

A Structural Equation Model on Job Satisfaction among Non-Teaching Personnel in Private Higher Education Institution in Region XII, Philippines

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ABSTRACT

The study determined the level of job satisfaction among the non-teaching personnel in the private higher education institutions in Region XII, Mindanao, Philippines as influenced by leadership style, psychological empowerment, and work engagement. Using descriptive-correlation and Structural Equation Modeling, the researcher selected 400 non-teaching personnel in private higher education institutions in the region through stratified proportionate sampling. Findings revealed high levels of leadership style, psychological empowerment, work engagement and job satisfaction. A significant relationship was shown between all latent exogenous variables and the endogenous variable job satisfaction. All the latent exogenous variables significantly influenced the job satisfaction. Structural Model 4, which depicted the direct causal relationships of psychological empowerment and work engagement to the job satisfaction of non-teaching personnel, was founded to be the best fit and most parsimonious model.

Keywords: job satisfaction, leadership style, psychological empowerment, work engagement,

1. INTRODUCTION

1.1 Rationale

In every facet of the working individual's quality of living, it is job satisfaction that is notably connected with their working life. However, to understand the real sense of being happy in the workplace, it is necessary to determine how satisfaction is appraised, measured or perhaps, evaluated.

Current investigations about job satisfaction all boil down to the employees' set of favorable and unfavorable feelings towards their work that determine their possibility of achieving a higher work performance (Davis & Newstrom, 2003). In other words, job satisfaction depends on the individuals' attitudes towards their work.

Employees' contentment may be attributed to some factors. Their performance, attitudes and views, much more towards their jobs, are always a reality of today's improving work environments (Odembo, 2013). Job satisfaction is a task that is positively matched to the potential to which personal needs have been met in the work

situation (Simatwa, 2011). The elements of remuneration satisfaction, management leadership and support, promotion, privileges, nature of the job and feeling of job fulfillment and connection with superiors and peers are relevant to the issues experienced by any organization. To cite an instance, consumers' enormous demands may put pressure on employers who, in exchange, push staff to become more competitive in the company. The workforce's pressures and different needs present a leadership challenge that puts staff in challenging working circumstances (Bakotic & Babic, 2013).

Effective leadership style is very important in any work environment because guidance and control need be translated effectively down to the lower-level employees. Good leadership puts impact on employees' productivity. Undeniably, employees' satisfaction is crucial in the face of the vibrant and ever-increasing difficulties of maintaining the organization's efficiency (Oswald, Proto, & Sgroi, 2015). For both the organization and the people, job satisfaction is crucial as it keeps them involved.

Furthermore, the pursuit of happiness in the workplace drives employees to exude a very excellent job performance level. Employers, must, at some point, always maintain the workers' good psychological well-being. They must be psychologically empowered so they will have the ability to control or manage their feelings, particularly when they are under pressure or over-stressed while undergoing certain job limitations. To improve facilities and the quality of service, people must discover the above- mentioned that contribute to a strong knowledge of the mental parameters that influence the job process (Psilopanagiotti, Anagnostopoulos, Mourtou, & Niakas 2012). Failure to do such may likely result to the job dissatisfaction among employees, which has become the real problem of all companies (Dartey-Baah & Amoako, 2011).

In addition, employees are, without a doubt, an organization's most precious assets. They are the repository of knowledge, skills and skills that competitors cannot imitate. It is for this reason that staff need to be empowered psychologically (Indradevi, 2011). It had been proven from different studies that psychological empowerment and job satisfaction show a positive relationship (Ambad & Bahron, 2012; Fong & Snape, 2015), which means that empowerment increases job satisfaction (Saif & Saleh, 2013; Stewart, McNulty, Griffin, & Fitzpatrick, 2010). Empowered staff are therefore, most probably happy with their work (Ambad & Bahron, 2012).

On the other hand, work engagement among employees is very vital especially in this era where business competition worldwide has placed all companies or organizations in a frenzied race. Because many are determined to be ahead of others, studies and research on business planning and feasibility continue to proliferate. More so, a plethora of studies on management theories argue that effective management skills are key to maintaining exceptional practice norms, employee satisfaction and retention in the vibrant worldwide company setting (Cummings et al., 2010). Effective management is vital for each organization and various styles of management impact the performance of employees across organizations (Curtis & O'Connell, 2011).

While there are existing studies on the link of each mentioned variables to job satisfaction, the researcher has not come across a study specifically focusing on the variables of job satisfaction doing a structural equation model, much more on non-teaching personnel among Higher Education Institutions (HEIs) in Region XII. Thus, it is for this reason that the researcher decided to determine the rate of job satisfaction using the SEM among the employees' of the HEIs of Region XII.

1.2 Statement of the Problem

This study aimed to come up with structural equation model on job satisfaction among non-teaching personnel in private Higher Education Institutions in Region XII. Specifically, it sought to answer the following questions:

- 1.2.1 What is the level of leadership style in terms of;
 - 1.2.1.1 transformational;
 - 1.2.1.2 transactional;
 - 1.2.1.3 passive-avoidant; and
 - 1.2.1.4 leadership outcome.
- 1.2.2 What is the level of psychological empowerment in terms of:
 - 1.2.2.1 meaning;
 - 1.2.2.2 competence;
 - 1.2.2.3 self-determination; and
 - 1.2.2.4 impact.
- 1.2.3 What is the level of work engagement among non-teaching personnel in terms of:
 - 1.2.3.1 vigor;
 - 1.2.3.2 dedication; and
 - 1.2.3.3 absorption.
- 1.2.4 What is the level of job satisfaction among non-teaching personnel in terms of:
 - 1.2.4.1 sense of work achievement
 - 1.2.4.2 remuneration satisfaction;
 - 1.2.4.3 superior satisfaction;
 - 1.2.4.4 work support;
 - 1.2.4.5 colleague support; and
 - 1.2.4.6 promotion opportunity.
- 1.2.5 Is there a significant relationship between;
 - 1.2.5.1 leadership and job satisfaction;
 - 1.2.5.2 psychological empowerment and job satisfaction; and
 - 1.2.5.3 work engagement and job satisfaction?
- 1.2.6 What is the best-fit model for job satisfaction among non-teaching personnel?

1.3 Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

- 1.3.1 There is no significant relationship between:
 - 1.3.1.1 leadership and job satisfaction;
 - 1.3.1.2 psychological empowerment and job satisfaction; and
 - 1.3.1.3 work engagement and job satisfaction.
- 1.3.2 There is no best fit model that predicts job satisfaction.

1.4 Review of Related Literature

This part contains the review of related literature and studies that contribute essential information and support to the conceptualization of this study.

Here, the presentation of thoughts are divided into parts that started with the arguments and articulation of leadership style with indicators, which include *transformational leadership*, *transactional leadership*, *passive-avoidant* and *leadership outcomes* (Legier, 2007), followed by the discussion and analysis of psychological empowerment with *meaning*, *competence*, *self determination* and *impact* (Chan, 2003) as indicators, discussion on work engagement with indicators, which includes *vigor*, *dedication* and *absorption* (Forootan, 2012) and job satisfaction with the indicators: *sense of work achievement*, *remuneration satisfaction*, *superior satisfaction*, *work support*, *colleague support* and *promotion opportunity* (Liu, Aunguroch, & Yunibhand, 2016).

1.4.1 Leadership style

Leadership skills, in any workplace, are crucial. It is an important phenomenon in the organization because their followers' behaviors are shaped by the rulers themselves (Akram, Lei, & Haider, 2016). The rulers who instinctively possess certain characteristics like compassion and integrity are fundamental to this ability. Through formal training and experience, these management features can be learned. Management should always discover methods to surface their employees' inherent features because efficient leadership strengthens the team's trust in any workplace. Besides, it can also lead to team productivity development and enhancement (Iwata et al., 2017).

Leadership is a method by which a person affects a group of people to attain a common objective (Northouse, 2017). A leadership style is the style of a leader to provide direction, plan implementation and motivate individuals. Leaders in politics, companies or other areas exhibit many distinct management styles. Nanjundeswaraswamy and Swamy (2014) found in their research of different management styles in big organizations that management style, organizational commitment and job satisfaction are interrelated.

On the same note, leadership is described as the capacity to influence the values, beliefs, attitudes and behaviors of a group of staff (Ganta & Manukonda, 2014). A leader with powerful management abilities can readily motivate and impact the organization's staff and make efficient organizational adjustments. In conformity, Hao and Yazdanifard (2015) specified that there will be no adjustments if there is no efficient leadership in an organization, as there are no leaders who motivate and guide the staff of the organization and provide a definite direction for the organization.

On the other side, as explained by Ali et al. (2015), *transformational leaders* may encourage their subordinates to develop their full potential and to transcend their individual aspirations for the good of organization through motivation, healthy perceptions, beliefs and morals with effectual collaboration (Malik, Javed, & Hassan, 2017). This leadership style was seen to encourage supporters to exert effort in favor of collective group achievement beyond self-interest (Avolio, Avey, & Quisenberry, 2010). Transformational leadership was strongly connected at the individual level with the creativity of supporters. This is because transformative rulers can inspire subordinates to go beyond their professional skills.

Further, *transactional leadership* implies that supporters follow a leader's choice. They agree, acknowledge, or adhere to the leader for praise, benefits and property so that they are not punished (Ali, Jangga, Ismail, Kamal, & Ali, 2015). It seeks to maintaining stability rather than encouraging change through periodic financial and social exchanges within an organization. Riedle (2015) also defined transactional leaders as competitive

leaders, like keeping a close eye on staff in search of faults or abnormalities in the job of staff.

Basham's (2012) focus on transactional leadership is on short-term goals or goals and only shows concern when a difficult situation or issue happens within their jurisdiction. For example, a transactional leader will clearly articulate what is expected in completing the goal with their followers and the reward or accolade that will be presented once the goal is fulfilled. Similarly, Jamaludin, Rahman, Makhbul, & Idris, (2011) cited transactional leadership as something that focuses on praising rewards for superb results while punishing supporters who are not performing as anticipated.

It has been explained further that transactional and transformation management are not considered to be contrasting leadership styles (Mahdinezhad & Suandi, 2013). Leaders may be transactional as well as transformative. Leader concentration is the dissimilarity between transactional leadership and transformation management. Both leadership styles focus on supporters where transactional leaders provide feedback on results while transformation leaders try to involve followers with goal accomplishment (Shah & Hamid, 2015).

The Avolio and Bass (2004) nine-factor management style model's other leadership style dimension involves *passive-avoiding* management methods. These styles of management include management-by-exception (passive) and laissez-faire. Management-by-exception (passive) is a more reactive leadership style and this practice has an adverse impact on the performance of individuals and organizations. Furthermore, Krouse's (2009) passive-avoiding management research shows no management features of any kind. These leaders are described as having management characteristics of passive or avoidant conduct. Bass (1985) thought that the conduct of passive-avoidant was comparable to the leadership style of laissez-faire. As Safety Directors, these leaders fail to take any management position, resist taking positions, prevent participation in significant problems and enable events within the organization to unfold. It is best to describe their roles as neutral in nature.

Together, descriptive statements that *leadership outcomes* result or the efficiency of a leader are evaluated by: additional efforts from the leader, efficiency from the leader and management satisfaction. Shafique and Beh (2017) argued that rulers must be aware of the role's efficacy and leadership style. If an organization does not have efficient management, no changes will be produced because there are no leaders who motivate and guide the staff of the organization as well as provide the organization with a definite direction. As a consequence, staff will consider themselves competent to handle their tasks and responsibilities as they face the organization's difficulties.

In the aspect of leadership style, leaders can be classified as manipulative, authoritative, or appealing in leadership styles (Suifan & Al-Janini, 2017). To obviously define management features, a leader focuses on the team by identifying and explaining particular goals and goals so that each member understands the objective of what they are working to accomplish. Under any circumstances in the workplace, leaders are expected to keep the team on track and move forward by setting and enforcing deadlines.

Leadership, from a global view, is a main element of all organizations, but with enhanced participation in globalization and technology development, its tasks and ability are becoming more complex. Technological developments stretch the potential for a global economy that has dramatically altered the way individuals do company and how they interact. For cross-cultural executives, therefore, it is essential to look substantially

at world change as a challenge and an opportunity for organizational growth and individual development. In addition, international business educators and facilitators need to react quickly to the effects of demographics, technology and globalization to provide particular job growth on global leadership, work ethics and ongoing learning (Aggarwal, 2011).

Moreover, the efficacy of global leadership has been a significant problem in worldwide company literature, social issues, human resource management and growth (Caligiuri & Tarique, 2012). In the increasingly difficult worldwide market, how to effectively execute global leadership is essential for international business and workforce management. Ulrich and Smallwood (2012) pointed out that a successful global leader must understand what is expected of that leadership and how it is executed among people with distinct cultural backgrounds accordingly.

The competitive landscape of the 21st century demonstrates the viable benefit of globalization that relies on a leader's skills and a leader's abilities who can handle diversity and execute enhanced and complicated company policies. A key to worldwide company achievement is effective diversity management of the workforce (Okoro, 2012). In addition, cross-cultural rulers must have the ability to effectively handle culturally varied environments in search of management efficiency in today's globalized life.

Most often, an efficient leader in the workplace checks the progress of each team member and helps them solve any problems before they become large problems. A good leader is expected to empower members of the team to operate to their complete potential (Sawalha, 2017). A good leader knows his or her team members' skills and capabilities and can assign them tasks that take advantage of their strengths. He or she also fosters communication and builds relationships among team members so that they can work and learn from each other effectively. Furthermore, a leader understands how to motivate and encourage members of his or her team to do their best work through recognition and praise.

On the other side, if the team is unable to create a choice between various options, a leader steps up and makes a decision for the entire team to avoid delaying the job. By getting a healthy equilibrium, they do this. Leadership abilities can be exercised at any stage irrespective of the title you may have. They are significant skills to have because a good leader in his or her team can carry out the greatest skills and motivate members to work together to achieve a shared objective. A good leader is also structured and keeps the team on track and concentrated on avoiding delays such as volunteering for new projects on the job and acquiring fresh abilities in the process, teaching someone else to enhance their communication skills and working to exploit their strengths and enhance their weaknesses (Black, 2015).

In the meantime, the abilities of motivation, communication and team building are interconnected and complementary, which is why management needs to develop in these fields (Gilley, Gilley, & McMillan, 2009). As a consequence, the development of interpersonal skills such as communication, motivation and team building is necessary to fully engage staff and cultivate achievement for efficient change. At the middle management stage, the capacity of leaders to interact is more essential than the capacity of management at the first stage because it has to interact in two ways; with reduced levels and top leadership. By providing suggestions and feedback to top executives who are also accountable for achieving the objectives set by top management, middle executives interact upward.

Nevertheless, Ghafoor, Qureshi, Khan, and Hijazi (2011) further explained that team construction skills are also needed at the middle management stage as it builds teams that operate at the reduced level and also requires jobs to be done with reduced management motivation skills. Top management is generally made up of managers so they set the company's broad policies and goals and mostly involve planning. Therefore, communication and motivation are less necessary compared to middle management, so at top management team building skills are more essential because the team is constructed and controlled by the top management.

1.4.2 Psychological Empowerment

Challenges are always up to the highest level in any organization, institution, or workplace, but when psychological empowerment is given significance, staff are usually more satisfied with their job, committed and work-effective.

Researchers PParamanandam and Abinaya (2014) thought that psychological empowerment is characterized as the basic private beliefs staff have about their position in the employing organization. The beliefs are organized into four dimensions: *meaning, competence, self-determination and impact* (Spreitzer, 1995).

Equally significant, Moura, Orgambidez-Ramos, and de Jesus (2015) described empowerment as referring to individuals' sense of command and dominance over the framework of jobs. In recent years, the notion of empowerment has appeared as an aspect with significant consequences for companies in terms of occupational health and organizational efficiency. In the context of jobs, psychological empowerment relates to a number of cognitive-type inner procedures and psychological states that alter the subject's perception of themselves and the context which they are in. Therefore, psychological empowerment includes people's views about the significance of their jobs, their ability to execute their duties effectively, their capacity to execute their duties.

In the meantime, a research undertaken by Bhat and Bashir (2016) concentrated primarily on job satisfaction and teaching results. According to them, teachers feel deep *meaning* connected with their work as they are teaching quality and considered a significant basic instrument and depends on different variables such as understanding, teaching skills, organizational equipment, teacher social adjustment, job satisfaction and emotional stability. Similarly, one third of the research respondents had a low amount of job satisfaction in Semachew, Belachew, Tesfaye, and Adinew (2017). The job satisfaction of nurses was strongly linked to workplace mutual knowledge and professional engagement. Luoh, Tsaur, and Tang (2014) also stated that staff with higher psychological empowerment have greater autonomy, skills and effect and this enabled them to come up with new ideas to improve the quality of service. In a research conducted in Ethiopia, job satisfaction therefore plays a key role in determining the efficiency, effectiveness and sustainability of health care systems in Ethiopia's government clinics.

Furthermore, the psychological empowerment of staff adds *competence* and job satisfaction (Orgambidez-Ramos, Mendoza-Sierra, & Giger, 2013). It is a significant predictor of work-related adverse attitudes and behaviors. Employee satisfaction affects client satisfaction and client loyalty directly. Engaged staff have a strong and efficient link to their job activity. Stander and Rothmann (2010) contends that to bring changes to the workplace and also to enhance employee performance, an organization should concentrate on creating employee engagement levels as well as psychologically empowering them.

In a study undertaken by DiPaola and Tschannen-Moran (2014) in Malaysia, they addressed the enhanced attention to beneficial work-related behaviour, such as work engagement and organizational citizenship behaviour, which inspires scientists to continually emphasize theory building and conduct appropriate studies in this region. Such attempts would make it possible for staff in the workplace to apply beneficial characteristics and behaviors more effectively.

In addition, psychological empowerment is defined as a process in which the self-efficacy emotions of staff or members are improved by defining circumstances that can generate a feeling of impotence and withdrawal. In the study of Abdulrab, Zumrah, Almaamari, and Altahitah (2017) this can be accomplished through both formal and informal organizational methods to provide self-efficacy data (Conger & Kanungo, 1988).

On the aspect of job performance self-efficacy, Albert Bandura's Social Cognitive Theory primarily describes the notion, which is deemed to be one of the most theoretically, heuristically and practically helpful ideas developed in modern psychology (Cherian & Jacob, 2013). As other officials have mentioned and agreed, self-efficacy effectively relates to people's assessment of their ability to organize and implement action courses needed to achieve designated performance. It provides the foundation for personal achievements, social well-being and human motivation or values in human functioning as the level of motivation, affective states and conduct of people on what they believe rather than on what is objectively true.

As Dust (2013) claims, empowered staff have a strong feeling of *self-determination* and inherent interest in their job duties and are therefore likely to advocate implementing helpful and creative thoughts into the organization.

Moreover, on Den Hartog and De Hoogh's statement (2009) that the relational orientation of the more empowering leaders should encourage supporters to identify with both the leader and their organization personally. Leaders place a premium on direct reporting interdependent interactions. For instance, considering the typology of relational identification by Sluss, Ployhart, Cobb, and Ashforth (2012), empowering rulers are transparent, understand and communicate where they stand on significant problems, values and beliefs and communicate them through behavior, their adherents are more likely to identify with and internalize their values and beliefs as their own (Wong & Laschinger, 2013). Similarly, by setting a personal example of working norms and equilibrium in critical decision making, empowering leaders are anticipated to evoke a greater feeling of identity among supporters that tends to make them aspire to be leaders in open and ethical behavior.

Likely, staff with higher psychological empowerment have greater autonomy, skills and *impact* and this enables them to develop new thoughts for improving the quality of service using time saved through standardized processes (Luoh et al., 2014).

Over and above that, psychologically empowered staff experience a high degree of autonomy and control over their job and try to enhance their job through suggestions. Employees with a high level of psychological empowerment therefore feel skilled in their job and are confident their suggestions are adequate (Frazier & Fainshmidt, 2012). Putting together, compared with other employees, psychologically empowered employees believe they have a greater influence on their work and perceive more responsibility for improving their work situations, leading to enhanced voice behavior (Tangirala & Ramanujam, 2012).

1.4.3 Work Engagement

High rates of commitment to job occur when non-teaching personnel are engaged, enthusiastic and passionate about their job. Reilly (2014) speculated non-teaching personnel are rarely employed. The latest global study by Gallup finds that only 13 percent of personnel globally are working. Accordingly, the recent American Workplace State study shows that only 33% of employed citizens in the United States are committed in their works.

Work engagement as described by Schaufeli and Salanova (2011) is a favorable, fulfilling, work-related state of mind characterized by vigor, dedication and absorption. *Vigor* is described as elevated energy levels, mental resilience, readiness and persistence to invest effort while working. *Dedication* relates to one's powerful job participation while feeling pride and passion. Finally, *absorption* is defined as the complete concentration, immersion and participation of an employee in their own work.

The latest study conducted by Kronos Incorporated and Future Workplace® in the Employee Engagement Series discovered that 95 percent of human resource leaders confess that staff burnout sabotages the retention of workers, but there is no apparent answer on the horizon. In brief, staff burnout is the greatest danger to constructing a committed workforce in 2017.

In comparison, as Jilani and Juma (2015) thought, remuneration contributed to a very big extent to employee engagement. Other variables that have largely led to engagement include training and development; career growth; abilities and fairness of supervisors; job security; and recognition and appreciation. However, participants showed that they lacked the liberty to express their views and were not sufficiently engaged in making strategic choices for the business. It was found that several variables contribute to the commitment, but the biggest contributors were wage and advantages.

Engaged employees, as Dempsey and Reilly (2016) put it, stand apart from their unengaged and actively disengaged counterparts due to the discretionary effort that they constantly put into their positions. These staff voluntarily go the extra mile, work with enthusiasm and feel a deep link with their business. They are the individuals who are going to drive innovation and advance the company. It's essential to measure worker commitment, i.e., measuring the correct stuff that matter most to performance and providing a structure for those that are essential to beneficial change.

In the service economy of the 21st century, the psychological relationship of employees with their jobs has acquired critical significance. In the contemporary world of jobs Bakker and Leiter (2010) said that not only must businesses hire top talent, but also encourage and allow staff to apply their complete capacities to their job, in order to compete efficiently. Contemporary organizations need staff who are psychologically linked to their job; who are prepared and able to fully invest in their positions; who are proactive and dedicated to high quality standards of performance. They need staff involved in their job.

Most often, work engagement is described as a favorable, fulfilling, work-related state of mind characterized by vigor, commitment and absorption (Schaufeli & Bakker, 2010). They added that, in principle, work engagement captures how employees experience their job as stimulating and vigorous and something they really want to devote time and energy to (the element of vigor); as a meaningful and meaningful activity (commitment); and as comprehensive and something they are fully focused on.

In the research of Halbesleben, Harvey and Bolino (2009), they stated that work engagement is the harnessing of the selves of organization members to their job positions:

individuals employ and express themselves physically, cognitively, emotionally and mentally during role performances in involvement. Cognitive, mental and physical involvement are three elements of work motivation. Work engagement is described as vigor, distinguished by elevated levels of energy and mental resilience while working, willingness to invest effort in one's job and persistence even in the face of problems; commitment by being heavily engaged in one's job and feeling meaningful, enthusiastic, inspiring, prideful and challenging; and absorption by being fully focused and challenging. Energetic and devoted staff are needed by organizations, individuals who are involved in their job. These organizations expect their staff to be proactive, initiative and responsible for personal development.

The study of Shusha and Abdelkader (2016), exploring work engagement in the higher education industry in Egypt revealed that work engagement is definitely a major problem for both employers and staff, as well as scholars and professionals. Reports indicate that employee engagement is positively and substantially linked to the efficiency, creativity, innovation and customer service of staff, as well as their in-role and extra-role behaviors (Tims, Bakker, & Derks, 2013; Neinaber & Martins, 2014). In addition, it is anticipated that staff will react favorably to their employment if they perceive their supervisors as caring, reliable, fair and transparent. Specifically, when staff perceive their supervisors to be supportive and enable them to make choices that influence them, as well as when they use reasonable steps and processes to distribute or allocate funds and advantages, staff would reciprocate by participating more in their employment.

Employee involvement in the health segment of Uganda stated that employee engagement substantially predicts employee performance by 44.7 percent and employee engagement has been discovered to be a significant predictor of staff performance (Sendawula, Nakyejwe Kimuli, Bananuka, & Najjemba Muganga, 2018).

1.4.4 Job Satisfaction

People spend most of their adult lives at jobs throughout the globe. With that, unhappiness in the workplace is anticipated to occur and can affect on the mental and physical health of an individual. Most organizations strive to satisfy their employees, but not all of them achieve this objective. That's why it's essential for people to understand more about the variables that can boost employee satisfaction and how it fits into the general achievement of a company (Zain & Setiawati, 2018).

Job satisfaction, as defined by Hashim and Mahmood (2011) is a collection of positive or unfavorable emotions and feelings that staff identify with their job. Carnahan (2013) clarified that the majority of definitions are employee satisfaction, job participation and job excitement. Other psychological factors linked to employee engagement have been recognized. Factors include an increased emotional link between staff and their organization and a passion for job.

Work is one of the most significant elements of people's life in today's extremely competitive corporate setting, according to Schneider and Vaught (1993), as quoted by Unutmaz (2014). Because individuals spend most of their waking hours at work, employee satisfaction in their working life is gaining more significance. Job satisfaction therefore plays a crucial role in an effective work setting. Accordingly, influencing job satisfaction factors are crucial to enhancing a big portion of our society's well-being. Therefore, job satisfaction is common in a broad spectrum of areas such as social psychology as an significant scholarly notion.

Because of the vibrant nature of the setting as posed by Raziq and Maulabakhsh (2015), many company organizations today face several difficulties. One of a company's many difficulties is to equip its staff to deal with the ever-changing and evolving setting and to succeed and stay in competition. To improve employees' efficiency, effectiveness, productivity and dedication to work, the company must meet its employees' requirements by offering excellent working conditions. They further explained that in the process of attaining the mission and vision of a company, the worker is an essential component. To satisfy organizational norms, staff need a working atmosphere that enables them to function freely without issues that can restrict them from achieving their complete potential.

On the other side, *sense of work achievement* among staff of Kasemsap (2017) tend to feel self-fulfillment and pride in accomplishing and performing their duties if they are satisfied with the workforce. Eickholt (2018) endorsed that if staff have mentoring tasks, job satisfaction is obvious. It helps to enhance the workplace experiences of staff and organizational officials may consider promoting workplace environments where staff are likely to identify with the organization. One of the most significant duties for organizational management is to ensure employee satisfaction in the organization (Özpehlivan & Acar, 2015). The characteristics of the work and work setting in contemporary organizations can predict job satisfaction (Brawley & Pury, 2016). Satisfied staff will have more time to pass on their positive feelings to clients to improve organizational earnings and provide clients with a quality service (Yee, Guo, & Yeung, 2015).

Job satisfaction, as mentioned by Mabasa and Ngirande (2015), is a private attitude towards the job which demonstrates how well the spectacular work of the staff is consistent with the remuneration provided for by the work or organization. *Remuneration satisfaction* is an efficient factor in keeping staff in their roles and affects people's performance and effectiveness and the quality of services they provide. It is also an instrument in managers' hands for maintaining and preserving staff.

In addition, Amiri et al. (2010) postulated that it is important that employees are satisfied with their superior. That is why human resources are the most valuable resources in an organization and assuring workers' *superior satisfaction* as one of the most important factors in job satisfaction specially in professional accomplishment and organizational efficiency and productivity. Job satisfaction is one of the factors, which can motivate and bring about the feeling of loyalty in workers and can be beneficial to the development and improvement of the organization. Appropriate measurement of personnel satisfaction will increase the rate of staff cooperation and subsequently, the organization will be able to make reasonable relations between work processes, clients' satisfaction and profitability.

In same way, the connection between positive management behavior, psychological empowerment, work engagement and employee satisfaction in chemical organization was explored in the research by Nel, Stander, and Latif (2015). The findings showed that there are statistically significant correlations between favorable management constructs, psychological empowerment, work engagement and life satisfaction of staff.

Perceived favorable leadership behavior had immediate impacts with their work on psychological empowerment and job satisfaction. Positive management has been considerably linked to psychological empowerment and is endorsed by other studies on positive management methods (Seibert, Wang, & Courtright, 2011; Stander & Rothmann,

2010). The capacity of a successful leader to match the strengths and abilities of employees to their duties and their frequent appreciation of achievements improves the sensitivity of an employee to their job.

In the work of Agbozo, Owusu, Hoedoafia, and Atakorah (2017), the authors indicated that it is not possible to underestimate the significance of the work support in job satisfaction. The working support environment is one of the most important variables influencing workers' level of satisfaction as well as their motivation. Consequently, social, organizational and physical variables stimulate duties and activities, which accordingly affect the efficiency of employees. Employees' productivity is excessively determined by the setting in which they operate. The utmost empirical proof indicating an organization's declining working circumstances is related to the job satisfaction rate truncated.

Critical to job satisfaction is an appealing and supportive work environment. There are countless characteristics in the work setting that can affect physical and mental well-being. A quality workplace is essential to keeping employees working and working effectively on their various tasks. A healthy workplace is controlled by such features as competitive salaries, trusting employee-management relationships, equity and fairness for all and a sensitive workload with difficult yet achievable objectives. A composite of all these conditions makes the workstation the best possible working conditions for highly satisfied employees

On the same note, Zehir, Erdogan, and Basar (2011) stated that employee satisfaction rates are crucial to organizations as satisfied staff contribute to organizational efficiency and long-term success. An organization cannot be developed without considering exploiting the capacities of the staff and enhancing their working circumstances. Highly satisfied workers' organizations are most likely more effective than other organizations. It is not hard to get employees with required skills for this type of organization. To attain success, qualified, productive and happy employees give more to their organization.

Colleague support is also related to Bateman's (2009) research saying that co-worker support has lately gained growing attention owing to the beneficial impact it can have on the workplace. The results highlighted the need for organizations to be conscious of the significance of supporting co-workers. It can improve job satisfaction and reduce work stress. Since both of these are possible antecedents of intention to leave, this research explored worker perceptions of perceived assistance for co-workers and their impact on job satisfaction, work stress and intention to leave. It was theorized that support for co-workers would have a beneficial connection with job satisfaction and negative relationships with work stress and willingness to leave. In the relationship between job satisfaction and intention to leave and the relationship between work stress and intention to leave, co-worker assistance was also hypothesized to behave as a moderator variable.

On the other side, Kendal's research as well as Chughati and Perveen (2013) on work discontent showed consequences for general job performance and organizational abilities that caused some educators to lower their effort levels. It is obvious that individuals who are extremely driven often get a lot of fulfillment. The factors affecting job satisfaction can be broadly categorized as environmental, psychological or demographic. Private and government sector roles and duties are presently a significant government issue.

Recently, recruitment and staff retention issues, especially within the teaching profession, have prompted a reassessment of the association of workload and job satisfaction with many government and private sector employment. It was also suggested not to expect educators to undertake extra duties without adequate extra pay. The reason for elevated workload was recognized by government college projects. Some schools provide educators with a chance to study, travel or participate in other types of professional enhancement while some schools are working to make teaching wages more appealing by implementing a merit pay plan. Merit pay plan is a wage plan that seeks to make teaching more appealing and financially rewarding by connecting the output of students with the wage of teachers.

Conversely, Amiri, Khosravi, and Mokhtari (2010) clarified that a happy employee is an efficient employee and a happy employee should be satisfied with his work. Because most individuals spend about half of their waking hours at work, the importance of job satisfaction outcomes is recognized. Job satisfaction is one of the key variables that play a part in job performance and outcomes for higher efficiency, efficacy and productivity as well as private emotions of satisfaction. Most scientists agreed that work performance, job content, wages, interpersonal relationship, company size, fringe benefit are the variables that affect job satisfaction.

In their studies, Lo and Li (2016) proposed that position promotion opportunities, accomplishment, including work empowerment, work independence, recognition and reward, self-professional status and personal future development should be examined and clarified in detail to affect job satisfaction and expected turnover in Hong Kong housing clubhouses.

There is no doubt that job satisfaction is of paramount significance and owing to implications such as decrease in the lack of work and leave or resignation, promotion of staff as well as the accomplishment of organizational objectives and their elevation, it should receive the managers' unique attention (Liu, Aunguroch, & Yunibhand, 2016). As stated, employees are an organization's most significant resources that directly execute the organizational operations through spending the other sources and their job satisfaction is undeniably linked to organizational achievement or failure. Job satisfaction is one of the constructs in the management science that has attained a special position.

Job satisfaction with one's job indicates happiness and exuberance. It is linked to the workers' requirements (Yee, Guo, & Yeung, 2015). If an organization meets the workers' needs, they will be satisfied with work. Many studies have shown an exceptionally big effect of job satisfaction on employee motivation, while the amount of motivation has an effect on productivity and, consequently, on company organizations' performance. It is undeniably the monetary compensation that has a significant effect on the perceptions of the employee about the nature of his work and the level of general job satisfaction.

Psychologically empowered staff are more likely to experience higher rates of work engagement with lower burnout rates at the same time (Bhatnagar, 2012; De Villiers & Stander, 2011). Practically, this means that a positive management strategy will positively affect staff who encounter difficult times on the job.

An ideal job climate is one in which the experience of staff optimizing their strengths and receiving appreciation for their contribution will lead to emotions of being in command and feeling meaningful. Stander and Mostert (2013) argue that focusing on strengths as a manner to achieve organizational goals is essential for leadership. For the

organization, the use of strengths has been shown to boost commitment rates (Biswas-Diener, Kashdan, & Minhas, 2011), which are eventually connected to enhanced levels of satisfaction (Cameron, Mora, Leutscher, & Calarco, 2011).

Furthermore, the employee satisfaction of Gregory (2011) is crucial to the achievement of any company. An elevated rate of employee satisfaction is directly associated with a reduced rate of turnover. It should therefore be a significant concern for every employer to keep staff satisfied with their careers. While in leadership practices this well-known reality seems to cause financial downturns such as the present one, leading employers to disregard it. Lo and Li (2016) found that all statistically significant indicators of job satisfaction in Hong Kong's housing clubhouse are professional status, position advancement, professional objectives, location to attend professional meetings, fringe benefit benefits, extra earnings, chance for further education and professional personnel rank.

Human capital is the biggest and most significant asset in any organization or workplace. This asset should not be compromised in moments of financial disturbance (Rane, 2011). Job satisfaction as mentioned by Juma, Simatwa, and Ayodo (2011) is a pleasurable emotional sensation resulting from job performance. Indeed, Rane (2011) argues that it is crucial for the organization to attain coherent development to retain staff with good or outstanding job results. This thing known as job satisfaction shows that the ascending performance of employees is certainly an outcome of their satisfactory job experience in the organization, which can be seen from his contended work life. This is known as job satisfaction.

It is a reality that staff are most satisfied and extremely productive when their jobs offer them economic security, appreciation of their efforts in a clean grievance strategy, a chance to contribute thoughts and suggestions, involvement in decision-making and business management, clean definitions of responsibilities and duties, possibilities, fringe benefits, sound payment structure, incentive plans and profit-sharing activities, health and safety measures, social security, compensation, communication, communication and, lastly, mutual trust atmosphere (Kuria, 2011).

1.4.5 Correlation between Measures

The link between management and job satisfaction, as mentioned in Siebert-Quinley's (2014) research. U.S. Coast Guard (USCG) teleworkers' job satisfaction reduced as transformation leadership style improved and teleworkers' job satisfaction also improved as transactional leadership style improved. While transformative and transactional leadership styles improved, there was only a slight variance in job satisfaction indicating other variables that were more likely to contribute to job satisfaction for USCG teleworkers. For multiple factors including hiring, maintaining staff, enhancing morale, increasing efficiency, maintaining tribal understanding and teambuilding, the link between teleworkers job satisfaction and management style was important to the USCG (Myers & Sadaghiani, 2010).

Research undertaken by Rast and Tourani (2012) has shown that there is a positive correlation between management and job satisfaction as leadership style is recognized as a key determinant of the job satisfaction of staff, as it has a major effect on employee motivation and commitment. Ensuring employee satisfaction is one of management's most significant duties. The leader is the individual who can create creative alternatives within the organization, determine the institution's policies and make the laws needed for

improvements.

It is evident that organizations are facing more than one market (workers as the internal market and external market clients). This perspective shows that the job satisfaction of staff is an image of the satisfaction of internal clients (Masihabadi, Rajaei, Koloukhi, & Parsian, 2015). Thus, for an organization or an economic entity, workers are regarded the most significant source of competitive advantage. In reality, an organization can succeed or fail. The important concerns of successful businesses are gathering educated and intellectual human capital in order to be able to change the organization.

Leadership is regarded one of the most significant and special ways of empowering and satisfying staff (Ghahremani Geremi, & Hasanzadeh, 2015). In their research of nurses working in a hospital affiliated with Tonekabon Azad University, Azbari, Akbari, and Chaijani (2015) found that leadership style had a direct and substantial effect on job satisfaction and that this connection eventually improved organizational commitment, quality services and patient satisfaction. In a research on National Bank, staff, Kharrazi, Mir Kamali, and Toriki (2013) also attempted to define the connection between leadership style and job satisfaction. They discovered a favorable and substantial connection between them and the most powerful predictor of job satisfaction was the management element.

Indeed, as with every team, every organization needs leadership. Leadership style enables executives to influence the organization's worker conduct. Satisfied staff are therefore one of the most significant outcomes of efficient management. The psychological element of empowerment is a change from standard methods as it looks at people's consciousness, mentality and empowerment experiences. Psychologically empowered staff are more engaged and satisfied with their work and organization, so scientists have recognized employee engagement in their relationship. As predictors of organizational commitment, role clarity, organizational climate, job satisfaction and staff empowerment were discovered (Nawab & Bhatti, 2011). Organizational commitment of staff is mainly influenced by psychological empowerment, a type of empowerment of staff, as it envisages staff satisfaction, engagement and performance (Laschinger, Wong, & Grau, 2013; & Jha, 2014).

People live in a knowledge-based economy where the significance of intangible assets such as knowledge, creativity and human capital is highlighted by a fresh paradigm. Empowerment has therefore been considered a significant concept as it possibly impacts results that benefit people and organizations (Han, Moon, & Yun, 2009). Employee engagement is an evolving idea that is seen as an important and critical component of a business ' achievement (Strom, Sears, & Kelly, 2014). It is a significant because it provides the ability to impact results that benefit people and organizations positively.

Furthermore, psychological empowerment affects employee satisfaction significantly. Studies undertaken by Baker, Fitzpatrick, & Griffin (2011) found that staff who thought they were empowered felt they had an impact on their daily job, were autonomous, had independence as to how they performed their employment and were proud of their employment. The findings proposed that there is a beneficial impact of psychological empowerment on employee satisfaction. Empowerment, as in other advanced nations, is a crucial element of generating favorable nursing job environments in Jordan.

Both organizational theorists and professionals have been increasingly interested

in the notion of empowerment (Conger, 2017). They adopted empowerment as a manner of encouraging and enhancing lower-level decision-making in an organization and at the same time enriching the work experience of staff (Allahyari, Mirkamali, & Kharazi, 2011). Many studies have discovered that there is a favorable connection between psychological empowerment and job satisfaction (Ambad & Bahron, 2012; Fong & Snape, 2015), meaning that empowerment improves job satisfaction (Saif & Saleh, 2013). Ambad & Bahron (2012) emphasized that empowered staff are more likely than less empowered staff to be happy with their work.

Moreover, Malik, Wan, Ahmad, Naseem, and Rehman (2015) discovered that staff with high-quality interactions with their supervisor may experience decreased turnover, although low-quality staff may experience higher turnover intention. There is pressures on organizations to maintain their positions and enhance their efficiency over their rivals in an extremely vibrant job environment. Employees are therefore now regarded a competitive advantage for organizational achievement, so organizations are looking more into variables that influence the satisfaction of their staff.

Work involvement has become a basic role in organizational efficiency in a competitive operating setting where organizations need to be proactive in order to compete efficiently. Organizations prefer to hire faithful and dedicated staff because they will devote their complete capacity to operate (Deepa, Palaniswamy, & Kuppusamy, 2014). Organizations are looking for staff who are prepared to dedicate all their skills and knowledge to their organization, they need staff who are involved in their job, as staff are more creative and productive (Bakker, 2011).

Previous studies have shown the significance of work engagement in attaining beneficial results such as job participation, organizational commitment, job satisfaction and intent to remain (Dhammika, Ahmad, & Sam, 2012; Viljevac, Cooper-Thomas, & Saks, 2012; & Abraham, 2012). Deepa et al. (2014) described staff involved in their job as: they are more valuable, more enjoyable and more proud of their job, more effort is typically made in their employment and more ready to share data with other staff to assist each other and the organization succeed.

In addition, Abraham (2012) addressed job satisfaction as a significant factor in job commitment. The top circumstances of commitment are consistent with co-workers, organizational resources, connection with instant manager, work itself, job contribution to the company objectives of the organization, range of job and economic stability of the organization (Abu-Shamaa, Al-Rabayah, & Khasawneh, 2015).

Work engagement is discovered to consist of individual aspects and the result of these aspects is job satisfaction. In line with Karanika-Murray et al. (2015), therefore, staff who are heavily and positively involved in their work and demonstrate energy and commitment to their work are satisfied with their work. Needless to say, through workforce initiatives, organizations attain strategic objectives. A business turnover is an expensive occurrence while poorly satisfied staff are even more expensive due to their effect on customer service.

Employees are a main determinant of future achievement with their understanding, skills and abilities. Today, however, more than ever, organizations need their staff to be happy with their employment (Turkyilmaz et al., 2011), have an efficient, sympathetic and integrity-based leadership (Iwata et al., 2017), physically and mentally involved with their job (Agarwal, 2014; Gruman & Saks, 2011) and psychologically linked to their job (Bakker & Leiter, 2010). Such behaviors in the workplace ultimately

make staff happier and more productive.

Research shows how intangible factors such as work commitment and job satisfaction could have a strong impact on the commitment of the organization. Engaging staff in their job is the first step towards creating a dedicated organizational atmosphere in which staff are encouraged to make greater efforts (Field & Buitendach, 2011; Shuck, Reio, & Rocco, 2011). In addition, studies specifically reported in the job of Lu et al. (2016) as well as Xanthopoulou, Bakker, Demerouti, & Schaufeli (2009) indicated that extremely committed staff are more positive about their employment and organizations, treating staff more respectfully, helping others enhance work efficiency, continuously improving work-related abilities, being extremely active and demonstrating in- and out-of-role efficiency.

Moreover, empowered staff have a strong feeling of ownership and inherent interest in their job duties, thus championing the application of helpful and creative thoughts into organizational procedures. Psychologically empowered staff experience a high degree of autonomy and control over their job and by providing suggestions strive to enhance their job. Furthermore, staff with a high degree of psychological capacity feel skilled in their job and are confident that their suggestions are suitable (Frazier & Fainshmidt, 2012). Convincingly, psychologically empowered staff, compared to other staff, think that they have a higher impact on their job and are more responsible for enhancing their job circumstances, leading to increased speech conduct (Tangirala & Ramanujam, 2012).

The literature collected has initially helped the researcher understand the direction of the study. Job satisfaction may be associated with leadership style, psychological empowerment and work engagement, but it is crucial that something must be done to know what caused it and how to manage it appropriately so not to affect the communication process and job performance.

Additionally, the collected literatures have considerably helped the researcher understand this study's idea. A brief synopsis evaluated that an organization's leadership style offers job satisfaction among leaders. It is seen as a significant predictor and plays a significant role because leaders lead individuals within the organization, collaborate with each other and provide guidance to staff, set and enhance norms to achieve an organization's strategic objectives. Similarly, psychological empowerment is a conduct in which control and dominance reflect each individual aspect (i.e. meaning, skill, impact and self-determination). These employed employees are also willing to go the extra mile, work with enthusiasm and feel a deep link with the organization.

1.5 Theoretical Framework

This study is anchored on George Homans' Social Exchange Theory (1958). The theory conceptualized that social exchange theory as a social behavior involves an exchange process. As Blau (1968) expanded this theory that explained the complementation between managers and employees. This means that there is a relationship that affects behavior among their coworkers and between managers and employees. They are driven by the anticipation of people to receive intangible and tangible benefits which leads to an obligation to return the favor. The Social Exchange Theory (SET) affects the attitudes of employees towards managers and organizations. The theory also clarified and aligned with Giauque's (2015) proposal to correlate the connection between favorable attitudes and change in his research assessing middle

executives in government hospitals in Switzerland. He discovered that there was an important and positive connection between perceived working relationships with managers and coworkers and perceived organizational assistance on a favorable attitude towards change and satisfaction. Organizational officials must therefore encourage beneficial assistance in order to enhance the motivational conduct of staff towards the development of social relations. The SET encourages beneficial relationships of trust-built work between leaders and staff.

Moreover, William Kahn formulated the Personal Engagement Theory (1992). The Personal Engagement Theory (PET) posits that a person may exercise private involvement or disengagement in the conduct and performance of tasks. He observed the theory of personal commitment and shared similarities in the theory of social engagement, developing from a reciprocal obligation in which staff exchange favorable job attitudes and behaviors towards building relationships that ultimately lead to work.

In the idea of Spreitzer (1995) gives a link between psychological empowerment and job satisfaction. She discovered that psychological empowerment was associated with greater efficiency and job satisfaction levels and reduced work-related strain concentrations. Based on both Conger and Kanungo (1988) and Thomas and Velthouse (1990), Spreitzer (1995) extended the focus of empowerment to people's emotions of empowerment and argued that staff need to perceive the empowerment context generated by different organizational variables and need to prompt psychological responses in staff. The concept of empowerment, as retained by her, is a method or psychological state manifested in four cognitions: meaning, competence, self-determination and impact. These four cognitions represent an active focus on a position in the job; in other words, an orientation in which a person wants and feels capable of shaping the position and context of his or her job. Specifically, meaning relates to a sense of personal criticality and importance in his / her job. Competence implies self-efficacy, or the conviction of an individual that he / she has the capacity to execute duties effectively. Self-determination relates to the perception of liberty to decide how to put their employment into practice. Impact relates to the degree to which one considers one's behaviors to create a difference in the performance of their employment.

As a whole, the researcher strengthened those ideas by way of assessing the quality of books, journals, dissertations and websites written and published by various authors and researchers that cover the same overall theme area or that are related to each. The purpose was comparing and contrasting the works, identifying key themes and critical issues and evaluating each author's contributions in understanding the overarching topics. In addition, the structural equation model that serves as the basis for testing and estimating causal relationships between structural variables in the hypothesis. All of these factors helped the researcher acquire the most appropriate model for the study.

1.6 Conceptual Framework

Four hypothesized models were treated for best fit in this study that contributed to the job satisfaction of the higher education institutions non-teaching personnel in Region XII. Furthermore, the first conceptual paradigm demonstrates the direct influence of the exogenous variable namely: leadership, psychological empowerment and work engagement towards the endogenous variable, job satisfaction as supported by the theories.

The first exogenous variable is *leadership style* which is measured by four indicators:

transformational, transactional, passive-avoidant and leadership outcome (Legier, 2007).

Moreover, the second exogenous variable is the *psychological empowerment* which has four indicators: *meaning, competence, self-determination and impact* (Chan, 2003). The four dimensions of psychological empowerment are a function of needs operating in individuals working in an organization environment (Spreitzer, 1995).

Finally, the third exogenous variable is work engagement. It has three observed variables: *vigor, dedication and absorption* (Forootan, 2012).

The latent endogenous variable is job satisfaction which has six indicators: *sense of work achievement, remuneration satisfaction, superior satisfaction, work support, colleague support and promotion opportunity* (Liu, 2016).

Moreover, a model generation approach is essential in Structural Equation Modeling (SEM) to arrive at the best fit model. In this study, four hypothesized models are generated showing the potential causal dependence between the hypothesized models of the two latent constructs, namely the exogenous and endogenous variables. The hypothesized model shows the following: the oval shapes represent the latent variables of the study, the rectangular figures connected from the oval are the measured variables of a latent construct, single headed arrow represents the direct relation from one variable to another while the double headed arrow signifies correlation.

Hypothesized Structural Model 1 as shown in Figure 1 illustrates the direct relationship of the latent exogenous variables towards the latent endogenous variable. This is illustrated through a single headed arrow connected from leadership, psychological empowerment and work engagement. Furthermore, the rectangular shapes represent the measure variables of the corresponding latent exogenous and endogenous variables.

Hypothesized Structural Model 2 shows the interrelationship of the three latent exogenous variables and its causal relation to latent endogenous variable. This is observed through the illustration of double headed arrows connected between the leadership style, psychological empowerment and work engagement and the single headed arrow pointing to job satisfaction from the latent exogenous variable (see Figure 2).

Hypothesized Structural Model 3 presents the direct relationship between the exogenous variables: leadership style, psychological empowerment and work engagement and their direct relation to job satisfaction. This is a model modification showing the extraction of some indicators of the exogenous and endogenous variables in order to generate a model fit (see Figure 3).

The Hypothesized Structural Model 4 is a model modification from previous models showing the limited number of indicators in the exogenous and endogenous variables. This model presents the correlation of leadership style and work engagement absorption to job satisfaction.

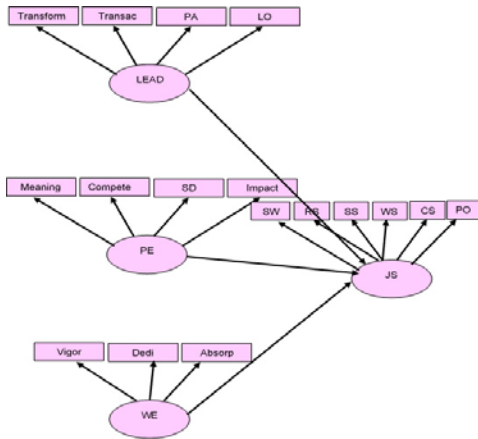


Figure 1. The Interrelationships between Latent Exogenous Variables and their Significant Influence to Endogenous Variable Job Satisfaction

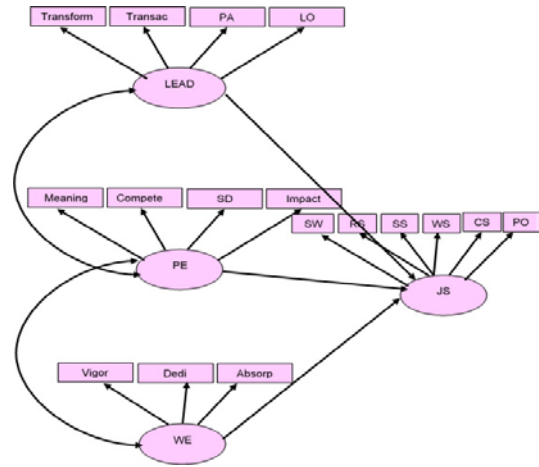


Figure 2. A Model Showing the Interrelationship between the Exogenous Variables and its Causal Relationship to Job Satisfaction

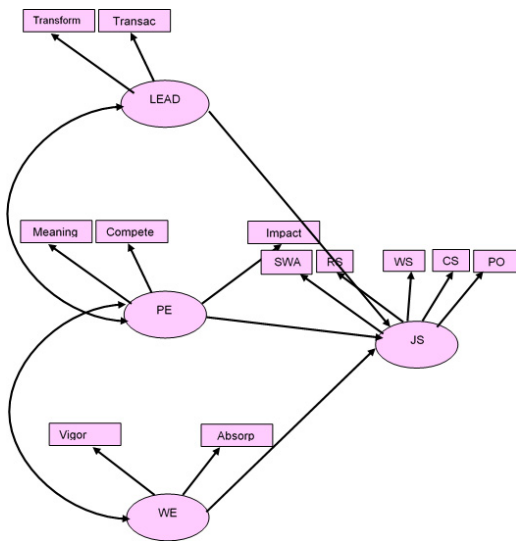


Figure 3. The Conceptual Model Showing the Direct Relationship of the Latent Exogenous Variables towards the Latent Endogenous Variable

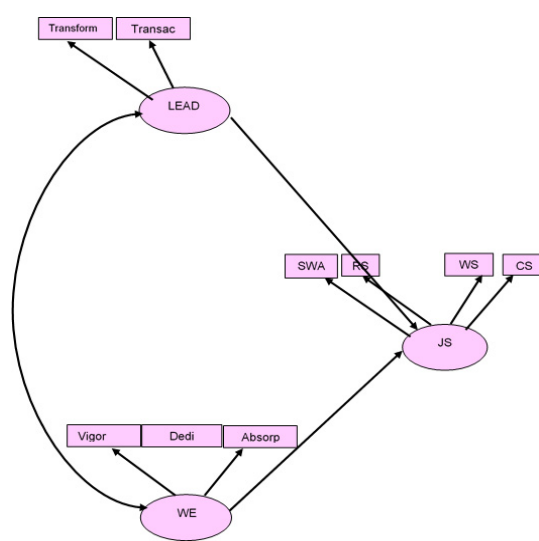


Figure 4 A Model Showing Direct Relationship between the Exogenous Variables: Leadership Style and Work Engagement and their Direct Effect to Job Satisfaction

Legend: Legend: Transform –Transformational
 Transac –Transactional
 PA –Passive-Avoidant
 LO –Leadership Outcomes
 LEAD –Leadership

 Meaning –Meaning
 Compete –Competence
 Impact – Impact
 SD –Self Determination
 PE – Psychological Empowerment

Vigor –Vigor
 Dedi –Dedication
 Absorp –Absorption
 WE –Work Engagement

 SWA –Sense of Work Achievement
 RS –Remuneration Satisfaction
 SS –Superior Satisfaction
 WS –Work Support
 PO –Promotion Opportunity
 CS –Colleague Support
 JS –Job Satisfaction

1.7 Significance of the Study

The findings of this study will have significance for future practice, research and policy. They may contribute more to the body of knowledge about job satisfaction through the perspective of the non-teaching personnel's perceived leadership style, psychological empowerment and work engagement. Moreover, this study on job satisfaction helps the employee in his life cycle to understand the global perspectives and open different ways of satisfying and applying direct solutions whenever the need arises. Eventually, this will shed light on every exhausting situation present in the organizations from its day to day operations. Furthermore, this study is a work that will open a wide horizon in understanding globally the job satisfaction, leadership style, psychological empowerment and work engagement of non-teaching personnel in a corporate arena.

This study further expresses the social importance of job satisfaction among non-teaching personnel in the community especially in the field of the academe. Certainly, job satisfaction of every employee in a working environment is relevant to the outcome of the organization in realizing its strategic goal. Not only that, job satisfaction affects not only in every individual but to the community as well. Having a job is more than just a remuneration they get and the benefits they receive but also boost living standards, raise productivity and foster social cohesion.

1.8 Definition of Terms

To make this study more comprehensive to the readers, the following terms are operationally defined:

Job Satisfaction. This refers to the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling. Indicators include sense of work achievement, remuneration satisfaction, superior satisfaction, work support, promotion opportunity and colleague support.

Leadership Styles. This refers to the ability of an individual or a group of individuals to influence and guide followers or other members of an organization. Indicators include transformational, transactional, passive-avoidant and leadership outcomes.

Psychological Empowerment. This refers to the process of discovering a higher meaning in life and building an individual's confidence by focusing on factors that enhance confidence and removing factors that hinder or reduce confidence. Indicators include meaning, competence, impact and self-determination.

Work Engagement. This refers to work-related state of mind as characterized by balancing between the energy employees they give and the energy they receive. Indicators include vigor, dedication and absorption.

2. METHOD

Presented in this section are the research method and the procedures that have been employed in this study which included the research design, research subject, research instrument, data gathering procedure, statistical treatment of the data, ethical consideration, and other sources of information and data treatment.

2.1 Research Design

This quantitative study employed the descriptive type of research design, as well as the correlational research design. As reported by Creswell (2012), the descriptive method of research is used to gather information about the present existing conditions. The information gathered is used to describe the characteristics of a population or phenomenon being studied. The descriptive type of research design was appropriate in this study since it will describe the present status on job satisfaction among the employees of Higher Education Institutions in Region XII in terms of the leadership styles, psychological empowerment and work engagement.

The correlational research design, specifically the prediction design was also employed in this study. Creswell (2012) stated that correlational design provides an opportunity for researchers to predict and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables. The prediction type of correlational design is used to predict an outcome or criterion wherein the researcher identifies one or more predictor variable and a criterion (outcome) variable. This study used the correlational design that determined that the leadership styles, the psychological empowerment and work engagement had influenced the job satisfaction of the non-teaching personnel in of Higher Education Institutions in Region XII. The prediction type of correlational research design was used to determine the variables that can predict job satisfaction among the employees, specifically through the Structural Equation Modeling (SEM).

The Structural Equation Modelling (SEM) is a quantitative design that aims to determine relationship between exogenous and endogenous variables through a series of statistical methods that determine proposed causal process and or model concerning to a particular phenomenon (Bagozzi & Yi, 2012). SEM evaluates direct and indirect relationships between the dependent and independent variables and the interrelationships among the determinant (independent) variables, all simultaneously. It also provides greater explanatory strength and comprehensiveness than the conventional bi-variate and multiple-regression analysis techniques (Cheng, 2001).

2.2 Research Locale

The study was conducted in the SOCCSKSARGEN Region, Philippines, specifically in Region XII. Shown in Figure 5, SOCCSKSARGEN Region is one of the regions in the Philippines bounded on the north by Northern Mindanao, on the east by the Davao Region and on the southwest by the Celebes Sea. As shown in the vicinity map, the name is an acronym that stands for the region's four provinces and two cities (*South Cotabato, Cotabato Province, Cotabato City, Sultan Kudarat, Sarangani and General Santos City*).

The region used to be called *Central Mindanao*. The regional center is in Koronadal City located in the province of South Cotabato and the center of commerce and industry is General Santos City which is the most populous city in the Region. It encompasses Cotabato City situated within the borders of Maguindanao, a province of the Autonomous Region in Muslim Mindanao (ARMM).

Moreover, the region has amusing economic activities and performance which will continue to improve in the coming years when it comes to innovation, business and

management ideas to a new and promising new decade in the field of education and management. This explains why SOCCSKSARGEN region is the best choice of locale for this study.

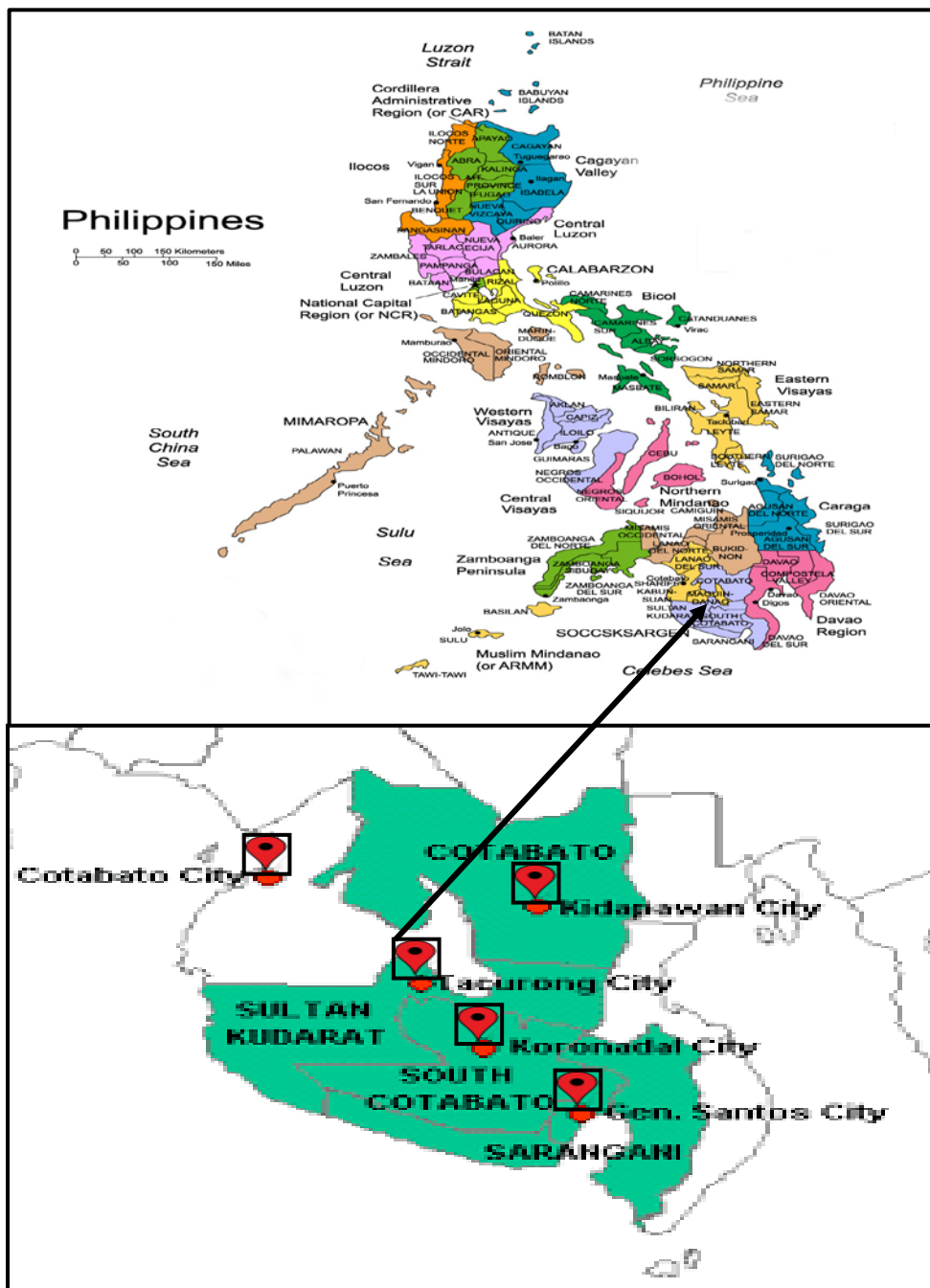


Figure 5. The Philippine Map and the SOCCSKSARGEN Map

2.3 Population and Sample

The respondents of this study were 400 non-teaching personnel of the private Higher Education Institutions (HEIs) in Region XII specifically from South Cotabato, Cotabato City, Cotabato Province, Sultan Kudarat, Sarangani and General Santos City. Survey questionnaires were administered to the respondents to gather the data from the different HEIs in the region. They were the subjects in order to determine the degree of relationship between leadership, psychological empowerment, work engagement and job satisfaction by collecting data through survey and research questionnaires that were administered to them.

Furthermore, this study was conducted during Second Semester of the Academic Year 2018-2019. The number of sample in this study was fixed to 400 respondents who were the non-teaching personnel of private HEIs in Region XII. This number of respondents was deemed appropriate to establish the best fit model to determine the variables that can predict job satisfaction among the non-teaching personnel of the private HEIs in Region XII. The number of respondents in this study was determined based on Yuan and Hayashi's (2010) contention that a sample size of between 300 and 400 should be appropriate for Structural Equation Modelling (SEM). In determining the number of respondents from the different HEIs in Region XII, the multistage cluster sampling was used. Based to Creswell (2012), multistage cluster sampling is a form of probability sampling in which the researcher chose a sample in two or more stages because the population was extremely large. In this study, the number of HEIs in Region XII and the number of non-teaching personnel in all private HEIs were large. The private HEIs in Region XII were clustered into six groups based on the geographical location where these HEIs were situated. The six clusters were based on the provinces and cities that comprise Region XII or the SOCCSKSARGEN Region. These provinces and cities are the following: South Cotabato, Cotabato Province, Cotabato City, Sultan Kudarat, Sarangani Province, and General Santos City.

The number of sample from each of the cluster and the HEIs were determined through the different stages based on the pre-determined total number of respondents which is 400. First, the private HEIs had clustered into six groups depending on their geographical location. The six clusters with the number of HEIs and the number of non-teaching personnel in each cluster were shown in Table 1. After the HEIs were clustered, the second stage was the determination of the number of the number of respondents per cluster through proportionate sampling. The number of respondents per cluster was also shown in Table 1. The third stage was the determination of the number of sample respondents per HEI based on the number of sample respondents for every cluster. The number of sample respondents in every HEI was determined through proportionate sampling.

Shown in Table 1 are the total number of respondents which was 400. After the number of respondents in each cluster was determined, South Cotabato had the most number of respondents with 103 non-teaching personnel or 25.75 percent of the total respondents. This was followed by General Santos City with 81 respondents or 20.25 percent of all respondents, then Cotababto Province with 80 respondents equivalent to 20.00 percent of the total respondents. There were 71 respondents or 17.75 percent who were from the private HEIs in Cotabato City while in Sultan Kudarat, there were 57

respondents or 14.25 percent of all the respondents. The cluster with the least number of respondents was Sarangani Province with only eight or 2.00 percent of the total respondents.

Table 1
Distribution of Respondents per Cluster

Province/City	No. of Private HEIs	No. of Non-Teaching Personnel	No. of Respondents	Percentage
South Cotabato	23	753	103	25.75
Cotabato Province	16	580	80	20.00
Cotabato City	17	518	71	17.75
Sultan Kudarat	15	418	57	14.25
Sarangani Province	2	60	8	2.00
General Santos City	17	592	81	20.25
Total	90	2921	400	100.00

The non-teaching personnel in each HEI were included as actual respondents that were regular or permanent employees of the HEI and should have served as an employee for at least two years. These inclusion criteria were set to ensure that the respondents had already established residency in the institution and had enough time to experience the leadership in the institution. The non-teaching personnel in the private HEI who were in their probationary status as well as those who were already in their permanent or regular status but had served in a certain institution for less than two years were included as respondents of this study.

2.4 Research Instrument

The research instruments used in gathering the data had been adopted from various authors with some revisions to fit with the current study. These instruments were as follows: the Leadership Scale, the Psychological Empowerment Scale, the Work Engagement Scale and the Job Satisfaction Scale.

Leadership Scale. The leadership scale used in this study was adopted from the work of Legier (2007). The mean scores obtained by the respondents had been interpreted using the following scores:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very High	When leadership described in the statement is always manifested.
3.40 - 4.19	High	When leadership described in the statement is oftentimes manifested.
2.60 - 3.39	Moderate	When leadership described in the statement is sometimes manifested.
1.80 - 2.59	Low	When leadership described in the statement is rarely manifested.
1.00 - 1.79	Very Low	When leadership described in the statement is never manifested.

The research questionnaire was made up of 45 questions. This was categorized into the four components namely: transformational, transactional, passive- avoidant and

leadership outcome. The non-teaching personnel indicated the level of leadership that they experience in their working area. For each item, the respondents' responses ranged from "Never" to "Always".

Psychological Empowerment Scale. The second research instrument used in this study was adopted from Chan (2003). This instrument was used to determine the level of psychological empowerment of the employees of Higher Education Institutions in Region XII. The questionnaire consisted of three indicators and each indicator was comprised of three items or a total of 12 sets of questions that recognized the psychological empowerment of the employees. The following scales were used to interpret the mean scores of the respondents:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very High	When psychological empowerment described in the statement is always manifested.
3.40 - 4.19	High	When psychological empowerment described in the statement is oftentimes manifested.
2.60 - 3.39	Moderate	When psychological empowerment described in the statement is sometimes manifested.
1.80 - 2.59	Low	When psychological empowerment described in the statement is rarely manifested.
1.00 - 1.79	Very Low	When psychological empowerment described in the statement is never manifested.

Work Engagement Scale. The instrument used to describe the level of work engagement of the respondents is adopted from Forootan (2012). This research instrument incorporated the three indicators of work engagement which includes vigor, dedication and absorption. The 17 items questionnaire were subscales. Each item was measured on a Likert's 5-point scale ranging from "Always" to "Never". The mean scores of the respondents were interpreted through the following scales:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very High	When work engagement described in the statement is always manifested.
3.40 - 4.19	High	When work engagement described in the statement is oftentimes manifested.
2.60 - 3.39	Moderate	When work engagement described in the statement is sometimes manifested.
1.80 - 2.59	Low	When work engagement described in the statement is rarely manifested.
1.00 - 1.79	Very Low	When work engagement described in the statement is never manifested.

The *Job Satisfaction Scale* was adopted from the job satisfaction questionnaire of Liu (2016). This instrument had been used to determine the level of job satisfaction of employees in private Higher Education Institutions (HEIs) in Region XII. It was divided into 6 factors, having a total of 33 items. However, the questions had been modified to fit it with the current study and thus had been validated by the adviser and members of

the dissertation committee.

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Very High	When job satisfaction described in the statement is always manifested.
3.40-4.19	High	When job satisfaction described in the statement is oftentimes manifested.
2.60-3.39	Moderate	When job satisfaction described in the statement is sometimes manifested.
1.80-2.59	Low	When job satisfaction described in the statement is rarely manifested.
1.00-1.79	Very Low	When job satisfaction described in the statement is never manifested.

2.5 Data Collection

A number of procedures were observed in collecting the data in this study. First, the researcher asked permission to conduct the study from the research adviser and research statistician. Second, the researcher requested permission and endorsement from the Commission on Higher Education in Region XII. A request letter was then submitted to the respective higher education institutions for clarification and verification purposes. Third, the researcher explained the main objectives of the study and discussed evidently the flow of the data gathering. Fourth, the researcher then administered the survey questionnaires religiously and waited patiently for any queries on the given set of questionnaires. When everything was set, a schedule was made for the distribution of the survey questionnaires.

Hence, the explanations about the study and instructions for the tests were incorporated in the questionnaires. Fifth, the researcher collated and tabulated the data taken from the respondents. After retrieving all the questionnaires, a data screening was performed to minimize the possible outliers during the analysis. After which, encoding, tabulating and analyzing were applied and lastly, interpretation of data were analyzed and interpreted based on the purpose of the study.

The timeline for the study was set by the researcher with the approval from the research adviser. The data gathering of the study was finished on the last week of March 2019, a month right after the approval from the University of Mindanao Ethics Review Committee.

2.6 Statistical Tools

The data gathered in this study had been analyzed through the different statistical tools such as mean, Pearson Product Moment Correlation, multiple regression and structural equation modelling.

2.6.1 Mean. This was used in analyzing the data gathered to describe the type of leadership experienced by the respondents in their workplaces. The mean had been used also to determine the levels of psychological empowerment, work engagement and job satisfaction of the respondents.

2.6.2 Pearson Product Moment Correlation. This statistical tool was used to determine if there is a significant relationship between job satisfaction and the following variables: leadership styles, psychological empowerment and work engagement.

2.6.3 Structural Equation Modeling. This study used SEM to explore the best fit model. The essence of the test as defined by Savalei and Bentler (2010) was to ensure the elimination of attributes with low correlations with the attributes of the other latent factors in the final SEM. In this study, SEM had been used to determine the best fit model of the predictors of job satisfaction among the non-teaching personnel in the private HEIs in Region XII. The following standard goodness of fit indices was used in Structural Equation Model approach to identify the best model for the study in which, all the ranges are completely within the parameters of parsimonious model.

Goodness of Fit Index		Standard Criterion
CMIN/DF	Chi-square/Degrees of Freedom	0 < value >
P-value	Probability value	>0.05
NFI	Normed Fit Index	>.95
TLI	Tucker-Lewis Index	>.95
CFI	Comparative Fit Index	>.95
GFI	Goodness of Fit Index	>.95
RMSEA	Root Means Square of Error Approximation	<.05
P-Close	P of Close Fit	>.05

2.7 Ethical Consideration

Research ethics provide a guideline or set of principles that support researchers in conducting research so that it is done justly and without harming anyone in the process. On the other part, it is important in any research endeavor and requires that researchers should protect the dignity of their subjects and publish well the information uncovered (Fouka & Mantzorou, 2011).

The observance of the ethical standards in research is a primary factor that should be considered by the researcher. The observance of ethical standards and guidelines in research is a proactive strategy to establish the reliability and validity of the research findings. The standards are intended to prevent both the researchers and other individuals who are involved in the research such as the respondents, the subjects, the participants, the reviewers of the study, the adviser and the members of the panel of examiners and the authorities who gave permission to conduct the study from violating certain rights.

The respondents have the decision as to whether or not to take part in the study and it is completely voluntary. The respondents have also the free will to decide as to whether to give an authorization for the use and disclosure of any information given. The respondents are also allowed to read information first and ask anything they do not know before deciding to participate.

The consent of the respondents in this study had been asked before they were given the questionnaires to be answered. The participation of the respondents in this study was voluntary. They were not forced to become respondents and they should not agree to be one. The target respondents had volunteered to participate in the study. No penalty or loss of benefits that they enjoy at present or will enjoy in the future.

The researcher decided on a protocol-by-protocol basis and there were adequate provisions to protect the privacy of the subjects to maintain the confidentiality of the identifiable data at each segment of the research from recruitment to maintenance of the data. The researcher also provided a Waiver on Non-Disclosure Agreement to protect the integrity and confidentiality of both parties.

The privacy and confidentiality was observed in the conduct of this research and that the following measures has been observed. First, the anonymity of the respondents had been assured through instructing them not to write their names in the questionnaire. Second, after the questionnaires were tabulated, these had been kept and safeguarded while the analysis and interpretation of data had been done. Third, the questionnaires had been destroyed after the study was completed so that any information given by the respondents would not be accessed by any person.

One of the most important ethical rules in research is that individuals must voluntarily give their informed consent before participating in a study. It has been the protocol to obtain permission from those being observed and being studied. Such protocol requires that specific information be provided to the research subjects before they participate in a study. In this study, it was done through a request letter asking permission from the respondents' school administrators to be permitted before conducting the study.

Before the questionnaire was administered to the target respondents, the objectives of the study were explained to them and they were informed of the specific data, which they had disclosed or given by answering the questionnaire. Their rights as respondents has been explained to them before their consent will be sought. The target respondents who did not agree to participate were not forced to participate. In seeking the consent of the target respondents, this study relied on the implied consent of the respondents and that their rights and their benefits were explained to them. Though the study relied on the implied consent of the respondents, the essential elements of the informed consent were provided in the letter given to them and in the questionnaire.

Every researcher must take precautions against breaches of integrity related to the execution of research. In this research, the appropriate recruiting parties who were identified to assist the researcher were the human resource development officers in the private Higher Education Institutions (HEIs) in Region XII since the target respondents were the non-teaching personnel of their respective school. The researcher believed that the human resource officers were the ideal partners in achieving a deep-rooted working relationships with the selected respondents. Such partnership expected the best realization of the objectives of this study on the factors which affects job satisfaction among employees.

Further, this study provided the procedures in gathering the data which included the process of selecting the respondents who would answer the survey-questionnaire. Appropriate processes in the selection of respondents had been followed and the researcher had personally gathered the data for the study. The voluntary consent of the respondents had been sought before they participated in the study and that they were informed that they have the right to refuse as respondents and that they could also withdraw as respondent of the study. When the target respondents had not participated in the study, they had not received any penalty.

In considering risks and discomforts in this research, the researcher donned that risks were transient in which there may be a possible harm but there may be greater

benefits than those encountered by the participants. However, the respondents had felt discomfort in answering the questionnaire maybe because of the sensitive nature of the topic being studied. They were given the option not answer questions if they feel any psychological or emotional distress. Further, they could withdraw as participants if they felt that they could not give the information asked. The researcher valued their participation and place their welfare as the researcher's highest priority during the course of the study.

Measures to prevent the possible risks which might happen to the respondents of the study were provided. These measures were strictly followed and observed in order to avoid the risks or any harm that might occur in the course of the conduct of the research. The respondents were oriented and informed of the procedures in the gathering of data, the confidentiality of the information that they might disclose or give and the objective or purpose of the study. No physical, psychological, economic, and social risks had seen in the conduct of this study because the researcher had personally administered the questionnaire or conducted the study. In the conduct of the study, only a questionnaire had been used to gather the data. The potential risk for the respondents identified by the researcher was the time that they spent in answering the questionnaire and the inconvenience that brought to them. However, the researcher had ensured the respondents of their confidentiality so they could feel comfortable in answering the questionnaire. In the event the respondents were not comfortable to answer the questionnaire, they had the right to withdraw as respondents. Further, the instruments which had been used in the study were validated before these were administered.

The study could generate relevant information which were useful not only to private Higher Education Institutions but also to the public HEIs. The results, discussions, and findings of this study could spark evidence-based information and be used by higher education institutions such as creating focus group discussion among non-teaching personnel to tackle important issues on the factors that affect their job satisfaction since they are considered as the heart of every institution. The information derived from this study could helped the administration of the HEIs in assessing, modifying, and improving their service strategies that could maximize the satisfaction of their employees.

For the respondents of the study, the potential benefits that this study brought were the data and information that they gave which may serve as the basis in formulating a strategic plan or framework for the administrators in ensuring that the non-teaching personnel will be working in an environment that is conducive for them.

Safety must never be compromised in the name of research. The researcher was responsible for the safety of respondents, as well as other individuals who were involved in this study. This ensured that the researcher had conducted the research with care and in accordance with health and safety regulations. She had evaluated the risks and decided on the precautions such as health and safety travel with companion, awareness of options for mode of travel.

Awareness of physical environment and safety and security policies of each research location were also done. This study also safeguarded the commitment of the researcher to full blast the benefits as stated in the significance of the study while minimizing risk of harm of the research for every respondent and for the community as well.

In addition, the researcher warranted that there was no trace of evidence of misrepresentation of someone else's work as her own. To make this certain, the use of Turnitin software and/ or Plagiarism Detector had been in place. Moreover, this research showed no trace/ evidence of intentional misrepresentation of what had been done, no making of data and/ or results, or purposefully putting forward conclusions that were not accurate and no inconsistency with the existing literature among the information included in manuscript.

Furthermore, no trace of purposefully misrepresenting the work to fit a model or theoretical expectation as well as no evidence of over claiming or exaggerations on this research appeared. Correspondingly, there were no trace of conflict of interest (COI), for example disclosure of COI had been evident on this study. COI is a set of conditions in which a professional judgment concerning primary interest such as the participant's welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognitions.

In an essence that the falsehood about the author's identity and the nature and true purpose of the study should be avoided, this research did not use deception. To deceive is to deliberately mislead others. This issue is most relevant in experimentation where personal knowledge of the purposes might change people's behavior. Hence, this is not applicable in this study.

Notably, the researcher ensured getting a written permission from the organization in which the research had been undertaken or the location where the data had been collected and made sure that in getting written permission, the person whom the researcher talked had the authority to give the permission sought and that the activities were organized well in advance. In this study, the permission had been addressed to the School Presidents or School Heads.

The name of the author of this research appears in the title page of this manuscript. As the author of this research she made substantial contributions to conception and design, acquisition of data, analysis and interpretation of data, drafting and revising the articles critically for the important intellectual contents and responsible for the approval of the final version to be published. Moreover, she made a significant and new contribution to the research, agreed to take responsibility for at least some of the contents of the manuscript including a review of the relevant raw data, read and agreed to the manuscript before publication, and agreed to be named as an author. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work were appropriately investigated and resolved. The author of this research manuscript contributed mentally and spiritually to the scientific content and molded the research aspect in a presentable and understandable form.

Finally, the researcher had expressed an immeasurable gratitude to Dr. Eugenio Guhao, Jr, the adviser of the study for willingly and untiringly checking the manuscript and who continuously encouraged the researcher to do further research to come up with a very good review of the literature and unceasingly gave tips on how to find correlations between measures since the researcher encountered difficulty in accomplishing it. He further supervised the researcher in making this craft successfully. The researcher also appreciated the help of the statistician who gave mathematical computation for the analyses as well as to the research coordinator, and the grammarian for the instructions and guidance.

3. RESULTS

Featured in this chapter is the presentation of the gathered data, resulted on the responses of the respondents on the job satisfaction of the non-teaching personnel of private higher education institutions in Region XII. The discussions are sequenced according to the following sub-headings: level of job satisfaction, level of leadership style, level of psychological empowerment and level of work engagement; the relationship between leadership style and job satisfaction, psychological empowerment and job satisfaction, work engagement and job satisfaction. And lastly, the best fit model that predicts job satisfaction.

3.1 Job Satisfaction

The overall mean score obtained on the job satisfaction is 4.05 with a standard deviation of 0.64, described as *high*. This meant that the job satisfaction was oftentimes observed. Specifically, the mean ratings of the indicators of job satisfaction were as follows: *colleague support* earned a mean rating of 4.29 or *very high*; *sense of work achievement* obtained a mean rating of 4.29 or *very high*; *superior satisfaction* had a mean rating of 4.20 or *very high*; *work support* garnered a mean rating of 4.13 or *high*; *remuneration satisfaction* attained a mean rating of 3.76 or *high*; and *promotion opportunity* landed a mean rating of 3.63 or *high*. The overall high response of non-teaching personnel meant that the domain of job satisfaction were observed most of the time.

Table 2.1 Level of Job Satisfaction in terms of Sense of Work Achievement

Item	SD	Mean	Descriptive Level
Feeling that work is meaningful	0.743	4.36	Very High
Feeling satisfied that one's work offers the opportunity to perform independently.	0.750	4.35	Very High
Being proud of the work in which one is engaging	0.756	4.34	Very High
Sense of achievement from work was making me feeling satisfied	0.758	4.32	Very High
Feeling satisfied that, from time to time, having the opportunity to utilize my ability to do something when working.	0.766	4.30	Very High
Feeling that contents of work are very interesting	0.768	4.24	Very High
Having a liking of the contents of current work	0.864	4.14	High
Overall	0.663	4.29	Very High

Table 2.2 Level of Job Satisfaction in terms of Remuneration Satisfaction

Item	SD	Mean	Descriptive Level
Feeling satisfied with the benefits provided by my organization	0.921	3.89	High
I had receiving benefits which I deserve to have.	0.997	3.82	High
I was satisfying with the pace of salary increase	2.323	3.80	High
As far as salary is concerned, I was feeling that I am valued by my organization	1.088	3.76	High
Benefits were providing by my organization are as good as the ones provided by other companies	0.958	3.76	High

Benefits were providing by my organization are fair	1.078	3.73	High
I was feeling that my effort has been rewarded appropriately	1.087	3.68	High
I was feeling that my effort has been rewarded appropriately	1.042	3.68	High
Overall	0.946	3.76	High

Table 2.3 Level of Job Satisfaction in terms of Superior Satisfaction

Item	SD	Mean	Descriptive Level
Having a capable superior	0.836	4.31	Very High
I was liking my supervisor	0.877	4.23	Very High
Feeling satisfied with supervisor's ability to make decision	0.928	4.18	High
Having a supervisor who is fair	0.942	4.17	High
Having a supervisor who is caring about subordinate's feelings	0.973	4.12	High
Overall	0.844	4.20	Very High

Table 2.4 Level of Job Satisfaction in terms of Work Support

Item	SD	Mean	Descriptive Level
My organization was providing me with information needed to complete task.	0.786	4.12	High
Being able to obtain resources needed to complete my work	0.810	4.13	High
My organization had very specific contents on internal job assignment	0.824	4.00	High
Being able to learn result of my work in time.	0.737	4.19	High
My organization was providing me with a safe and comfortable work environment	0.832	4.24	Very High
Overall	0.710	4.13	High

Table 2.5 Level of Job Satisfaction in terms of Colleague Support

Item	SD	Mean	Descriptive Level
I was liking the colleagues that I work with	0.742	4.31	Very High
Having a a good time with my colleagues	0.805	4.27	Very High
Members of my work team was enjoying good communication with one another	0.754	4.32	Very High
Members of my work team was collaborating with one another	0.776	4.27	Very High
Overall	0.717	4.29	Very High

Table 2.6 Level of Job Satisfaction in terms of Promotion Opportunity

Item	SD	Mean	Descriptive Level
Having a current work with numerous promotion opportunities	1.049	3.61	High
Having a promotion opportunity in this organization was same as the one in other organizations	1.028	3.58	High
Being satisfied with promotion opportunity	1.039	3.62	High
People with good performance in my organization were enjoying opportunities of fair promotion.	1.031	3.73	High
Overall	0.966	3.63	High
OVERALL	0.64	4.05	High

3.2 Leadership Style

The overall mean score was 3.58 with standard deviation of 0.55, described as *high* which meant that the leadership style among leaders in private higher education institutions in Region XII was oftentimes observed by the respondents. The mean rating of the indicators of leadership style were unveiled as follows: *transformational* landed a mean rating of 4.13 or *high*; *leadership outcomes* rounded up a mean rating of 4.10 or *high*; *transactional* acquired a mean rating of 3.86 or *high*; and *passive avoidant* amassed a mean rating of 2.24 or *low*.

Table 3.1 Level of Leadership in terms of Transformational

Item	SD	Mean	Descriptive Level
Acting in ways that builds my respect.	0.804	4.34	Very High
Displaying a sense of power and confidence.	0.783	4.29	Very High
Expressing confidence that goals be achieved.	0.870	4.25	Very High
Talking enthusiastically about what needs to be accomplished.	0.823	4.24	Very High
Considering the moral and ethical consequences of decisions.	0.849	4.20	Very High
Specifying the importance of having a strong sense of purpose.	0.866	4.18	High
Talking optimistically about the future.	0.925	4.17	High
Helping me to develop my strengths.	0.907	4.17	High
Suggesting new ways of looking at how to complete assignments.	0.874	4.14	High
Emphasizing the importance of having a collective sense of mission.	0.855	4.14	High
Seeking differing perspectives when solving problems.	0.881	4.13	High
Articulating a compelling vision of the future.	0.837	4.13	High
Re-examining critical assumptions to questions whether they are appropriate.	0.831	4.11	High
Considering me as having different needs, abilities, and aspirations from others	0.942	4.05	High
Treating me as individual rather than just as a member of a group.	0.888	4.04	High
Getting me to look at problems from many different angles.	0.920	4.00	High
Spending time teaching and coaching.	0.993	3.87	High
Overall	0.687	4.13	High

Table 3.2 Level of Leadership in terms of Transactional

Item	SD	Mean	Descriptive Level
Discussing in specific terms who is responsible for achieving performance targets.	0.877	4.05	High
Making clear what one can expect to receive when performance goals are achieved.	0.947	3.97	High
Providing me with assistance in exchange for my efforts.	0.969	3.96	High
Focusing attention on irregularities, mistakes, exceptions and deviations from standards	0.961	3.91	High
Concentrating his/her full attention on dealing with mistakes, complaints and failures.	1.014	3.85	High
Expressing satisfaction when I mean expectations.	0.946	3.79	High

Directing my attention toward failures to meet standards	1.056	3.72	High
Keeping track of all mistakes	1.061	3.63	High
Overall	0.786	3.86	High

Table 3.3 Level of Leadership in terms of Passive-avoidant

Item	SD	Mean	Descriptive Level
Failing to interfere until problems become serious.	1.230	2.54	Low
Avoiding getting involved when important issues arise.	1.307	2.40	Low
Being absent when needed	1.283	2.30	Low
Showing that he/she is a firm believer in "if ain't to broke, don't fix it"	1.249	2.24	Low
Demonstrating that problems must become chronic before I take action	1.213	2.14	Low
Waiting for things to go wrong before taking action	1.237	2.11	Low
Delaying responding to urgent questions	1.221	2.11	Low
Avoiding making decisions	1.232	2.09	Low
Overall	1.096	2.24	Low

Table 3.4 Level of Leadership in terms of Leadership Outcomes

Item	SD	Mean	Descriptive Level
Leading a group that is effective	0.867	4.20	Very High
Effective in meeting organizational requirements	0.851	4.17	High
Increasing my willingness to try harder	0.883	4.14	High
Effective in meeting my job-related needs	0.879	4.13	High
Heightening my desire to succeed	0.911	4.12	High
Using methods of leadership that are satisfying	0.867	4.09	High
Working with me in a satisfactory way	0.918	4.07	High
Getting me to do more than I expected to do	0.872	4.03	High
Effective in representing me to higher authority	0.906	3.98	High
Overall	0.763	4.10	High
OVERALL	0.55	3.58	High

3.3 Psychological Empowerment

The overall mean rating is 4.33 with a standard deviation 0.53, described as *very high* which meant that the psychological empowerment was always observed by the respondents. The mean score of the indicators of psychological empowerment were conveyed as follows: *meaning* earned a mean of 4.63 or *very high*; *competence* garnered a mean rating of 4.44 or *very high*; *self determination* acquired a mean of 4.22 or *very high* and *impact* had a mean rating of 4.05 or *high*.

Table 4.1 Level of Psychological Empowerment in terms of Meaning

Item	SD	Mean	Descriptive Level
The work that I was doing was very important to me.	0.585	4.71	Very High
The work I was doing was meaningful to me	0.638	4.62	Very High
My job activities were personally meaningful to me	0.664	4.58	Very High
Overall	0.585	4.63	Very High

Table 4.2 Level of Psychological Empowerment in terms of Competence

Item	SD	Mean	Descriptive Level
I was confident about my ability to do my job	0.683	4.50	Very High
My job was well within the scope of my abilities	0.677	4.42	Very High
I had been mastering the skills necessary for my job	0.657	4.40	Very High

Overall	0.596	4.44	Very High
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Table 4.3 Level of Psychological Empowerment in terms of Self Determination

Item	SD	Mean	Descriptive Level
Having a significant autonomy in determining how I do my job.	0.703	4.32	Very High
Being able to decide on my own how to go about doing my work.	0.811	4.16	High
Having considerable opportunity for independence and freedom in how I do my job.	0.796	4.18	High
Overall	0.661	4.22	Very High

Table 4.4 Level of Psychological Empowerment in terms of Impact

Item	SD	Mean	Descriptive Level
Having impact on what was happening in my department is large	0.801	4.20	Very High
Having a significant influence over what happens in my department.	0.870	3.99	High
Having a great deal of control over what happens in my department	0.922	3.96	High
Overall	0.771	4.05	High
OVERALL	0.53	4.33	Very High

3.4 Work Engagement

The overall mean score is 4.08 with a standard deviation of 0.60, described as *high* which meant that work engagement was oftentimes observed by the respondents. The mean rating of the indicators of work engagement were elaborated as follows: *dedication* had a mean rating of 4.44 or *very high*; *vigor* obtained a mean rating of 4.13 or *high*; and *absorption* attained a mean rating of 3.90 or *high*.

Table 5.1 Level of Work Engagement in terms of Vigor

Item	SD	Mean	Descriptive Level
Feeling like going to work when getting up in the morning.	0.747	4.26	Very High
Being able to continue working for very long periods at a time.	0.770	4.18	High
Always persevering, even when things do not go well at my work.	0.728	4.15	High
Being very resilient mentally at my job.	0.725	4.15	High
Feeling strong and vigorous at one's job.	0.697	4.09	High
Having a feeling of bursting energy at work.	0.764	3.95	High
Overall	0.600	4.13	High

Table 5.2 Level of Work Engagement in terms of Dedication

Item	SD	Mean	Descriptive Level
Finding work with full of meaning and purpose	0.675	4.49	Very High
Being proud of the work that I was doing	0.711	4.47	Very High
Having a challenging job.	0.775	4.47	Very High
Being enthusiastic about my job	0.716	4.41	Very High
Having an inspiring job.	0.744	4.35	Very High
Overall	0.629	4.44	Very High

Table 5.3 Level of Work Engagement in terms of Absorption

Item	SD	Mean	Descriptive Level
Feeling time was flying when I was working	0.924	4.20	Very High
Feeling happy when working intensely	0.893	4.09	High
Always immersing in my work	0.861	4.02	High
Getting carried away when I am working	0.909	3.74	High
Forgetting everything else when working	1.023	3.70	High
Having difficulty in detaching from job	1.038	3.69	High
Overall	0.759	3.90	High
OVERALL	0.60	4.08	High

3.5 Significance of the Relationship between Leadership Style and Job Satisfaction

The data on the results of correlations between job satisfaction and leadership style. The overall r-value attained by the aforesaid measures is 0.650 with a p-value .000 less than 0.05 hence there was a significant relationship therefore rejecting the null hypothesis that there was no significant relationship between the leadership style and job satisfaction among non-teaching personnel in higher education institutions in Region XII .

Moreover, it was observed that sense of work achievement, remuneration satisfaction, superior satisfaction, work support, colleague support and promotion opportunity as indicators of job satisfaction when correlated to transformation leadership style, the overall r-value is 0.698 with $p < 0.05$ hence, significant. When the indicators of job satisfaction were correlated to transactional, the overall r-value is 0.629 with $p < 0.05$ hence, significant. When the indicators of job satisfaction were correlated to passive-avoidant, the overall r-value is -0.060 with $p > 0.05$ hence, there was no significant. Lastly, as the indicators of job satisfaction were correlated to leadership outcomes, it obtained an overall r-value of 0.689 with $p < 0.05$ hence, it was significant.

Table 6 Significance of the Relationship between Leadership Style and Job Satisfaction

Leadership	Job Satisfaction						
	Sense of Work Achievement	Remuneration Satisfaction	Superior Satisfaction	Work Support	Colleague Support	Promotion Opportunity	Overall Job Satisfaction
Transformational	0.484* (0.000)	0.436* (0.000)	0.644* (0.000)	0.631* (0.000)	0.548* (0.000)	0.586* (0.000)	0.698* (0.000)
Transactional	0.395* (0.000)	0.429* (0.000)	0.541* (0.000)	0.574* (0.000)	0.488* (0.000)	0.556* (0.000)	0.629* (0.000)
Passive-avoidant	-0.057 (0.258)	0.014 (0.784)	-0.196* (0.000)	-0.060 (0.229)	-0.139* (0.000)	0.106* (0.035)	-0.060 (0.231)

Leadership Outcomes	0.515* (0.000)	0.442* (0.000)	0.656* (0.000)	0.637* (0.000)	0.501* (0.000)	0.541* (0.000)	0.689* (0.000)
Overall Leadership	0.441* (0.000)	0.448* (0.000)	0.522* (0.000)	0.591* (0.000)	0.448* (0.000)	0.620* (0.000)	0.650* (0.000)

3.6 Significance of the Relationship between Psychological Empowerment and Job Satisfaction

The overall r-value obtained from the said measures was 0.562 with a p-value of less than 0.05 which was lesser than .05 level of significance. The result was significant and the null hypothesis of no significant relationship was rejected.

Furthermore, it was observed that sense of work achievement, remuneration satisfaction, superior satisfaction, work support, colleague support and promotion opportunity as indicators of job satisfaction when correlated to meaning, the overall r-value was 0.422 with p<0.05 hence, significant. When the indicators of job satisfaction were correlated to competence, the overall r-value is 0.432 with p<0.05 hence, significant.

Completely, when the indicators of job satisfaction life were correlated to self determination, it garnered an r-value of 0.475 with p<0.05 hence, significant. All the probability values indicated significant correlation.

Table 7 Significance of the Relationship between Psychological Empowerment and Job Satisfaction

Psychological Empowerment	Job Satisfaction						
	Sense of Work Achievement	Remuneration Satisfaction	Superior Satisfaction	Work Support	Colleague Support	Promotion Opportunity	Overall Job Satisfaction
Meaning	0.532* (0.000)	0.237* (0.000)	0.334* (0.000)	0.351* (0.000)	0.401* (0.000)	0.234* (0.000)	0.422* (0.000)
Competence	0.561* (0.000)	0.214* (0.000)	0.307* (0.000)	0.405* (0.000)	0.430* (0.000)	0.239* (0.000)	0.432* (0.000)
Self Determination	0.571* (0.000)	0.264* (0.000)	0.376* (0.000)	0.396* (0.000)	0.426* (0.000)	0.305* (0.000)	0.475* (0.000)
Impact	0.530* (0.000)	0.285* (0.000)	0.365* (0.000)	0.421* (0.000)	0.403* (0.000)	0.399* (0.000)	0.495* (0.000)
Overall Psychological Empowerment	0.670* (0.000)	0.309* (0.000)	0.425* (0.000)	0.483* (0.000)	0.507* (0.000)	0.369* (0.000)	0.562* (0.000)

3.7 Significance of the Relationship between Work Engagement and Job Satisfaction

The overall r-value was 0.548 with $p < 0.05$ which was significant rejecting the null hypothesis of no significant relationship.

Also notice that, sense of work achievement, remuneration satisfaction, superior satisfaction, work support, colleague support and promotion opportunity as indicators of job satisfaction when correlated to vigor obtained an overall r-value of 0.583 with $p < 0.05$ hence, significant. Likewise, when indicators of job satisfaction were correlated to dedication the overall r-value is 0.537 with $p < 0.05$ hence, significant. And beyond shadow of doubt, when indicators of job satisfaction were correlated to absorption the overall r-value is 0.395 with $p < 0.05$ hence, it was also significant. Therefore, the probability values showed significant correlation.

Table 8 Significance of the Relationship between Work Engagement and Job Satisfaction

Work Engagement	Job Satisfaction						Overall Job Satisfaction
	Sense of Work Achievement	Remuneration Satisfaction	Superior Satisfaction	Work Support	Colleague Support	Promotion Opportunity	
Vigor	0.617* (0.000)	0.369* (0.000)	0.431* (0.000)	0.513* (0.000)	0.466* (0.000)	0.436* (0.000)	0.583* (0.000)
Dedication	0.675* (0.000)	0.324* (0.0000)	0.373* (0.000)	0.465* (0.000)	0.444* (0.000)	0.359* (0.000)	0.537* (0.000)
Absorption	0.467* (0.000)	0.260* (0.000)	0.224* (0.000)	0.333* (0.000)	0.317* (0.000)	0.321* (0.000)	0.395* (0.000)
Overall Work Engagement	0.624* (0.000)	0.337* (0.000)	0.391* (0.000)	0.449* (0.000)	0.417* (0.000)	0.439* (0.000)	0.548* (0.000)

3.8 The Best Fit Model that Predicts Job Satisfaction

This part analyzes the interrelationships between the research variables. In an effort to achieve the best fit model of job satisfaction, four alternative models were tested. The measurement model reflects the latent constructs of the measurement loads on each variable, while the latent variables are defined by the structural model. In addition, fit evaluation is a basis for adopting and rejecting the model. In this model, the researcher generally wanted to identify the interrelationships between the hypothesized models as well as to determine the best-fit model of the job satisfaction of the non-teaching personnel in private higher education institutions. When a structured model comes up with an acceptable fit, it indicates the consistency between variables of the empirical interactions as implied by the model.

In terms of the research question associated to the model that best characterizes the variables that predicts job satisfaction, the original proposed model outlined in Figure 1-4 requires some modifications in order to fit the data. There were four generated models presented in this study.

Table 9 Summary of the Best Fit Model that Predicts Job Satisfaction

Model	CMIN/DF 0<value>2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	5.839	0.000	0.852	0.849	0.873	0.827	0.110	0.000
2	6.672	0.000	0.894	0.870	0.908	0.890	0.119	0.000
3	6.564	0.000	0.944	0.887	0.952	0.960	0.118	0.000
4	1.524	0.206	0.994	0.992	0.998	0.995	0.036	0.553

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- Pvalue** - Probability value

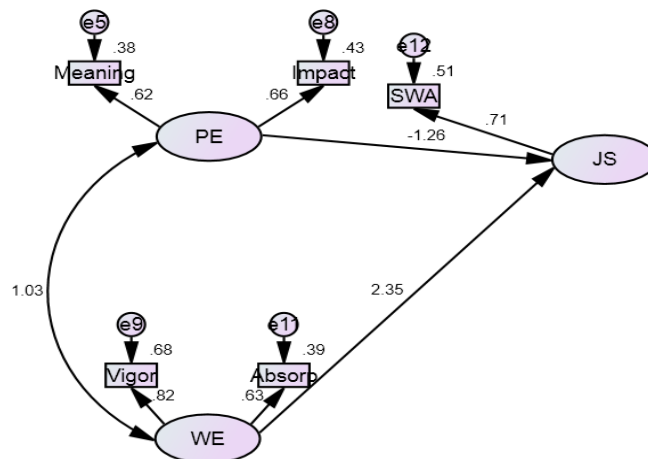


Figure 6. Structural Model 4 in Standardized Solution

The Goodness of Fit Measures of Structural Model 4 presented in Figure 6 depicts a network of interrelationships of the following: psychological empowerment and work engagement towards job satisfaction. As displayed in Table 9, the goodness of fit of Model 4 was examined using the following indices: Chi-square/Degree of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI)/Goodness of Fit Index (GFI). The criterion for each index indicating a good fit for all outcomes must be in accordance with the requirements shown in Table 9. The model generated CMIN/DF = 1.524, p-value = 0.206 and RMSEA = 0.036 with $pclose = 0.553$. Other indices like GFI, CFI, NFI and TLI were greater than 0.95 which fall within each criterion. The model showed the importance of psychological empowerment and work engagement as a major predictor of job satisfaction.

From the findings, it was suggested that the job satisfaction of non-teaching personnel in private higher education institutions in Region XII is best anchored on the strong evidence of psychological empowerment and work engagement with its sub constructs namely: meaning, impact, vigor and absorption

4. DISCUSSION

Presented in this chapter are the discussions of the level of job satisfaction, leadership style, psychological empowerment, and work engagement. Also unveiled in this section, are the correlations between leadership style, psychological empowerment and work engagement on job satisfaction. Furthermore, the regression analysis of the influence of leadership style, psychological empowerment, and work engagement on job satisfaction are also discussed. Lastly, the best fit model that predicts job satisfaction among non-teaching personnel in private higher education institutions in Region XII is also discussed.

4.1 Extent of Leadership Style

The high level description of leadership is an indication that the non-teaching personnel displays a sense of power and confidence and actions that their leaders build their respect and urge them to deliver high performance to serve the stakeholders. This is an actualization of the study of Ali et al. (2015) and Shafique and Beh (2017) indicating that transformative leaders could help subordinates develop completely their potential and transcend their individual ambitions for the good of the organization through motivation, sound perceptions, values and morals. No modifications will be produced if there is no efficient leadership in an organization. The presence of efficient leaders who motivate, guide and provide clear direction for the organization produce competent staff who could handle difficult tasks and responsibilities.

4.2 Psychological Empowerment

The high level of psychological empowerment among non-teaching personnel in private higher education institutions in Region XII provides the impression that the organization where they belong have empowered them. Empowering employees results to a high performance. These findings have strong connection to the study presented by

(Luoh et al., 2014; Dust, 2013; Frazier & Fainshmidt, 2012; Tangirala & Ramanujam, 2012) indicating that employees with higher psychological empowerment possess greater autonomy, competence and impact and these service quality. Psychologically empowered staff have a strong feeling of ownership, independence, and inherent interest in their duties and are likely to advocate implementing helpful and creative thoughts into organizational procedures.

4.3 Work Engagement

The high level on work engagement of non-teaching personnel in private higher education institutions in SOCCSKSARGEN is a proof that they are always engaged in their works. They find work full of meaning and purpose, are enthusiastic about their job, have an inspiring job, are proud of the work that they are doing and love to have a challenging job. The result of this research verified Reilly's work (2014), suggesting that staff voluntarily go the extra mile, work enthusiasm and feel a deep link to their business. Through work engagement, staff will be innovative and move the company forward; however, if staff who are not involved in their job are separated and actively disengaged counterparts due to the discretionary effort that they constantly take on their responsibilities. Tims et al. (2013) ; Neinaber & Martins (2014) and Sendawula et al. (2018) also agreed to this research that employee engagement is positively and substantially linked to the efficiency, creativity, innovation, customer service of staff as well as their in-role and extra-role behavior. Employers therefore need to guarantee that staff are passionate about their employment in order to achieve a healthy job performance among them.

4.4 Job Satisfaction

The respondents of this study assessed the level of job satisfaction as oftentimes manifested. This means non-teaching personnel in the region have demonstrated high job satisfaction. This research is in line with Kendal's research as quoted by (Chughati & Perveen, 2013; Amiri et al., 2010; Agbozo et al., 2017; Lo & Li 2016) which shows that extremely motivated individuals are often very satisfied with their job. Most individuals are spending about half of their waking hours at work. Job satisfaction is, therefore, one of the important factors that play a role in job performance and results for greater efficiency and productivity as well as personal feelings of satisfaction. Eickholt (2018) emphasized that staff showed proof of the impact of mentoring tasks on job satisfaction of subordinates. It helps enhance the workplace experiences of the non-teaching personnel and the organizational officials in promoting workplace environments where the staff are likely to be identified with the organization. The greater the support individuals perceive, the greater their job satisfaction.

4.5 Significance on the Relationship between Leadership Style to Job Satisfaction

The correlations between leadership styles and job satisfaction of the non-teaching personnel in private higher education institutions in Region XII yielded a significant result, thereby rejecting the null hypothesis. This implies that leadership style and job satisfaction are highly associated with each other. High level of leadership style will

result to high job satisfaction.

Research undertaken by Rast and Tourani (2012) highlighted the connection of leadership styles and job satisfaction. Based on their results, the connection between leadership styles and job satisfaction is positive and direct. It turned out that the leaders in the organizations have a huge effect on the motivation and commitment of the employees. Ensuring employee satisfaction is one of management's most significant tasks. In their research on nurses working in a hospital affiliated with Tonekabon Azad University, Ehsani and Ghanbari (2012) found that leadership style had a direct and substantial effect on job satisfaction and that this connection eventually enhanced organizational commitment, quality services and patient satisfaction as a consequence.

Employee satisfaction research is a picture of the satisfaction of internal clients (Bellou & Andronikidis, 2008; Masihabadi et al., 2015). Thus, for an organization or an economic entity, workers are regarded the most significant source of competitive advantage. In reality, an organization can succeed or fail. In order to be able to alter the organization, the significant issues of successful companies are collecting trained and intellectual capital. Leadership is regarded one of the most significant and special ways of empowering and satisfying staff (Gahremani Geremi & Hasanzadeh, 2015). In their studies on nurses working in a hospital affiliated with Tonekabon Azad University, Ehsani and Ghanbari (2012) discovered that leadership style had a direct and significant impact on job satisfaction, resulting in increased organizational engagement, quality services and patient satisfaction. Kharrazi et al. (2013) attempted to define the connection between leadership style and job satisfaction in a research conducted on National Bank staff. They discovered a favorable and substantial connection between them and that the most powerful predictor of job satisfaction is the management element.

4.6 Significance on the Relationship between Psychological Empowerment to Job Satisfaction

The relationship of psychological empowerment and job satisfaction among non-teaching personnel in private higher education institutions in Region XII had generated a significant connection in this study; therefore, the null hypothesis of no relationship are also rejected. This indicates that non-teaching personnel in private higher education institutions in Region XII are highly empowered and are job satisfied. The way they do their job demonstrate their elevated manifestation of being happy with the job they do in their organization. In the same way, they create very high satisfaction due to the organization's empowerment in line with the scope of their skills, autonomy in determining how they do their work and the significant chance for independence and liberty in doing their work.

The outcome of this research is aligned with the various research undertaken by Ambad and Bahron (2012); Fong and Snape (2015) that discovered a favorable connection between psychological empowerment and job satisfaction. This is aligned with Saif and Saleh's (2013) study, which implies that empowerment improves job satisfaction. Ambad and Bahron (2012) also supported empowerment and job satisfaction, stressing that empowered staff are more likely happy with their work compared to less empowered staff.

4.7 Significance of the Relationship between Work Engagement to Job Satisfaction

The work engagement and job satisfaction of non-teaching personnel in private higher education institutions in Region XII has generated a positive association with each other resulting to the rejection of the null hypothesis. Findings showed that high employee work engagement increases the vigor, dedication and absorption of satisfied employees. This means that the more involved the staff feel about their job and their contribution to the business, the greater their job satisfaction will be.

This research finds assistance with Abraham's work (2012); Dhammika et al. (2012); Viljevac et al. (2012) which have demonstrated the significance of work engagement in attaining beneficial results such as job participation, organizational commitment, job satisfaction and staying intent. This means that work engagement has become a basic role in organizational efficiency in this extremely vibrant work setting, where organizations need to be proactive in order to compete efficiently. Likewise, Deepa et al. (2014) also described the staff involved in their job as being more valued, enjoyed and pride on their job, typically making more effort in their employment and more ready to share data with other staff to assist each other making the organization succeed.

Research shows that intangible factors such as work commitment and job satisfaction could have a strong impact on the commitment of the organization. The involvement of the employees in their work is the first step towards creating a committed organizational environment in which employees are encouraged to make more effort (Field & Buitendach, 2011). Therefore, to improve employee satisfaction, the quality of work engagement must be given importance.

4.8 Best Fit Model that Predicts Job Satisfaction Generated Model 4

The generated best model for the study shows the direct causal link of the two exogenous variables to the endogenous variable. For the exogenous variable: work engagement is measured in terms of absorption and vigor and psychological empowerment is measured in terms of meaning and impact. On the other hand, the endogenous variable job satisfaction is measured in terms of sense of work achievement.

From the result, it can be garnered that sense of work achievement measures the job satisfaction of non-teaching personnel in private higher education institutions in region XII. This means that non-teaching staff feel the satisfaction of working as they are employed in their different instructional organizations. They love the context of their present job. They are proud of the job they are doing. They feel that work is important and they are satisfied that one's work provides that chance for independent job performance. Moreover, they feel satisfied that, from moment to moment, they have the chance to use their ability when they work to do something. It can be concluded from the consequence that the vigor and absorption of the non-teaching staff in private higher education organizations in Region XII include their feeling of job performance.

This research is aligned with Reilly (2014) which contends that committed employees as they put it, are standing apart from their unengaged and deliberately disengaged counterparts due to the discretionary effort that they constantly put into their positions. These staff voluntarily go the extra mile, work with enthusiasm and feel a deep link with their business. They are the individuals who are going to drive innovation and advance

company. Measuring employee engagement is important. Measuring the right things which those that matter most to performance and provide a framework for positive change is crucial.

For the exogenous variable work engagement and psychological empowerment, only absorption, vigor, meaning and impact indicators remain fitted to the model and have causal link with the job satisfaction of the non-teaching personnel in region XII. This demonstrates that vigor and absorption are extremely manifested by non-teaching staff by having a sense of bursting energy at work, a powerful and energetic feeling at work. It also makes them feel like they're going to work in the morning and can continue to work for a very long time at a moment. Non-teaching staff are also very mentally resilient with their work, which means they persevere even when things don't work well. In addition, non-teaching staff discover their job with significance and intent in terms of commitment to their job. They are also excited, motivated and so proud to have a difficult task. Studies report specifically in Lu et al. (2016) job; Xanthopoulou et al. (2009) indicated that extremely committed staff are more positive about their employment and organizations, treating staff more respectfully, helping others enhance job efficiency, continuously improving work-related abilities, being extremely active and demonstrating in- and out - of-role efficiency.

4.8 Conclusion

Based on the findings of the study, the following conclusions are drawn. The level of leadership style among leaders as perceived by the respondents is high, which implies that the level of leadership style among leaders in private higher education institutions in Region XII is described as always manifested. The level of psychological empowerment among non-teaching personnel is high which means that they manifested it oftentimes in their workplace. The level of work engagement among non-teaching personnel is also high which indicates being engaged in their work is always manifested. The level of job satisfaction of the non-teaching personnel is also high which means that satisfaction is manifested oftentimes.

On the other hand, this study revealed that leadership style, psychological empowerment and work engagement have significant relationships with job satisfaction. Thus, in terms of influence, leadership style has the strongest influence to job satisfaction, followed by psychological empowerment and the least is the work engagement. The best model that predicts the job satisfaction among non-teaching personnel in private higher education institutions in Region XII is the Model 4. The remaining indicator of job satisfaction is the sense of work achievement while the factors that predicts the work engagement and psychological empowerment are absorption, vigor, meaning and impact.

The results of this study are congruent with the propositions indicating the relation of work engagement on job satisfaction. Abraham (2012); Dhammika et al. (2012); Viljevac et al. (2012) have proved the importance of work engagement in achieving positive outcomes like job involvement, organizational commitment, job satisfaction and intent to stay. On another note, Deepa et al. (2014) argued that staff involved in their job are more valuable, more enjoyable and more proud of their job prepared to share data with other staff to assist each other making the organization succeed. To generate a model fit for the study, the measures under each exogenous variables and even other exogenous variable's indicator are omitted and endogenous variable are reduced compared to what

are presented in the details of conceptual framework.

This supports the Social Exchange Theory of Homans (1958) which emphasized that there is an important and positive connection between perceived working relationships with managers and coworkers and perceived organizational assistance on a favorable attitude towards change and satisfaction.

4.9 Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed: School leaders may look for easier ways to formulate a strategic plan or framework for the non-teaching personnel in a manner that provide clear direction of their role in the organization, implement well-communicated plans and motivating strategies to ensure them a conducive working environment. School heads may assess, modify and improve the non-teaching personnel's work engagement and psychological empowerment both in private and public higher education institutions through programs and activities that may sharpen their ability to do their job. They may also implement some intrinsic and extrinsic strategies and activities such as involving them in decision-making, planning or organizational designing and others. These activities boost employees' morale as these enhance their performance and leadership skill. The management may also increase employees' engagement in the workplace by flexible or by giving them the freedom to adjust themselves in their work that better suit their needs and by being sincere in their relationship with them. Openness in the workplace motivates trust and builds team work. Heads may give feedback to the employees about their working styles, loads, environment and may hold social gatherings where all of them may enjoy the thing called teamwork. Similar studies may be conducted to determine the strongest predictors of job satisfaction for other groups and dimensions.

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APPENDIX A (STATISTICAL TABLES)

Available from the authors on request

APPENDIX B (SURVEY QUESTIONNAIRE)

Available from the authors on request

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