



The Relationship between Job Satisfaction and Thriving at Work in Lecturers in Bandung City

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ABSTRACT

Lecturers need job satisfaction to stay motivated in improving their quality as educators and effectively transfer knowledge to students. In addition, thriving at work is also essential for career development. This study aims to examine the relationship between job satisfaction and thriving at work among lecturers in Bandung. The subjects were 132 lecturers aged 26–55 years. The instruments used were the Job Satisfaction Scale (JSS) by Spector (1985) and the Thriving Questionnaire by Porath et al. (2012). This research used a correlational quantitative method with IBM SPSS 25 for Windows. The results show a significance value is $0.000 < 0.05$ and a correlation coefficient of 0.304, indicating a positive relationship between job satisfaction and thriving at work.

INTRODUCTION

One of the key indicators of a university's success is the quality of its graduates, which depends greatly on the presence of competent lecturers (Imran et al., 2012). Lecturers are considered qualified if they possess sufficient knowledge, skills, and attitudes, as well as the willingness to optimize their potential (Imran et al., 2012). To maintain and improve the quality of education, lecturers need to consistently develop themselves and have strong motivation, which is influenced by job satisfaction (Mu'at & Julina, 2012). Job satisfaction is a positive emotional state resulting from the evaluation of one's job (Robbins & Judge, 2015), and lecturers who are satisfied are not only better at transferring knowledge and values but also serve as agents of change that drive institutional growth (Nurhayati & Jannah, 2016). However, studies such as those by Deri et al. (2020) and Mardiana & Deri (2019) have shown that many lecturers experience low job satisfaction due to inadequate salaries, lack of promotion opportunities, and poor working conditions, leading to absenteeism, low publication rates, and high turnover.

In parallel, thriving at work is a psychological state marked by vitality and continuous learning (Porath et al., 2012) is essential for career growth and organizational success. Thriving individuals are motivated, resilient, and proactive in improving their performance, which can increase their sense of job satisfaction (Gembo, 2020). Yet, research such as Mustikasari et al. (2022) highlights that some lecturers continue to teach in a repetitive manner, lacking the drive to innovate or engage in professional growth, which prevents them from thriving. This issue is critical in Bandung, a city ranked as Indonesia's best student city by Quacquarelli Symonds (2023), where universities face increasing demands to improve quality and competitiveness. Furthermore, research gaps remain regarding how job satisfaction and thriving at work are interconnected among lecturers in this region, particularly given the unique academic and cultural dynamics of Bandung.

This study contributes to knowledge enrichment by focusing on a niche sample of lecturers in Bandung City, exploring how job satisfaction relates to thriving at work in this context. By doing so, it not only addresses a phenomenological issue of how lecturers' attitudes influence their professional growth and institutional performance but also offers practical insights for universities to enhance lecturer well-being and productivity. Therefore, this study aims to examine the relationship between job satisfaction and thriving at work among lecturers in Bandung, with the expectation that higher job satisfaction is associated with greater thriving, and vice versa.

LITERATURE REVIEW

Job Satisfaction

Job satisfaction is a psychological state reflecting an individual's feelings toward their work and the various aspects related to it (Spector, 1985). Robbins and Judge (2015) define job satisfaction as a positive emotional response resulting from an evaluation of one's job, where high job satisfaction leads to positive work behaviors and motivation, while low job satisfaction often results in absenteeism, low productivity, and decreased commitment. For lecturers, job satisfaction

influences their ability to effectively transfer knowledge, engage in research, and contribute to institutional development (Nurhayati & Jannah, 2016). Previous studies have shown that job satisfaction is influenced by factors such as salary, promotion opportunities, work environment, and recognition (Kurniawan & Nugraha, 2022). Several studies confirm that job satisfaction has a positive effect on work motivation and performance (Chang & Lee, 2007). For instance, Gembo (2020) found that individuals with high job satisfaction tend to be more enthusiastic in completing their work and achieving organizational goals.

H1: Job satisfaction is positively related to thriving at work among lecturers in Bandung.

Thriving at Work

Thriving at work is a psychological state characterized by both vitality and learning, enabling individuals to grow and adapt to workplace demands (Porath et al., 2012). Vitality refers to a sense of energy and enthusiasm for work (Nix et al., 1999), while learning reflects the acquisition and application of new knowledge or skills (Elliott & Dweck, 1988). Thriving individuals are resilient, proactive, and willing to innovate, which benefits both themselves and the organization (Keyes et al., 2003). Previous studies have found that thriving at work can lead to higher job satisfaction (Gembo, 2020). Thriving employees often demonstrate stronger personal goals, initiative, and quality relationships, which improve their workplace experience. Chang and Lee (2007) also found that individuals who thrive tend to be more satisfied because they feel capable of making meaningful contributions.

H2: Thriving at work is positively related to job satisfaction among lecturers in Bandung.

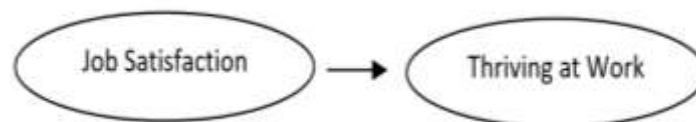


Figure 1. Conceptual Framework The Relationship Between Job Satisfaction and Thriving at Work

METHODOLOGY

This research uses a quantitative approach with a correlational non-experimental design to examine the relationship between job satisfaction and thriving at work among lecturers in Bandung City. The quantitative approach allows for the collection of numerical data analyzed statistically (Hermawan, 2019), while correlational research is used to determine the relationship between variables without any manipulation (Arikunto, 2010). The population in this study consists of lecturers in Bandung City, with a total sample of 132 lecturers aged 26–55 years, selected using a non-random purposive sampling technique focusing on permanent lecturers.

Data were collected using two instruments: the Job Satisfaction Scale (JSS) adapted from Spector (1985), consisting of 36 items covering nine aspects (promotion, supervision, benefits, contingent rewards, operating procedures, co-

worker relations, nature of work, and communication) with a 6-point Likert scale (1 = Never to 6 = Very Often) and a reliability coefficient of $\alpha = 0.947$; and the Thriving at Work Questionnaire adapted from Porath et al. (2012), consisting of 10 items with two dimensions (learning and vitality), using a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree) with a reliability coefficient of $\alpha = 0.857$ after removing three low-validity items. The data analysis technique uses non-parametric correlation tests (Spearman's rho) to examine the relationship between job satisfaction (X) and thriving at work (Y), preceded by normality testing on both variables, with all analyses conducted using IBM SPSS 25 for Windows.

RESEARCH RESULT

Descriptive Analysis

The descriptive analysis was carried out to identify the median value of each variable. The median values indicate that the overall job satisfaction and thriving at work scores of lecturers in Bandung City fall within the medium category.

Table 1. Descriptive Statistics

Variable	N	Median
Job Satisfaction	132	175.50
Thriving at Work	132	39

Job Satisfaction Categories

The categories of job satisfaction among 132 permanent lecturers in Bandung City. Using the three-box method (Azwar, 2012). Thus, the majority of respondents fall into the medium job satisfaction category (65%), indicating that the lecturers' job satisfaction levels are generally moderate.

Table 2. Job Satisfaction Categories

Category	Score Range	N	Percent
Low	$X < 152.185$	31	23%
Medium	$152.185 \leq X \leq 198.815$	86	65%
High	$198.815 \leq X$	15	11%

Thriving at Work Categories

The categories of thriving at work among 132 permanent lecturers in Bandung City. Thus, the majority of respondents fall into the medium thriving at work category (73%), indicating that the lecturers' thriving at work levels are generally moderate.

Table 3. Thriving at Work Categories

Category	Score Range	N	Percent
Low	$X < 33.432$	15	11%
Medium	$33.432 \leq X \leq 44.568$	96	73%

High	$44.568 \leq X$	21	16%
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Normality Test

A Kolmogorov-Smirnov test was performed to determine data distribution. Data are considered normal if $p > 0.05$. Since both variables are not normally distributed ($\text{Sig.} < 0.05$), further analysis uses non-parametric correlation tests.

Table 4. Normality Test

Variable	df	Sig	Interpretation
Job Satisfaction	0.006	0.05	Not normally distributed
Thriving at Work	0.004	0.05	

Nonparametric Correlation Test

Spearman’s rho correlation test was conducted to evaluate the relationship between job satisfaction (X) and thriving at work (Y). The positive correlation coefficient ($R = 0.304$) indicates a low but significant positive relationship: the higher the job satisfaction, the higher the thriving at work.

Table 5. Nonparametric Correlation Test

Variable	R	Sig	Interpretation
Job Satisfaction ↔ Thriving at Work	0.304	0.000	Has a positive relationship and significant

Nonparametric Correlation by Thriving at Work through Job Satisfaction Aspect Test

The relationship between job satisfaction and the two aspects of thriving (learning and vitality) is summarized below that the learning aspect ($R = 0.406$) shows a stronger relationship with job satisfaction compared to vitality ($R = 0.188$).

Table 6. Nonparametric Correlation by Thriving at Work through Job Satisfaction Aspect Test

Thriving at Work Aspect	R	Sig	Interpretation
Learning	0.406	0.000	Has a positive relationship and significant
Vitality	0.188	0.031	

Demographic Analysis

Analysis Based on Age

The results of the correlation test between job satisfaction and thriving at work based on age which is divided into 3 categories based on the age of the worker, shows that at the age of 36-45 years old, a Sig value of 0.018 is obtained, and has a positive relationship with a correlation coefficient value of 0.310. While at the age of 26-35 years and 46-55 years old showed insignificant results.

Table 7. Demographic Analysis Based on Age

Age	Sig	R	Interpretation
36 - 45 years old	0.018	0.310	Has a positive relationship

Analysis Based on Gender

The results of the correlation test between job satisfaction and thriving at work based on gender, show that in the female gender, a Sig value of 0.001, and has a positive relationship with a correlation coefficient value of 0.336. While in men showing insignificant results.

Table 8. Demographic Analysis Based on Gender

Gender	Sig	R	Interpretation
Female	0.001	0.336	Has a positive relationship

Analysis Based on Education Level

The results of the correlation test between job satisfaction and thriving at work based on the level of education, show that at the S2 education level obtained a Sig value of 0.037. and has a positive relationship with a correlation coefficient value of 0.212, Next at the S3 education level, a Sig value of 0.005, and has a positive relationship with a correlation coefficient value of 0.472.

Table 9. Demographic Analysis Based on Education Level

Education Level	Sig	R	Interpretation
S2	0.037	0.212	Has a positive relationship
S3	0.005	0.472	

Analysis Based on The Amount of Income

The results of the correlation test between job satisfaction and thriving at work based on the amount of income, shows that the amount of income is > Rp. 5,000,000 obtained a Sig value of 0.000, and has a positive relationship with a correlation coefficient value of 0.405. While the amount of income is Rp. 1,000,000 - 5,000,000 shows insignificant results.

Table 10. Demographic Analysis Based on The Amount of Income

The Amount of Income	Sig	R	Interpretation
> Rp. 5,000,000	0.000	0.405	Has a positive relationship

Analysis Based on Workplace Agency

The results of the correlation test between job satisfaction and thriving at work based on the working institution, show that in the PTS agency obtained a Sig value of 0.008, and has a positive relationship with a correlation coefficient value of 0.284. While the PTN agency showed insignificant results.

Table 11. Demographic Analysis Based on Workplace Agency

Workplace Agency	Sig	R	Interpretation
PTS agency	0.008	0.284	Has a positive relationship

Analysis Based on Working Time

The results of the correlation test between job satisfaction and thriving at work based on the length of work show that at the length of work > 5 years, the Sig value of 0.001 is obtained, and has a positive relationship with the correlation coefficient value of 0.344. While the duration of work < 1 year to 5 years of work shows insignificant results.

Table 12. Demographic Analysis Based on Working Time

Working Time	Sig	R	Interpretation
PTS agency	0.008	0.284	Has a positive relationship

Analysis Based on NIDN

The results of the correlation test between job satisfaction and thriving at work based on NIDN, show that those who have NIDN are obtained a Sig value of 0.000, and have a positive relationship with a correlation coefficient value of 0.372. While those who do not have NIDN show insignificant results.

Table 13. Demographic Analysis Based on NIDN

NIDN	Sig	R	Interpretation
Lectures who have NIDN	0.000	0.372	Has a positive relationship

DISCUSSION

Based on the results of the correlation test between job satisfaction and thriving at work that has been carried out, the significance value is 0.000, which

means sig. < 0.05 and the correlation coefficient value of 0.304 means that job satisfaction with thriving at work has a relationship weight of 30.4%, which means that the hypothesis in this study is accepted, where the higher job satisfaction, the higher the thriving at work, and vice versa, the higher the thriving at work, the higher the job satisfaction. According to Musthaq et al., (2017), it is argued that individuals who feel satisfied with their work will enjoy their work more and be motivated to be more motivated to be better at performing tasks at work. According to Chang & Lee, (2007); Rose, Kumar, & Pak, (2009), also mentioned that the impact of individuals who have thriving at work will most likely be more satisfied with their work, where thriving will positively affect job satisfaction to individuals.

In this study, an analysis was also carried out between aspects of thriving at work and job satisfaction, although the main goal is still a variable-based analysis, but because the thriving variable consists of 2 aspects, namely learning and vitality, an analysis is carried out based on aspects to see which aspects have a stronger relationship with job satisfaction. < 0.05, and also if viewed based on the correlation coefficient in the learning aspect, it is greater with a value of 0.406 or 40.6%, compared to the vitality of 0.188 or 18.8%. According to Ariyani, R., (2021), this can happen because of the job demands of lecturers that require a sense of learning, such as lecturers are required to be able to master the lecture materials that will be taught in order to be able to explain the material well, and be able to respond to every question asked by students, and be able to give appropriate and relevant answers. Lecturers must also actively participate in seminars, conduct various researches, participate in training and so on. In addition, lecturers usually have the task of guiding the thesis. Sometimes there are students who bring new variables and phenomena, which makes the learning of lecturers even higher because of the new information obtained. While vitality is not as big as learning because there are still other work obstacles, such as a salary that is not too big, which makes learning more significant compared to vitality.

The results of the demographic data analysis that have been carried out show the following results. In age demographic data shows that the age of 36-45 years is obtained with a sig value of 0.018, which means sig. < 0.05, and has a positive relationship with a correlation coefficient of 0.310. While at the age of 26-35 years and 46-55 years old showed insignificant results. Based on research conducted by Antonius (2016), shows that workers over the age of 35 have job satisfaction and are motivated to be thriving in their work, this can be caused because at this age most workers already have stability in their career, financial and relations, thus helping them to be motivated to be more thriving. In addition, according to the development stage of Hurlock (1991), at this age, individuals experience a period of achievement, and experience a transition period (midlife transition), a time when someone evaluates himself about the achievement of life goals. While at the age of 26-35 years old have a low level of job satisfaction towards their work. This can be caused because at this age workers are still looking for a suitable work environment, because the work environment can affect workers in carrying out their duties, (Alex S. Nitisemito, 1992).

Furthermore, at the age of 46-55 years, according to Robbins (2015), job satisfaction will decline during middle age and then rise again in the following years, as well as the thriving at work felt by this age. This can be caused because employees start to feel extremely tired (exhaustion), which is a condition where employees feel saturated, lose energy, experience a decline in performance, and feel unenthusiastic.

Furthermore, based on the analysis of demographic data on gender, it shows that in women, a sig value of 0.001, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.336. While in men showing insignificant results. Based on the results of research conducted by Clark (1997), that women have a much higher level of job satisfaction than men, besides that women also have a higher motivation to thrive and achieve career level. This can be attributed because the level of aspirations and expectations of women is lower than men, besides that generally men work for economic fulfillment, while women who already have a partner work for self-actualization not just for economic fulfillment.

Then based on the analysis of demographic data at the education level shows that at the S2 education level, a Sig value of 0.037, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.212, and at the S3 education level, a sig value of 0.005 is obtained, which means Sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.472. According to Ariyanti (2019), individuals with the last master's/doctoral education, tend to have more job satisfaction and a high desire to prosper, this can be because they have higher opportunities in career advancement, so they have a chance to get a higher salary as well. In addition, individuals will also have high research and analysis skills, so that they have the motivation to continue to be thriving in their work. According to Ariyanti (2019), also individuals with a higher education level are likely to be more thriving according to their level, where individuals will know and learn various theories at the S1 level, delve into one theory or certain scientific field at the S2 level, and develop new theories that are in accordance with their field of science when pursuing the S3 path.

If viewed based on the analysis of demographic data on the amount of income, it shows that at the income level of > Rp. 5,000,000 obtained sig value. of 0.000, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.405. While at the income level of Rp. 1,000,000 - 5,000,000 shows insignificant results. According to Hasibuan (2002) stated that salary is a reward for services that are paid periodically to workers and has a definite guarantee. The higher the salary given can increase worker satisfaction and help the company achieve its goals. In addition, salary can increase workers' motivation to work more effectively. Hasibuan (2002) also revealed that workers who earn 5 million and above have job satisfaction, this can be because they feel valued, given good facilities to continue to flourish, and have a balance between work and personal life. Based on Herzberg's Two-Factor Theory, it is mentioned that there are 2 factors that can affect job satisfaction, namely motivation factors and hygiene factors. In his theory Herzberg (1966), stated that hygiene factors are

related to the context of the work itself, and include interpersonal relationships, salaries, company policies and administration, relationships with supervisors and working conditions (Herzberg, 1966). However, in Herzberg's theory, a better hygiene factor can only reduce dissatisfaction but cannot cause job satisfaction (Herzberg et al., 1959).

Based on the analysis of demographic data in the agency where you work, it shows that the PTS agency obtained a sig value of 0.008, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.284. While the PTN agency showed insignificant results. This can happen because PTS Lecturers have motivation that causes job satisfaction due to individual needs for self-growth and self-actualization. In line with the theory (Herzberg, 1966) motivation is the most strongly correlated variable with job satisfaction and Herzberg and his colleagues argue that to increase individual job satisfaction, the motivation factor must be improved. According to Herzberg's theory (1966), motivational factors or motivators are intrinsic to work and lead to a positive attitude towards work because they meet the need for growth or self-actualization. According to Salma (2022), there is no significant difference between the work of PTS lecturers and PTN lecturers, besides that the work motivation of each individual can vary even without looking at the institution where he works, some lecturers may feel satisfied with their current achievements, while others may have higher ambitions. In this case, it cannot be denied that PTS lecturers are more motivated to prosper when there is appreciation that can increase their motivation, there are self-development opportunities such as participating in training, seminars, or workshops that are relevant to their field of expertise, collaboration between lecturers in conducting research or joint projects can increase their motivation. Likewise for PTN lecturers, but the possibility of motivation for PTN lecturers does not appear because they feel that their needs have been met and they feel guaranteed.

Furthermore, based on the analysis of demographic data on the length of work, it shows that the duration of work > 5 years, the sig value of 0.001, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.344. While the duration of work < 1 year to 5 years of work shows insignificant results. The results of this study are in line with the previous research conducted by Lestari (2007), that workers with a long working period have higher job satisfaction compared to workers with a new working period. This can be caused because workers with a long working period tend to have more abilities compared to new workers. This condition makes workers with longer working hours tend to be easier to complete their tasks and feel more happy about their work, thus helping them to be more thriving, (Lestari, 2007).

Then the last one based on the analysis of demographic data on Lecturers who have NIDN, shows that those who have NIDN obtained a sig value of 0.000, which means sig. < 0.05, and has a positive relationship with a correlation coefficient value of 0.372. While those who do not have NIDN show insignificant results. According to Salma (2022), this can happen because lecturers who have NIDN have many advantages such as having an accurate identity that is directly connected to PDDikti. Lecturers who already have NIDN can also participate in

lecturer certification which will later help lecturers be recognized as professional lecturers, and get appreciation through certification allowances. In addition, lecturers who have NIDN can also open up opportunities to get a higher career level, where there are 4 career levels for lecturers, namely expert assistants, lecturers, head lecturers and professors. Without NIDN, lecturers will not get the desire for vitality and learning, because career progress is not thriving.

In this research, it was also found that the level of job satisfaction among Lecturers in Bandung City is classified as moderate. This is proven by the majority of research respondents with a moderate level of job satisfaction of 86 people with a presentation of 65%. According to Herzberg's two-factor theory, there are 2 factors that can affect job satisfaction, namely motivation factors and hygiene factors. In this theory, motivational factors are intrinsic which causes job satisfaction due to individual needs for self-growth and self-actualization. While hygiene factors are extrinsic towards work, and if any, lead to the prevention of work dissatisfaction, which surrounds doing work in the workplace. Better hygiene factors that individuals feel can only reduce dissatisfaction but cannot cause job satisfaction (Herzberg, 1966). In this study, job satisfaction is classified as a medium category, which can be caused because lecturers are only influenced by hygiene factors that prevent them from having job dissatisfaction, but do not have motivational factors that cause job satisfaction for self-development and self-actualization.

Furthermore, it was also found that the level of thriving at work in lecturers in Bandung City is classified as moderate. This is proven by the majority of research respondents with a moderate level of thriving at work of 96 people or in a presentation of 73%. According to Porath et al. (2012), thriving is an attitude that shows a person's ability to develop, adapt, and overcome challenges in life. A thriving attitude with a medium category means that someone has enough motivation, knowledge, or physical activity to achieve their goals and well-being, but is not yet optimal.

In this research, there are several limitations that can be considered for future researchers. Among them is that researchers do not consider variables that are behavioral aspects such as performance, organizational commitment, turnover, burnout, etc.

CONCLUSION AND RECOMMENDATION

This research concludes that there is a positive and significant relationship between Job Satisfaction and Thriving at Work among lecturers in Bandung City. A correlation coefficient of 0.304 indicates that as job satisfaction increases, thriving at work also increases, and vice versa. The analysis of thriving aspects shows that the *learning* dimension has a stronger relationship with job satisfaction ($r = 0.406$) compared to *vitality* ($r = 0.188$). These findings highlight the importance of continuous learning for lecturers, as it is strongly tied to their satisfaction and professional growth.

The study also found that both job satisfaction and thriving at work levels among lecturers in Bandung are classified as moderate, with 65% of respondents in the medium category for job satisfaction and 73% in the medium category for

thriving. Demographic factors such as age (36–45 years), female gender, higher education level (S3), income above Rp. 5,000,000, working in private universities (PTS), longer tenure (> 5 years), and having NIDN are positively correlated with higher job satisfaction and thriving.

FURTHER STUDY

This study has several limitations that should be acknowledged. First, it focused solely on the relationship between job satisfaction and thriving at work, without incorporating other important behavioral variables such as job performance, organizational commitment, turnover intention, or burnout. These variables could provide a more holistic understanding of how job satisfaction and thriving influence broader organizational outcomes. Future studies could build on this research by exploring these behavioral factors as mediators or moderators, offering a more nuanced model of lecturer well-being and productivity.

Second, the research employed a quantitative correlational approach with self-reported questionnaires, which might be prone to response bias and cannot fully capture the complexities of lecturers' experiences. Future studies could adopt a mixed-method approach, integrating qualitative interviews or focus groups to gather richer, in-depth perspectives on how lecturers perceive job satisfaction and thriving in their work environment.

Finally, this study's sample was limited to lecturers in Bandung City, which may not represent the diversity of experiences across other regions or educational institutions in Indonesia. Expanding the sample to include public and private universities across multiple provinces could help identify regional, cultural, and institutional differences that may influence job satisfaction and thriving at work. Additionally, future research could include longitudinal designs to examine how these variables evolve over time, especially in response to policy changes or shifts in higher education.

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