value, then the result is valid & significant

Source: Primary data using Lisrel 8.8, 2022

## Description:

JS : Job Satisfaction  
 SL : Salary  
 PR : Promotion  
 CW : Coworkers  
 O.C : Occupation

Based on table 5, the loading value obtained from the relationship between the SL, PR, CW and OC indicator variables with the lecturer job satisfaction construct shows that the extraction value is greater than 0.5 (Loading( $\lambda$ ) > 0.5). Then, the t-statistics value obtained produces a value above the t-value (t-statistics > 1.64). This shows that all indicators can be said to be significant for measuring the construct of the job satisfaction variable.

### 3.4 Confirmatory Factor Analysis (CFA) of Personality (X)

The confirmatory factor analysis test of the Compensation variable aims to demonstrate the relationship between observed variables as indicators of latent variables with the following results:

**Table 6 - Indicator validity test of personality in SEM model**

	Variables	Loading ( $\lambda$ )	t-Statistics	Description
<b>PER</b>	EXTRA	0.96	11.37	Valid & significant
	AGREE	0.95	12.94	Valid & significant
	CONS	0.94	14,19	Valid & significant
	EMOTION	0.87	11.97	Valid & significant
	OPENE	0.89	11.48	Valid & significant

Desc: if t-statistics > t-value, then the result is valid & significant

Source: Primary data using Lisrel 8.8, 2022

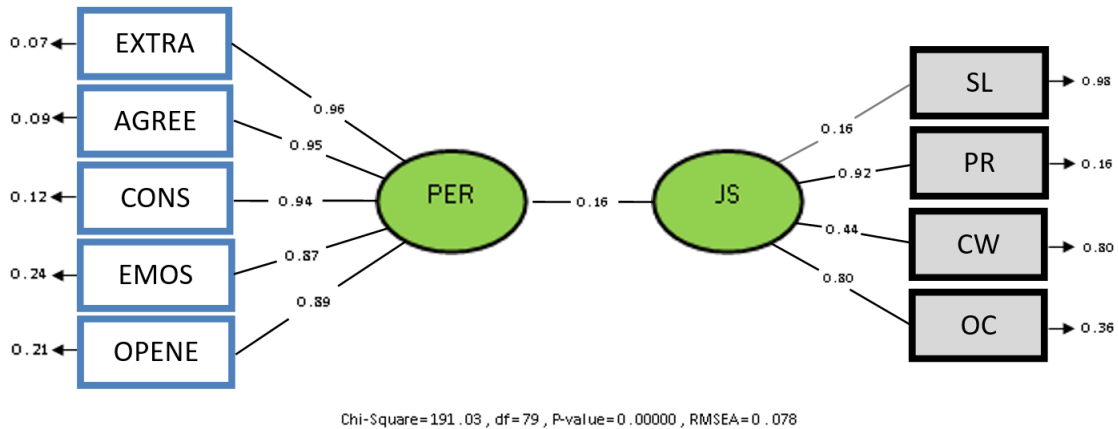
## Description:

PER : Personality  
 EXTRA : Extroversion  
 AGREE : Agreeableness  
 CONS : Conscientious  
 EMOTION : Emotional Stability  
 OPENE : Openness to Experience

It can be concluded that the loading value of the personality indicator variables EXTRA, AGREE, CONS, EMOS, OPENE with the personality construct (X1) each has a t-statistic value > 1.64. Thus, all indicators can be said to be valid for measuring personality. Furthermore, the loading value shows the extraction number is greater than 0.5 (Loading( $\lambda$ ) > 0.5). Thus, all the indicators above can be said to be valid for measuring the construct of compensation variables.

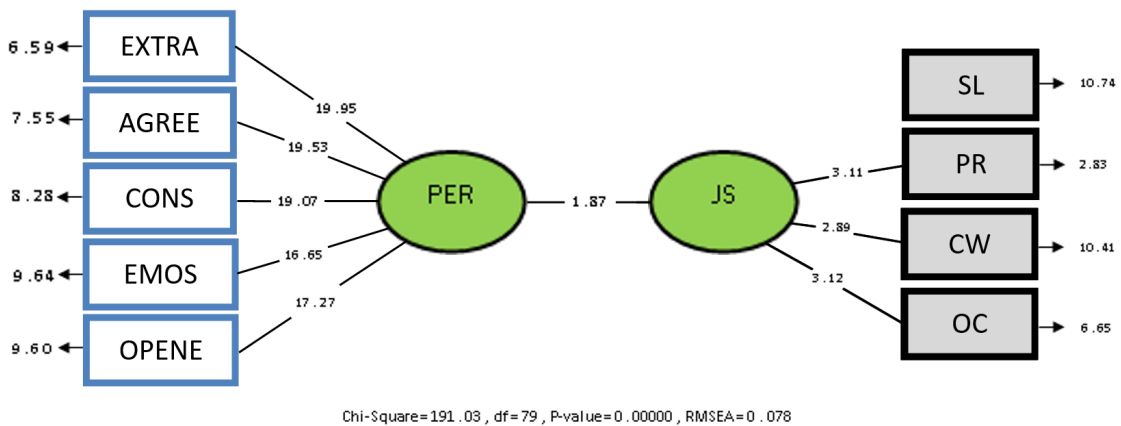
### 3.5 Structural Model Analysis

The results of processing compensation variables and job satisfaction variables create a structural model that is in accordance with the research framework. Figure 1 below shows the overall model path diagram. However, it is necessary to review whether the goodness of fit of the resulting model meets the criteria or not.



**Fig. 1 - Overall model path**  
 Source: Data processed by researchers using SEM, 2022

Next, figure 2 below shows the t-value of the overall model path:



**Fig. 2 - Overall model path t-value output**  
 Source: Data processed by research using SEM, 2022

### 3.6 Model Hypothesis Test

The following are the results of testing the compensation hypothesis on job satisfaction:

**Table 7 - Hypothesis test results**

Relations	Direct Fluence	Standard Error	t-table	Decision
PER → JS	0.38	0.140	2.63	Accepted

Source: Primary data from Lisrel 8.8

Based on table 6 above, it can be seen that the t-table hypothesis results of 2.63 is greater in value than the t-value which is 1.64 (table 3). This shows that the hypothesis can be accepted because there is a significant influence between personality (PER) and job satisfaction (JS) with a direct and positive influence of 0.38. The results of hypothesis testing state that there is a positive and significant influence of compensation on job satisfaction of private university lecturers in Bogor.

### 3.7 Statistical Hypothesis Test

Based on the hypothesis, personality has a direct effect on job satisfaction. The statistical hypothesis regarding the influence between these two variables is:

H0 :  $\beta \leq 0$  There is no direct influence of Personality on job satisfaction

H1 :  $\beta > 0$  There is a direct influence of Personality on job satisfaction

The structural equation of the influence of these variables is:

$$\hat{\eta} = 0.16 \xi + \zeta$$

1.87

Information :

 $\xi$  = Personality $\hat{\eta}$  = Job satisfaction $\zeta$  = Other influences outside the model

The positive  $\gamma$  coefficient value of 0.16 indicates that personality has a positive impact on Job Satisfaction ( $\hat{\eta}$ ). This shows that every time there is an effort to improve Personality it will automatically increase the Job Satisfaction value by 0.16. Furthermore, the results of data analysis show that the t-table value  $>$  t-value or  $1.87 > 1.64$  in the significance test carried out using the t test, at the level  $\alpha = 10\%$ . Thus, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted, which means there is empirical evidence that personality has a direct effect on job satisfaction. These findings show that improving the personality of permanent lecturers will have an impact on increasing job satisfaction.

#### 4. Discussion

Based on testing the first hypothesis, it states that there is a significant influence of personality on satisfaction in the dimensions of extraversion, agreeableness, conscientiousness, emotional stability, openness to experience. A lecturer's personality can have a positive and significant direct influence on lecturer job satisfaction. A lecturer's personality involves various individual characteristics, including aspects such as attitudes, behavior, motivation, emotions, and interactions with other people.

The most dominant dimension is Extraversion with a loading factor of 0.96. This shows that respondents have a tendency to like very good social interactions, easily get along with anyone so they easily collaborate with other individuals. The personality of a lecturer who is sociable, enthusiastic and assertive can have a positive impact on lecturer job satisfaction. Here are several reasons why this can affect lecturer job satisfaction:

**Good communication:** A sociable lecturer has good communication skills with students, colleagues and administrative staff. They can easily interact and communicate with various parties involved in the university work environment. This helps create a harmonious and collaborative work environment, where lecturers feel valued and heard. Being noticed for their contributions, this can increase their job satisfaction and motivation to continue to excel.

Overall, a lecturer's sociable, enthusiastic and assertive personality can create a positive and productive work environment (Žnidaršič, 2020). Lecturers will feel more satisfied with their work when they can interact well, feel motivated, and have clear expectations.

**High motivation:** Lecturers who are enthusiastic tend to have high motivation towards their work. They will push themselves and others to achieve the best results. This high motivation will spread to students and inspire them to study better. Apart from that, lecturer enthusiasm can also influence the atmosphere in the work environment, creating positive energy and collective motivation among fellow lecturers.

**Firmness in making decisions:** A lecturer who is firm in making decisions can provide clear directions to students and colleagues. They can set clear standards and ensure discipline in carrying out tasks. This decisiveness helps create an organized and efficient work environment, where everyone knows what is expected of them. This also helps prevent conflicts or confusion regarding duties and responsibilities.

From the results of research related to this personality dimension, there is a score on the emotional stability dimension with a loading factor of 0.87, where those who answer are dominated by non-senior ages, so their emotions tend to be more unstable compared to senior lecturers. Lecturers' unstable emotions can affect their performance and interactions in the academic environment. Emotions that are less stable can cause various problems, such as difficulty in managing stress, drastic mood changes, or disproportionate emotional reactions to certain situations.

**Understanding and Experience:** A lecturer who has experience and deep understanding in his field will feel more confident and calmer in making decisions and follow his heart. Extensive teaching and research experience can provide strong insight into what is most appropriate to do in certain situations, then **Professionalism:** Lecturers who have developed a mature professional personality can be better able to control emotions and make decisions based on rational and objective considerations. They may also have the ability to face academic pressure and challenges calmly, but if on the contrary it will cause unease in the lecturer, this must be improved further, the effort that must be made is to increase self-confidence by increasing Self-Confidence: A lecturer who has those with good self-confidence may be better able to make decisions based on their gut intuition (Central, 2022). Strong self-confidence can give them the confidence to rely on their instincts and knowledge to face challenges. This shows that the respondent can easily collaborate and has high courage/firmness and is always enthusiastic in carrying out every job. And this must be maintained. Indicators that influence this include having high enthusiasm, being sociable, easy to get along with/interacting with and being firm.

This is in line with research conducted by Onogwu (2023) and Murtza (2020) that a proactive personality is an attitude that tends to be optimistic, takes the initiative, dares to act and is persistent. These findings are supported by

research conducted by Agustina (2022), that there is a positive and significant influence between Job Satisfaction and Personality with a t-statistics value of 11.57 (more than 1.96) and a p-Value of 0.000 (less than 0.05).

## 5. Conclusion and Suggestion

Personality is proven to have a direct and significant influence on the job satisfaction of private university lecturers in Bogor. This personality influence is measured in 5 dimensions. There is a direct and significant influence of personality on job satisfaction based on the results of hypothesis testing with a path coefficient value of 0.16 and P-Values of  $0.000 < 0.05$  and with a T-Statistics value of  $1.87 > 1.64$  so it is predicted that personality strengthening can increase job satisfaction. The most dominant dimension in the personality variable is the Extraversion dimension with a loading factor of 0.96. This shows that lecturers have a tendency to like very good social interactions, easily get along with anyone so they easily collaborate with other individuals. To increase lecturers' job satisfaction, efforts can be made to increase work morale, improve sociability, and increase assertiveness.

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