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**ANALYSIS OF THE INFLUENCE OF ORGANIZATIONAL CLIMATE,
TRANSFORMATIONAL LEADERSHIP, AND JOB SATISFACTION ON
EMPLOYEE ENGAGEMENT OF LECTURERS**

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Abstract: This research explores the influence of organizational climate, transformational leadership, and job satisfaction on employee engagement among lecturers in accredited private universities in Palembang. Conducted over 18 months from September 2021 to July 2023, involving 1,857 permanent faculty members across 11 universities. The study employs a correlational research design with path analysis to analyze relationships between variables. A questionnaire-based data collection method is used, comprising 40 items with positive and negative indicators, aligning with conceptual definitions. The research employs quantitative methods, including descriptive and inferential statistical analyses. Path analysis reveals a model equation ($\hat{y} = 0.050X_1 + 0.014X_2 + 0.153X_3 + \epsilon y$) with significant regression coefficients. Descriptive analysis provides insights into variables, and normality and homogeneity tests confirm assumptions. Hypothesis testing shows positive direct influences of organizational climate, transformational leadership, and job satisfaction on employee engagement. The study also explores indirect influences through mediation analysis. Results emphasize the importance of organizational climate, leadership, and job satisfaction in shaping lecturer engagement, providing insights for improving work environments in higher education institutions.

Keywords: Employee Engagement, Organizational Climate, Transformational Leadership, and Job Satisfaction.

Introduction

The success and sustainability of higher education institutions depend on their ability to cultivate competitive advantages and consistently elevate the quality of resources, particularly human resources. The excellence of educators and administrative staff is influenced by an institution's capacity to meet employee needs and align with its educational system. Achieving vision, mission, and objectives defines institutional excellence, as emphasized by Indonesian Higher Education Law No. 12 of 2012 (Fikri et al., 2021). The law underscores the role of higher education in character development, innovation, and knowledge advancement with humanistic values. It emphasizes producing morally upright, knowledgeable graduates contributing to national interests and societal welfare. Community service, reasoned research, and a commitment to quality enhancement reflect a focus on high-quality human resources adaptable to technological advancements (Manurung, 2020). The Ministry of Education and Culture's support, particularly through the Merdeka Belajar Kampus Merdeka (MBKM) policy, aligns with national goals and centers on three IKU PTN focuses: graduate quality, faculty excellence, and curriculum quality (Sulistiyawati et al., 2022).

The Directorate General of Higher Education has established program targets and performance indicators, emphasizing increased access, improved learning quality, enhanced lecturer quality, and achieved governance quality. The crucial role of human resources, especially lecturers, in achieving these goals highlights the need for high employee engagement (Bastari et al., 2020). Quality lecturers, positively contributing to each university, depend on their engagement, fostering commitment, enthusiasm, and passion for the organization's sustainability. High employee engagement is characterized by a deep emotional connection and strong positive feelings, as indicated by full enthusiasm and high work spirit in long-term involvement with university activities (Rezaee et al., 2020). Employee engagement also encompasses dedication, satisfaction, and enthusiasm in work, aligning with accreditation standards that emphasize lecturers' involvement in professional organizations and participation in academic activities beyond teaching (Balwant et al., 2019).

Lecturers with high employee engagement strive to work harder than merely meeting the minimum requirements; they commit to goals, utilize personal competencies to make informed choices on the best ways to accomplish tasks, monitor the impact of their actions to ensure alignment with objectives, and make decisions to correct course if necessary (Khan et al., 2020). Lecturers with high employee engagement demonstrate optimal work dedication, leading to high work productivity, thereby strongly supporting the achievement of organizational goals and the improvement of lecturer quality (Hussain & Khayat, 2021). The main challenge frequently faced by universities is the weakness in lecturer employee engagement, as indicated by various studies, such as Juliana's research on personality development, self-efficacy, and job satisfaction, Fadzlul's study on employee engagement at the University of Jambi, and Cindy Shafira Ulfa's research on the influence of servant leadership and organizational climate on work engagement with job satisfaction as a mediating variable. This information is based on the research mentioned, including Juliana's doctoral dissertation from Universitas Pakuan (2020), Fadzlul's article in the *Journal of Psychology Jambi* (2018), and Cindy Shafira Ulfa's study on dosen Stie APRIN Palembang (2020). Initial observations of lecturers in universities across Palembang reveal suboptimal employee engagement towards the institutions in the city.

The preliminary survey conducted from July 10 to August 10, 2021, with 30 respondents from 4 private universities in Palembang revealed significant weaknesses in lecturer employee engagement. Approximately 48% of respondents reported shortcomings in career development, citing unclear career advancement policies and subjective assessments by leaders. Another 46% exhibited weaknesses in productivity, struggling to maintain work quality and allocate sufficient time to tasks. Additionally, 45% displayed shortcomings in ownership, with some not actively contributing to institutional achievements or participating in educational activities. Loyal engagement was deficient in 47% of respondents, as they perceived internal institutional issues

needing discussion rather than external consumption. Furthermore, 48% showed weaknesses in enthusiasm, facing challenges in maintaining work spirit during work and activities. Dedication shortcomings were noted in 45% of respondents, indicating problems with focusing solely on assigned tasks and enhancing skills quickly. Lastly, 46% lacked absorption, struggling with institutional work culture and adapting to surroundings rapidly. If immediate efforts are not undertaken to address these suboptimal employee engagement issues among lecturers, it poses a risk to the non-achievement of the university's vision, mission, and objectives. The information is based on the survey conducted and outlined in the provided sources.

Higher education institutions are required to have competent and high-performing lecturers, as their role significantly determines the success of the university's vision, mission, and objectives. Universities expect lecturers to demonstrate better performance, be more process-oriented, actively engage in leadership, and enhance their knowledge and competencies to add value to the institution, ultimately ensuring competitiveness among other universities (Dappa et al., 2019). Assessing and maintaining high levels of employee engagement among lecturers benefits the university in various ways: a) sustaining and increasing lecturer productivity as they feel content working there, b) aiding in the development of the best lecturers, as they are less likely to be enticed by offers from other institutions, and c) contributing to the achievement of the university's vision, mission, and objectives, supported by studies correlating high employee engagement with successful university target achievements. The suspected factors related to employee engagement include organizational climate, where a positive climate involving trust, respect, and mutual benefit enhances engagement (Nurjanah et al., 2020). Research suggests that organizational climate is closely tied to engagement, as employees who feel a sense of trust are more likely to invest cognitively and emotionally in their roles, leading to increased engagement.

Transformational leadership is another factor suspected to have a relationship with employee engagement. According to Suong et al. (2019), transformational leadership, characterized by motivational inspiration, idealized influence, individual consideration, and intellectual stimulation, is positively associated with employee engagement. Elements like individual consideration, where leaders create a supportive organizational environment, intellectual stimulation, encouraging creativity, and inspirational motivation, creating an optimistic vision for the future, all contribute to higher employee engagement (Soetjipto et al., 2021). Idealized influence involves leaders acting as role models, displaying determination, taking responsibility, and showing high confidence in the vision.

Job satisfaction is a crucial factor influencing employee engagement, as emphasized in the 2021 research by Jankelová dan Joniaková. In the educational context, leadership should prioritize recognizing professional values in the classroom, fostering job satisfaction, and promoting teacher engagement for the benefit of students, communities, and the nation. Job satisfaction reflects an individual's attitude towards their work, shaped by their perceptions and experiences on the job (Na-Nan et al., 2020). Universities can enhance lecturer engagement by offering competitive salaries, providing learning opportunities, supporting career development, nurturing positive relationships between lecturers and superiors, and cultivating a pleasant working environment. Satisfied lecturers, acknowledged by their institutions, exhibit enthusiasm, increased motivation, and heightened productivity (Nurtjahjani et al., 2020). The study underscores the importance of addressing organizational, leadership, and job satisfaction factors to elevate lecturer engagement, contributing to both institutional improvement and lecturer development in higher education.

The limitation of this research is primarily focused on the variables related to employee engagement and its potential influencing factors, including organizational climate, transformational leadership, and job satisfaction. The study targets academic-ranked faculty in private universities with university status in Palembang City. The formulated problems aim to investigate the impact of organizational climate, transformational leadership, and job satisfaction on employee engagement, either individually or collectively. The research objectives seek to identify the strength of influence among these variables, exploring their impact on employee engagement in higher

education. The significance of the study lies in its theoretical contributions, offering new insights into management theories, expanding the scholarly references related to the impact of organizational climate, transformational leadership, and job satisfaction on employee engagement. On a practical level, the research is beneficial for educational institutions, providing insights for decision-making, policies, and efforts to enhance the quality of education.

Additionally, it serves as a resource for faculty members to improve their engagement and competence through participation in relevant programs. The novelty of the research lies in proposing strategies to strengthen variables influencing employee engagement and identifying ways to improve perceived weaknesses within these variables.

Literature Review

1. *Employee Engagement (Y)*

Employee engagement encompasses a multifaceted commitment to work, illustrated by factors such as job satisfaction, enthusiasm in achieving team and organizational goals, a sense of ownership, and dedication to the organization, as elucidated by Qureshi et al. (2019). This concept is further defined by Hossny et al. (2023), emphasizing a state of happiness where individuals utilize their strengths at the workplace, highlighting dimensions like individual engagement, commitment, work passion, and a sense of ownership. Choudhary & Khan (2021) emphasizes the desire of employees to speak positively, stay with, and surpass expectations for the organization, with engagement dimensions involving understanding individual needs, creating positive energy, and openness to experiences. Mohammad et al. (2023) simplifies engagement as a journey, underlining the ongoing process with influencing factors like commitment, loyalty, productivity, and ownership. Arti Chandani stresses long-term task-oriented engagement, including career development, talent management, empowerment, and productivity. Samad et al. (2022) defines engagement as a positive relationship with emotional involvement, commitment, and contribution, influenced by factors like vigor, dedication, and absorption. Vinh et al. (2022) sees engagement as involving spirit, commitment, and investment for organizational success, with key factors being job challenges, good relationships, and meaningful rewards. Kang et al. (2020) defines engagement as the act of engaging or the state of being engaged, influenced by factors like career development, job characteristics, loyalty, and productivity. Astuty & Udin (2020) emphasize emotional, cognitive, and physical engagement, with factors like vigor, dedication, and absorption indicating engagement levels. In summary, employee engagement involves cognitive, affective, rational, and social involvement, signaling a commitment to organizational success and satisfaction with current job conditions, with indicators including career development, productivity, ownership, loyalty, vigor, dedication, and absorption.

2. *Organizational Climate (X1)*

Organizational climate is a meaningful construct with significant implications for understanding human behavior within an organization. As described by Soetjipto et al. (2021), organizational climate is the employees' perception of the internal organizational environment, relative to their experiences, influencing their behavior. Al-Kurdi et al. (2020) define it as recurring patterns of behavior, attitudes, and feelings in an organization, closely linked to its atmosphere and values. Otrębski (2022) conceptualize organizational climate as the unseen values and beliefs that manifest in employees' actions. Wu et al. (2022), who defines organizational climate as the internal environment or organizational psychology affecting HR practices and policies. According to Sudibjo & Prameswari (2021) define organizational climate as the environment where employees perform their work, shaping and influencing all aspects of the organization dynamically. Al-Mansoori & Koç (2019) highlight that organizational climate evolves with an organization's development, becoming more complex as the organization grows, sometimes even exceeding the number of climates. In synthesis, organizational climate is an individual's perception of the atmosphere, characteristics, and behavior of an organization in carrying out its activities based on

organizational goals, encompassing indicators such as atmosphere, behavior, perception, characteristics, performance, and structure.

3. Transformational leadership (X2)

Transformational leadership, as defined by Aboramadan et al. (2020), involves inspiring all members to commit to a shared vision that gives meaning to their personal development and reframes challenges from a new perspective. They detail indicators of transformational leadership, including idealized influence (charisma), intellectual stimulation, individualized consideration, and inspirational motivation. Northouse, Nurtjahjani et al. (2022), describes transformational leadership as a process where leaders engage with others, creating influence that enhances motivation and morality in both leader and followers while striving to help followers reach their full potential. The indicators include raising follower expectations, a desire for members to improve themselves, justice and equality, and the influence of strong ethical/moral values. Several scholars like Wirawan et al. (2020), Alwali & Alwali (2022), Labrague (2024), Rafique et al. (2022), Lai et al. (2020), and others provide similar definitions and indicators, emphasizing aspects such as vision communication, intellectual stimulation, individual consideration, and ethical values. Overall, transformational leadership focuses on influencing and inspiring followers to achieve exceptional results and develop their own leadership capacities.

4. Job Satisfaction (X3)

Job satisfaction is an individual's attitude toward their work, stemming from their perceptions of the job. Factors influencing job satisfaction include pay, job conditions (work environment, challenges, job requirements), promotion opportunities, supervisor relationships, and co-worker interactions. Rabiul & Yean (2021) defines job satisfaction as a general attitude toward one's job, indicating the difference between the rewards a worker receives and what they believe they should receive. Various factors affecting job satisfaction include turnover, absenteeism, age, job level, and organizational size. associates job satisfaction with job achievement, absenteeism levels, career aspirations, age, job level, and organizational size. Qureshi et al. (2019) sees job satisfaction as a state supported by clear and fair efforts, methods, performance, and reward systems. Factors affecting job satisfaction include financial aspects, promotion opportunities, co-worker relationships, employee education, and job conditions. Bastari et al. (2020) defines job satisfaction as an individual's feeling and assessment of what they receive from their workplace, with factors like job tenure, salary, relationships with co-workers and supervisors influencing it. Lai et al. (2020) mentions factors such as the job itself, relationships with colleagues, promotion opportunities, salary, and supervision affecting job satisfaction. Vinh et al. (2022) identifies factors like participation in decision-making, rewards, workplace environment, loyalty, and teamwork as influencing job satisfaction. Khan et al. (2020) points to factors like co-workers, job type, supervision, job conditions, and pay influencing job satisfaction. Otrębski (2022) states that job satisfaction is an individual's attitude toward their job, influenced by satisfaction with the job itself, opportunities for salary and promotion, satisfaction with supervision, and satisfaction with co-workers. In summary, job satisfaction is a complex and subjective perception influenced by various factors such as pay, promotion opportunities, relationships, and job conditions.

Research Methods

The research methodology outlines the location, duration, design, and sampling approach. The study is conducted in accredited private universities in Palembang, covering 11 universities with a total of 1,857 permanent faculty members. The research spans 18 months, from September 2021 to July 2023, encompassing the proposal development phase to the employee engagement study. The research employs correlational study methods, specifically path analysis. Correlational research, guided by Creswell and Sugiyono, involves assessing relationships between variables.

The variables investigated include organizational climate, transformational leadership, job satisfaction, and employee engagement. The research design combines path analysis to provide a comprehensive understanding of the relationships between variables and prioritize indicators for improvement. The population comprises 1,857 permanent faculty members from 11 private universities, and a sample of 269 respondents is determined using a multistage sampling method. The sample size for each university is calculated proportionally. The research aims to analyze the impact of organizational climate, transformational leadership, and job satisfaction on employee engagement, utilizing path analysis to enhance the depth and precision of the findings.

This research utilizes a questionnaire-based data collection technique to investigate Employee Engagement (Y), Organizational Climate (X1), Transformational Leadership (X2), and Job Satisfaction (X3) among permanent faculty members in private higher education institutions in Palembang. The questionnaire, comprising 40 items with positive and negative indicators, explores various aspects related to participants' thoughts, feelings, attitudes, beliefs, values, perceptions, experiences, personality, and behaviors, aligning with the conceptual definitions of the variables. Employee Engagement is conceptually defined as employees' commitment to engage cognitively, affectively, rationally, and socially with dedication to the organization's success. Operational definitions include career development, productivity, ownership, loyalty, vigor, dedication, and absorption. The validation process involves the Pearson Product Moment correlation coefficient, and reliability is assessed through Cronbach's Alpha, with a minimum criterion of 0.70. Similar procedures are applied to Organizational Climate, Transformational Leadership, and Job Satisfaction. The study aims for a comprehensive understanding of these variables, ensuring the instruments' validity and reliability through rigorous statistical techniques.

The research employs quantitative methods with descriptive and inferential statistical analyses. Descriptive statistics, such as mean, median, variance, and standard deviation, are utilized to depict individual variable data. Inferential statistics, specifically correlation and regression techniques, are employed for hypothesis testing. The analysis begins with descriptive statistical analysis, prerequisite testing, and progresses to correlation analysis. Various steps, including the normality test for residuals, homogeneity test, and regression linearity test, are conducted as prerequisites before moving to the correlation analysis. The study then proceeds to calculate the strength of the relationships between variables through correlation analysis, predicting outcomes using simple regression, and multiple regression with a significance level of $\alpha = 0.05\%$. Hypotheses related to the influence of organizational climate, transformational leadership, and job satisfaction on employee engagement are tested through correlation analysis and regression. The research also explores the joint effects of multiple variables on employee engagement through multiple regression and determines the coefficients of determination. Finally, inferential statistics are applied to analyze the cause-and-effect relationships between variables, estimating coefficients in structural linear equations representing hypothesized causal effects. The entire analytical process is underpinned by the fundamental aim of hypothesis testing, revealing the impact of independent variables on employee engagement as the dependent variable.



Figure 1. Thinking Framework

Research Result

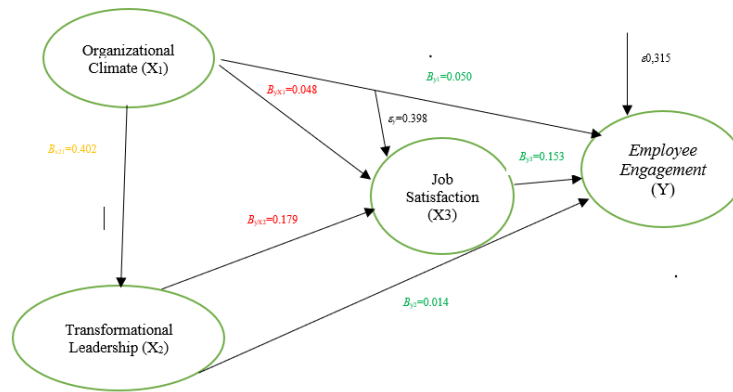


Figure 2. Research Results

The model's equation is given as $\hat{y} = 0.050X1 + 0.014X2 + 0.153X3 + \epsilon y$. The regression coefficients for Substructure-1 are determined as $By1 = 0.050$ for X1 to Y, $By2 = 0.014$ for X2 to Y, and $By3 = 0.153$ for X3 to Y. Each of these coefficient values has a significance level (sig) < 0.05 , indicating statistical significance. The results of significance tests for the regression equation in Substructure-1 are presented in Table 4.59, where the probability value (sig) is $0.001 < 0.05$, confirming the significance of the regression equation $\hat{y} = 0.050X1 + 0.014X2 + 0.153X3 + \epsilon y$. This testing verifies that the equation can predict Employee Engagement (Y) based on Organizational Climate (X1), Transformational Leadership (X2), and Job Satisfaction (X3), along with a residual variable $\epsilon y = 0.315$. The linear regression model's summary for Substructure-2 is presented in Table 4.60, indicating a reasonable fit for the empirical causal relationship between variables X1, X2, X3, and Y. The residual coefficient, representing the influence of other variables outside X1, X2, and X3 on Y, is $\epsilon_4 = 0.315$.

Descriptive Analysis

The descriptive analysis provides insights into the research variables, including Employee Engagement (Y), Organizational Climate (X1), Transformational Leadership (X2), and Job Satisfaction (X3). The data, collected from 228 respondents, is presented through various statistics such as mean, median, mode, standard deviation, variance, range, minimum, maximum, number of classes, class interval, and total. Taking Employee Engagement as an example, its statistics reveal a mean of 127, a median of 127, mode of 127, standard deviation of 4, variance of 20, range of 26, minimum score of 116, maximum score of 142, 8 classes, 3 class intervals, and a total sum of 28958. Similar analyses are conducted for Organizational Climate, Transformational Leadership, and Job Satisfaction, providing a comprehensive overview of the variables' characteristics and distributions. Additionally, frequency distributions and histograms visually depict the distribution patterns for each variable, aiding in the interpretation of the data.

Normality Test and Homogeneity of Variance Test

The Normality Test of Estimated Residuals assesses the normal distribution assumption for the error terms in a regression analysis. The table presents the results for Organizational Climate (X1), Transformational Leadership (X2), Job Satisfaction (X3), and Employee Engagement (Y). Each row provides the standard deviation of estimated residuals, L statistic (calculated normality test statistic), critical L value from the table at a significance level of 0.05, and the conclusion. For all variables, the L hitting (calculated L) is less than the L label (critical L), indicating that the residuals are normally distributed at a 0.05 significance level. Therefore, the assumption of normality for the error terms is met for Organizational Climate, Transformational Leadership, Job Satisfaction, and Employee Engagement in the regression analysis.

The Homogeneity of Variance Test, assessed using the Barlett test, is conducted for different groupings of variables. The table lists the results for various combinations, including Y based on X1, Y based on X2, Y based on X3, X1 based on X3, X2 based on X3, X1 based on X2, and overall Y based on X1, X2, and X3. Each row provides the p-value (nilai sig) obtained from

the Barlett test, the significance level (α) set at 0.05, and the conclusion. The conclusion is that for all the specified groupings, the p-values are greater than 0.05, indicating homogeneity of variances. Therefore, the assumption of equal variances across different groups is met for the respective variable combinations in the analysis.

Statistical Mathematical Models

Based on the constellation of influences between variables, a statistical mathematical model is produced as follows:

- 1) Substructural Equation 1

$$X_3 = \beta_{y1}X_1 + \beta_{y2}X_2 + \varepsilon_{X4}$$

$$X_3 = 0,048X_1 + 0,179X_2 + \varepsilon_{0,398}$$

- 2) Substructural Equation 2

$$\hat{y} = \beta_{y1}X_1 + \beta_{y2}X_2 + \beta_{y3}X_3 + \varepsilon_y$$

$$\hat{y} = 0,050X_1 + 0,014X_2 + 0,153 X_3 + \varepsilon_{0,315}$$

Hypothesis Testing

Following the completion of the analysis of the structural model, the obtained calculation results are utilized to assess the hypotheses, aiming to identify both direct and indirect effects among variables. The examination of the proposed hypotheses involves determining the path coefficient values and their significance for each pathway investigated. The conclusions drawn from these results provide an explanation for the outcomes related to all the initially posited hypotheses:

- [1] The influence of Organizational Climate (X1) on the improvement of Employee Engagement (Y) is expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H0): $\beta_{y1} \leq 0$, indicating no positive influence of Organizational Climate (X1) on the improvement of Employee Engagement (Y). Alternative Hypothesis (H1): $\beta_{y1} > 0$, suggesting a positive influence of Organizational Climate (X1) on the enhancement of Employee Engagement (Y). The calculated path coefficient value is $\beta_{y1} = 0.050$, with a t-value of 3.172. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). Therefore, there is a direct positive influence of Organizational Climate (X1) on Employee Engagement (Y). This implies that a stronger Organizational Climate (X1) among lecturers will increase Employee Engagement in private higher education institutions or universities in the city of Palembang.

- [2] The influence of Transformational Leadership (X2) on Employee Engagement (Y) is expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H0): $\beta_{y2} \leq 0$, indicating no positive influence of Transformational Leadership (X2) on the improvement of Employee Engagement (Y). Alternative Hypothesis (H1): $\beta_{y2} > 0$, suggesting a positive influence of Transformational Leadership (X2) on the enhancement of Employee Engagement (Y). The calculated path coefficient value is $\beta_{y2} = 0.014$, with a t-value of 3.181. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). Therefore, there is a direct positive influence of Transformational Leadership (X2) on Employee Engagement (Y). This implies that a stronger Transformational Leadership (X2) among lecturers will increase Employee Engagement in private higher education institutions or universities in the city of Palembang.

- [3] The influence of Job Satisfaction (X3) on the improvement of Employee Engagement (Y) is

expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H₀): $\beta_{y4} \leq 0$, indicating no positive influence of Job Satisfaction (X₃) on the improvement of Employee Engagement (Y). Alternative Hypothesis (H₁): $\beta_{y3} > 0$, suggesting a positive influence of Job Satisfaction (X₃) on the enhancement of Employee Engagement (Y). The calculated path coefficient value is $\beta_{y3} = 0.153$, with a t-value of 5.510. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). Therefore, there is a direct positive influence of Job Satisfaction (X₃) on Employee Engagement (Y). This implies that stronger Job Satisfaction (X₃) among lecturers will increase Employee Engagement in private higher education institutions or universities in the city of Palembang.

- [4] The influence of Organizational Climate (X₁) on the improvement of Job Satisfaction (X₃) is expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H₀): $\beta_{41} \leq 0$, indicating no positive influence of Organizational Climate (X₁) on the improvement of Job Satisfaction (X₃). Alternative Hypothesis (H₁): $\beta_{31} > 0$, suggesting a positive influence of Organizational Climate (X₁) on the enhancement of Job Satisfaction (X₃). The calculated path coefficient value is $\beta_{31} = 0.567$, with a t-value of 10.343. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). Therefore, there is a direct positive influence of Organizational Climate (X₁) on Job Satisfaction (X₃). This implies that a stronger Organizational Climate among lecturers will increase Job Satisfaction in private higher education institutions or universities in the city of Palembang.

- [5] The influence of Transformational Leadership (X₂) on Job Satisfaction (X₃) is expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H₀): $\beta_{42} \leq 0$, indicating no positive influence of Transformational Leadership (X₂) on the improvement of Job Satisfaction (X₃). Alternative Hypothesis (H₁): $\beta_{32} > 0$, suggesting a positive influence of Transformational Leadership (X₂) on the enhancement of Job Satisfaction (X₃). The calculated path coefficient value is $\beta_{32} = 0.527$, with a t-value of 9.320. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). Therefore, there is a direct positive influence of Transformational Leadership (X₂) on Job Satisfaction (X₃). This implies that a stronger Transformational Leadership among lecturers will increase Job Satisfaction in private higher education institutions or universities in the city of Palembang.

- [6] The influence of Organizational Climate (X₁) on the improvement of Transformational Leadership (X₂) is expressed through statistical hypotheses.

The statistical hypothesis testing results are as follows: Null Hypothesis (H₀): $\beta_{21} \leq 0$, indicating no Organizational Climate (X₁) influence on the improvement of Transformational Leadership (X₂). Alternative Hypothesis (H₁): $\beta_{21} > 0$, suggesting a positive influence of Organizational Climate (X₁) on the enhancement of Transformational Leadership (X₂). The calculated path coefficient value is $\beta_{21} = 0.666$, with a t-value of 11.659. Comparing this with the critical t-value (ttabel) at a significance level of 0.05 ($\alpha = 0.05$), where ttabel is 2.42, the calculated t-value (thitung) is greater than the critical t-value, leading to the rejection of the null hypothesis (H₀) and acceptance of the alternative hypothesis (H₁). Therefore, there is a direct positive influence of Organizational Climate (X₁) on Transformational Leadership (X₂). This implies that a stronger Organizational Climate among lecturers will increase Transformational Leadership in private higher education institutions or universities in the city of Palembang.

- [7] The indirect influence of Organizational Climate (X1) on the improvement of Employee Engagement (Y) through Job Satisfaction (X3) is expressed through statistical hypotheses. The statistical hypotheses for the indirect influence of Organizational Climate (X1) on the improvement of Employee Engagement (Y) through Job Satisfaction (X3) are as follows: Null Hypothesis (Ho): $\beta_{y31} \leq 0$, indicating no indirect influence of Organizational Climate (X1) on Employee Engagement (Y) through Job Satisfaction (X3) as a mediator. Alternative Hypothesis (H1): $\beta_{y31} > 0$, suggesting an indirect influence of Organizational Climate (X1) on Employee Engagement (Y) through Job Satisfaction (X3) as a mediator. The substructure equation is represented as $X3 = \beta_{y1}X1 + \beta_{y2}X2 + \epsilon_4$, where $X3 = 0.048X1 + 0.179X2 + \epsilon_0.398$. The hypothesis testing involves determining whether there is a significant indirect effect of Organizational Climate on Employee Engagement through Job Satisfaction, with the provided coefficients in the mediation equation.
- [8] The indirect influence of Transformational Leadership (X2) on the improvement of Employee Engagement (Y) through Job Satisfaction (X3) is expressed through statistical hypotheses. The statistical hypotheses for the indirect influence of Transformational Leadership (X2) on the improvement of Employee Engagement (Y) through Job Satisfaction (X3) are as follows: Null Hypothesis (Ho): $\beta_{y31} \leq 0$, indicating no indirect influence of Transformational Leadership (X2) on Employee Engagement (Y) through Job Satisfaction (X3) as a mediator. Alternative Hypothesis (H1): $\beta_{y31} > 0$, suggesting an indirect influence of Transformational Leadership (X2) on Employee Engagement (Y) through Job Satisfaction (X3) as a mediator. The substructure equation is represented as $X3 = \beta_{y1}X1 + \beta_{y2}X2 + \epsilon_4$, where $X3 = 0.048X1 + 0.179X2 + \epsilon_0.398$. The hypothesis testing involves determining whether there is a significant indirect effect of Transformational Leadership on Employee Engagement through Job Satisfaction, with the provided coefficients in the mediation equation.

Table 1. Direct and indirect influences on Employee Engagement (Y) through Job Satisfaction (X3)

Variabel	Effect		
	Direct	Indirect	Total
Organizational Climate (X ₁)	0,048	0,008	0,056
Transformational Leadership (X ₂)	0,179	0,002	0,181

The table above explains that Organizational Climate indirectly influences Employee Engagement through Job Satisfaction by 5.6%, and Transformational Leadership indirectly affects Employee Engagement through Job Satisfaction by 18.1%. Therefore, it can be stated that Employee Engagement is influenced by both Organizational Climate and Transformational Leadership through Job Satisfaction by a combined percentage of 14.9%, implying that 85.1% is influenced by other factors.

The study explores the direct positive influence of Organizational Climate (X1), Transformational Leadership (X2), and Job Satisfaction (X3) on Employee Engagement (Y) among lecturers in private higher education institutions in Palembang. The findings indicate that a conducive Organizational Climate enhances Employee Engagement, with a significant path coefficient ($\beta_{Y1} = 0.050$). Similarly, strong Transformational Leadership positively affects Employee Engagement, supported by a significant path coefficient ($\beta_{Y2} = 0.014$). Job Satisfaction also exhibits a direct positive impact on Employee Engagement, with a notable path coefficient ($\beta_{Y3} = 0.153$). These results emphasize the pivotal role of Organizational Climate, Transformational Leadership, and Job Satisfaction in shaping and enhancing Employee Engagement among lecturers, aligning with established theories and prior research in the field.

The analysis uncovers a direct positive influence of Organizational Climate (X1) on Job Satisfaction (X3), signifying a crucial link between the two factors among lecturers in higher

education. A favorable Organizational Climate significantly enhances job satisfaction, impacting lecturer performance and engagement with the institution. The study aligns with existing literature, emphasizing the importance of a positive work environment in fostering emotional attachment and motivation among lecturers. Similarly, the research reveals a direct positive impact of Transformational Leadership (X2) on Job Satisfaction (X3), emphasizing the influential role leaders play in lecturer satisfaction and performance. Transformational leadership, characterized by a clear vision and support for individual development, creates a positive work climate and encourages lecturers to actively contribute to organizational goals. Moreover, the study establishes a direct positive influence of Organizational Climate (X1) on Transformational Leadership (X2), indicating that an improved organizational climate enhances trust and leadership qualities among lecturers. The combined effect of a positive organizational climate and transformational leadership emerges as a key factor in bolstering lecturer job satisfaction, emphasizing the interconnectedness of these elements in creating a conducive work environment.

The research findings highlight a positive indirect impact of Organizational Climate (X1) on Employee Engagement (Y) through the mediating factor of Job Satisfaction (X3). The study posits that Organizational Climate directly influences lecturer job satisfaction, and subsequently, job satisfaction mediates the association between Organizational Climate and lecturer work engagement. Essentially, a favorable Organizational Climate is expected to indirectly affect lecturer work engagement through job satisfaction. When lecturers perceive a positive organizational climate, they are more likely to experience job satisfaction, fostering enhanced work engagement and commitment to both the job and the institution. The research underscores the pivotal role of job satisfaction as a mediator in elucidating the link between Organizational Climate and lecturer work engagement. Through a comprehensive analysis of the direct and indirect impacts of Organizational Climate on lecturer work engagement via job satisfaction, educational institutions can gain insights into strategies for improving lecturer engagement by enhancing the work climate and job satisfaction. Similarly, the study reveals a positive indirect influence of Transformational Leadership (X2) on Employee Engagement (Y) through Job Satisfaction (X3), emphasizing the significant role of job satisfaction as a mediator in the relationship between transformational leadership and lecturer work engagement.

Conclusion

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. The study found a significant positive influence of Organizational Climate (X1) on the enhancement of Employee Engagement (Y) among lecturers in private higher education institutions or universities in the city of Palembang, as evidenced by the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1) based on statistical hypothesis testing.
2. The research revealed a significant positive influence of Transformational Leadership (X2) on the improvement of Employee Engagement (Y) among lecturers in private higher education institutions or universities in the city of Palembang, as evidenced by rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1) through statistical hypothesis testing.
3. The study demonstrates a significant positive influence of Job Satisfaction (X3) on the enhancement of Employee Engagement (Y) among lecturers in private higher education institutions or universities in the city of Palembang, as indicated by the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1) through statistical hypothesis testing.
4. The research reveals a substantial positive influence of Organizational Climate (X1) on the enhancement of Job Satisfaction (X3) among lecturers in private higher education institutions or universities in the city of Palembang, supported by the rejection of the null hypothesis (H0)

- and acceptance of the alternative hypothesis (H1) in the statistical hypothesis testing.
5. The study demonstrates a significant positive influence of Transformational Leadership (X2) on the enhancement of Job Satisfaction (X3) among lecturers in private higher education institutions or universities in the city of Palembang, supported by the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1) in the statistical hypothesis testing.
 6. The research establishes a significant positive influence of Organizational Climate (X1) on the enhancement of Transformational Leadership (X2) among lecturers in private higher education institutions or universities in the city of Palembang, supported by the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1) in the statistical hypothesis testing.
 7. The research explores the indirect influence of Organizational Climate (X1) on the improvement of Employee Engagement (Y) through Job Satisfaction (X3), utilizing statistical hypotheses to test the significance of the indirect effect.
 8. The study investigates the indirect impact of Transformational Leadership (X2) on the enhancement of Employee Engagement (Y) through Job Satisfaction (X3), employing statistical hypotheses to assess the significance of the indirect effect.

Implications

Based on the research conclusions above, the following implications can be drawn from this research:

1. The research underscores the importance of cultivating a positive Organizational Climate in private higher education institutions. Institutions should focus on creating a supportive and conducive work environment for lecturers, promoting factors such as trust, collaboration, and a sense of belonging. This can lead to increased Employee Engagement and job satisfaction.
2. Institutions should invest in leadership development programs that foster transformational leadership qualities among academic leaders. Training should emphasize the importance of clear vision, support for individual development, and creating a positive work climate. Transformational leadership plays a crucial role in influencing both job satisfaction and employee engagement.
3. The study emphasizes the direct positive impact of Job Satisfaction on Employee Engagement. Institutions should prioritize initiatives that enhance job satisfaction, considering factors such as career development, productivity, loyalty, and absorption. Recognizing and addressing factors influencing job satisfaction can contribute significantly to lecturers' overall engagement.
4. The findings highlight the interconnectedness of Organizational Climate, Transformational Leadership, Job Satisfaction, and Employee Engagement. Institutions should adopt an integrated approach in their strategies, recognizing that improvements in one area may have positive cascading effects on others. Addressing these factors collectively can result in a more engaged and satisfied lecturer population.
5. The research employs a quantitative approach with statistical analyses, indicating the importance of data-driven decision-making. Institutions should implement continuous monitoring mechanisms to assess the impact of interventions on Organizational Climate, Transformational Leadership, Job Satisfaction, and Employee Engagement. Regular evaluations and adjustments based on data can lead to sustained improvements.
6. As the study reveals a direct positive influence of Organizational Climate on Transformational Leadership, institutions should consider leadership development programs aimed at improving the organizational climate. Leaders should be equipped with skills to create a positive and supportive environment that fosters engagement and satisfaction among lecturers.
7. The study indicates that while Organizational Climate, Transformational Leadership, and Job Satisfaction collectively contribute to Employee Engagement, 85.1% of the variance is influenced by other factors. Institutions should recognize the unique context and tailor

strategies based on the specific needs and challenges faced by their lecturers, considering individual differences and organizational contexts.

Suggestion

In this comprehensive research, an analysis was conducted to examine the influence of organizational climate, transformational leadership, and job satisfaction on employee engagement among permanent faculty members in private universities in Palembang. The research utilized a correlational study with a path analysis approach and a sample of 269 respondents from 11 universities. A questionnaire-based data collection technique was employed, and variables were defined and validated using rigorous statistical methods. The statistical analyses, including correlation, regression, and path analysis, were conducted to explore the relationships between organizational climate, transformational leadership, job satisfaction, and employee engagement. The findings indicated that organizational climate, transformational leadership, and job satisfaction have significant direct positive influences on employee engagement among lecturers.

The study also unveiled the interconnections between these variables, such as the positive direct influence of organizational climate on job satisfaction and transformational leadership, as well as the indirect impacts of organizational climate and transformational leadership on employee engagement through job satisfaction. The results of hypothesis testing confirmed the positive relationships, showcasing the importance of a conducive organizational climate, effective transformational leadership, and job satisfaction in enhancing employee engagement. The study's findings contribute to the understanding of the dynamics among these variables in the context of higher education institutions. The recommendations based on these results include strategies for improving organizational climate, fostering transformational leadership, and promoting job satisfaction to ultimately boost employee engagement among lecturers in private universities in Palembang.

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