



The Contribution of Leadership Behavior through Work Environment and Individual Characteristics toward Lecturer Job Satisfaction

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Abstract: This research is essential because the lecturers' job satisfaction as the leading factor in higher education activities requires adequate attention. Attention should be paid through measured research to produce reliable decisions. Therefore, this research aims to examine and measure the variables of leadership behavior, work environment, and individual characteristics to know the appropriate treatments to increase lecturer job satisfaction. The research utilized the survey design on the civil servant lecturers. The sampling technique used was a simple random sampling without considering strata because the respondents were almost homogeneous. The instruments were based on theory and expert recognition. The measurement and testing were performed using structural equation modeling (SEM), and the data analysis technique was assisted by SmartPLS 3 software. The results showed that either partially or through mediation, leadership behavior, work environment, and individual characteristics posed positive and significant contributions to lecturer job satisfaction.

INTRODUCTION

The Path-Goal Theory of Leadership, which was established to describe how leadership conduct influences performance, which provides happiness to organizational members, serves as the framework for this research. Individual qualities and the work environment function as moderators (House & Mitchell, 1975). This theory's general proposition indicates that subordinates will tolerate leader behavior if it generates hope and becomes a satisfying instrument in the future.

Furthermore, this theory helps explain how individual qualities play a part in developing a sense of satisfaction. Individually, for example, someone will be pleased if his sincere work is praised (Aziri, 2011). Furthermore, the feeling of

job satisfaction as an effect of job evaluation will be shown through work behavior (Benrazavi & Silong, 2013).

Job satisfaction can be a significant organizational concern when there is a lack of loyalty, absenteeism, and work discipline. As a result, organizational leaders must treat employees fairly and politely to restore their morale and productivity (Aziri, 2011). Baltaci et al., (2012) state that age, education level, gender, marital status, service experience, vision, interaction, and transformational leadership all impact job satisfaction. Furthermore, Mehmet & Büşra, (2016) explain that leadership behavior directly affects job satisfaction.

Job satisfaction is an affective orientation by individuals towards their pleasant work roles due to assessments of

their work (Aziri, 2011). Job satisfaction is defined as an affective reaction from one's job to work. This definition shows that the attitudes are formed from work perceptions, whether they are felt, believed, or demonstrated through work behavior (Benrazavi & Silong, 2013). Other studies explain that job satisfaction is a cognitive and emotional attitude. This attitude is reflected by work morale, discipline, and work performance (Aziri, 2011). Baltaqi in his research states that job satisfaction is influenced by age, education level, gender, marital status, service experience, vision, interaction, and transformational leadership (Baltaci et al., 2012). The research by Mehmed Sahin and Busra explains that leadership behavior has a direct effect on job satisfaction (Mehmet & Büşra, 2016).

To present job satisfaction as the general proposition of path-goal theory in the second paragraph, other researchers point out the factors that form job satisfaction. The factors are providing opportunities for advancement (Fred, 2011), ensuring job security (Adebayo & Gombakomba, 2015), paying attention to employees' salary (Kusku, 2001), improving the management (Haque, 2012), improving the intrinsic and extrinsic factors (Funmilola et al., 2013), improving working condition (Kardam & Rangnekar, 2012), maintaining social aspects (Itiola et al., 2014), improving communication (Thomas, 2015), and providing work facilities and the attention to the cohesiveness of teamwork (Jyoti, 2013).

Based on the studies above, the researchers focused and limited the research to present a new concept by exploring and testing the Path-Goal Theory of leadership in revealing the contribution of leadership behavior on the work environment and individual characteristics toward the lecturers' job satisfaction at three State Islamic Institutes (IAIN).

METHOD

The unit of analysis in this research was the individual. The researchers employed the quantitative research paradigm with the survey method. The research data were collected using questionnaires. Furthermore, a Likert scale was employed to measure the attitudes, which contained five points ranging from very positive to negative. The research variables are described in the indicators contained in Table 1. The indicators are used as starting points to prepare the instruments' items in statements or attitudes (Widoyoko, 2012).

The sampling technique used in this research was probability sampling which provided equal opportunities for members of the population to be chosen. The sample consisted of 529 respondents selected using a simple random sampling technique, regardless of population members' strata (levels), because they were considered homogeneous (Riduwan & Kuncoro, 2007). However, the instrument trial was conducted on 25 respondents.

The samples in this research were the civil servant lecturers at three State Islamic institutes (IAIN) in East Java, namely IAIN Jember, IAIN Tulungagung, and IAIN Surakarta. The sample size was based on Ghazali's opinion that data analysis using SmartPLS SEM will effectively analyze 30 samples. The SmartPLS SEM software has been equipped with data processing called resampling up to 500 times. The number of samples can also be specified to ten samples per parameter (Ghozali, 2015). The research sample was determined using the Slovin & Taro Yamane sampling formula (Slovin. & Yamane, 1962). This formula is also used by other researchers in the theme of leadership (Adriansyah et al., 2018).

The data analysis technique employed data processing tools, specifically Microsoft Excel for Windows to tabulate the data, SPSS 17 for

Windows to do descriptive analysis, and SmartPLS 3.2 to evaluate and test the research model and hypothesis. The research data were analyzed in two parts: descriptive data analysis and data analysis of the measurement model outcomes and the results of the hypothesized structural model.

The SmartPLS 3.2 software was used to evaluate and test the model because the software consists of two sub-

models: a measurement model called the outer model, and a structural model called the inner model. The measurement model shows the value of the manifest variable, which represents the measured latent variable. On the other hand, the structural model shows the power of estimation between latent variables and constructs. The theoretical concepts of research are as shown in Figure 1.

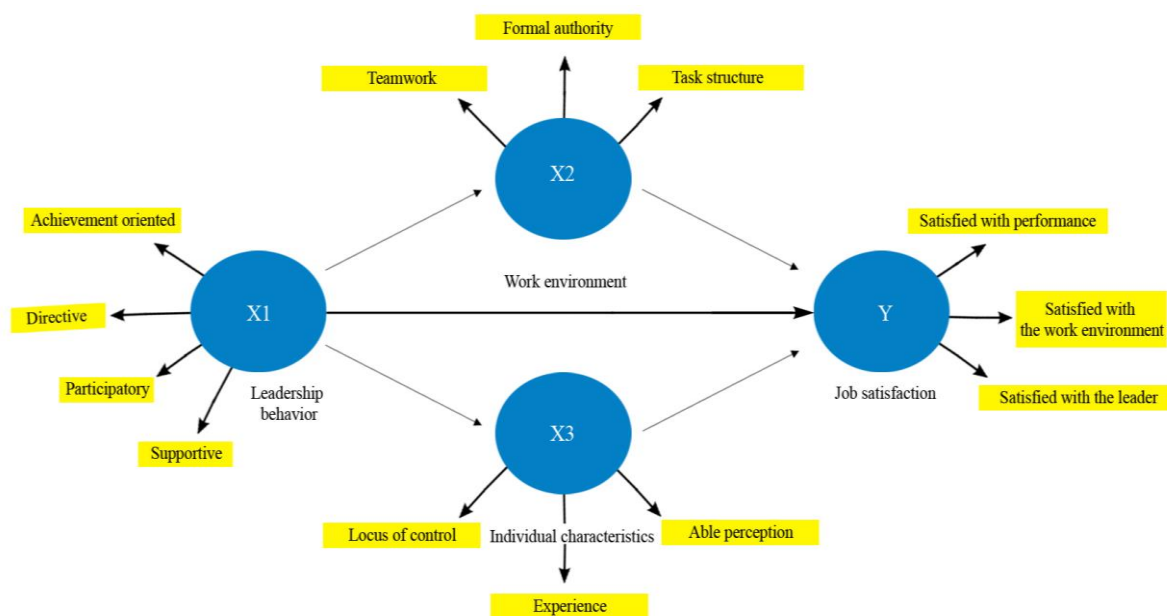


Figure 1. Research Theoretical Concepts

The decision to accept or reject the hypothesis was based on the statistical value and p-values. If $t_{statistics}$ is higher than t_{table} , H_a is accepted, and H_0 is rejected. It means that there is a positive and significant influence. Conversely, if $t_{statistic}$ is lower than t_{table} , H_a is rejected, and H_0 is accepted. The analysis of the measurement model and the structural model pay attention to the measurement model. The concurrent validity value of 0.5 is obtained from the correlation between the score indicators and the total score. The reliability of the construct pays attention to the value of composite reliability. Second, the structural model analysis is evaluated by looking at the percentage of variance in the R-Square

value or coefficient of determination (K. K. Wong, 2013).

RESULT AND DISCUSSION

Research Results

Outer Model Evaluation

1. Convergent Validity

The measuring model's assumption criteria state that the correlation between the indicator and construct scores is valid if the convergent validity is more than 0.5. Table 1 contains information on the convergent validity value. Table 1 shows that the overall indicator score is above 0.5. Therefore, each indicator has described its construct variable.

Table 1. Factor Loading

Variable	Indicator	Outer Loading
Leadership Behavior (X1)	Directive	791
	Participatory	837
	Achievement Oriented	791
	Supportive	771
Work Environment (X2)	Task Structure	849
	Teamwork	743
	Formal Authority	939
	Locus of Control	841
Individual Characteristics (X3)	Experience	734
	Ability	911
	Satisfied with Leader	863
Job Satisfaction (Y)	Satisfied with Performance	621
	Satisfied with Environment	749

2. Composite Reliability

Construct reliability can be considered reliable if it exceeds 0.7. Based on the data processing, the composite reliability value of leadership behavior was 0.875, the work environment was 0.884, an individual characteristic was 0.875, and job satisfaction was 0.792. All values were above 0.7. Therefore, the whole construct has adequate reliability.

Inner Model Evaluation

1. Model Testing

This test was conducted to evaluate the contribution between constructs as hypothesized. Based on the output of the SmartPLS algorithm, the leadership behavior, work environment, and individual characteristics contributed positively to lecturer job satisfaction.

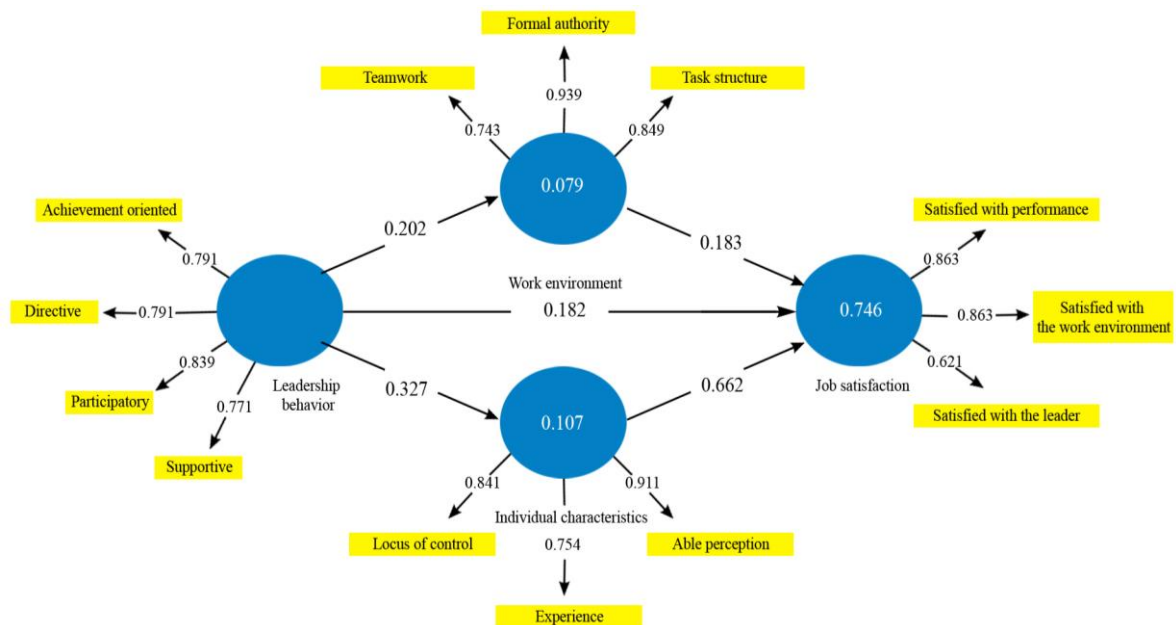


Figure 2. Algorithm Output

2. Hypothesis Testing

This test was conducted to determine the significance of the contribution between constructs by

looking at the significance, as shown in Figure 3 of the bootstrapping output. Furthermore, the significance value of the researcher is shown in Table 2.

Table 2. Summary of Hypothesis Testing

No	Hypothesis Formulation	Results	t-stats	p-values	Decision
1	Leadership Behaviour -> Job Satisfaction	0.182	2,985	0.003	Accepted
2	Work Environment -> Job Satisfaction	0.183	2,722	0.007	Accepted
3	Individual Characteristics -> Job Satisfaction	0.662	9,289	0.000	Accepted
4	Leadership Behaviour -> Work Environment -> Job Satisfaction	0.052	1,802	0.072	Accepted
5	Leadership Behaviour -> Individual Characteristics -> Job Satisfaction	0.217	3.626	0.000	Accepted

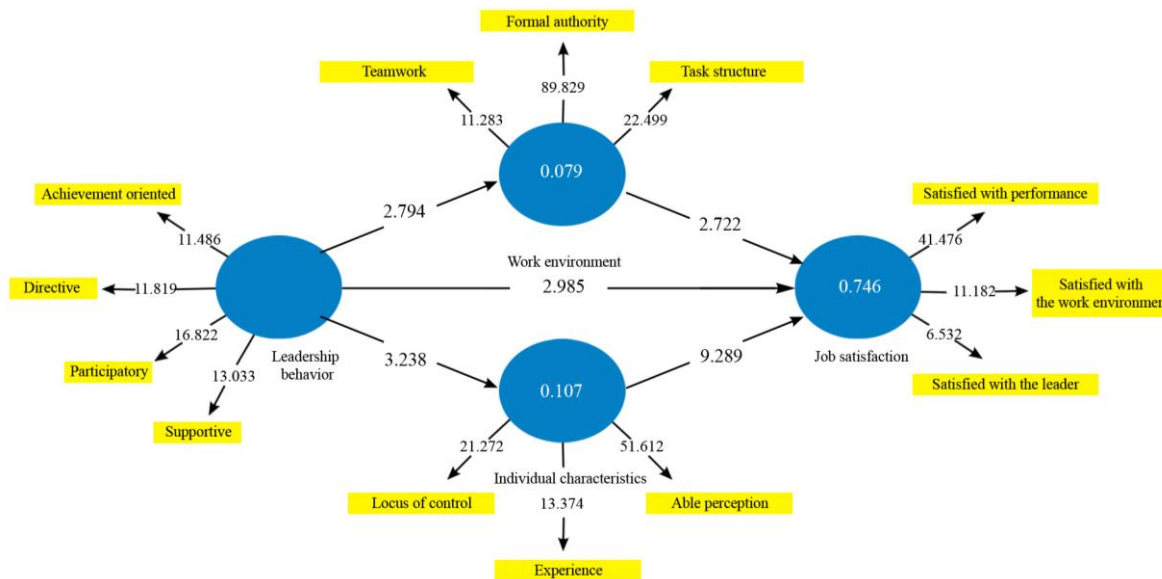


Figure 3. Bootstrapping Test Results

It can be concluded based on Table 2 that, first, in the first hypothesis (there is a direct positive and significant contribution of leader behavior to job satisfaction), the $t_{statistics}$ of H1 (2,985) was higher than t_{table} (1.663), and the p-values of H1 (0.003) was lower than 0.10. Therefore, H_{a1} was accepted, and H_{01} was rejected. It means a positive and significant influence of leadership behavior on job satisfaction by 0.182 or 18.2%. Second, in the second hypothesis (there is a direct positive and significant effect of the work environment on job satisfaction), the $t_{statistics}$ of H2 (3.722) was higher than t_{table} (1.663), and the p-values of H2 (0.007) was lower than 0.10. Therefore, H_{a2} was accepted, and H_{02} was rejected. It means that the work environment positively affected lecturer job satisfaction by 0.183 or 18.3%. Third,

in the third hypothesis (there is a direct positive and significant effect of individual characteristics on job satisfaction), the $t_{statistics}$ of H3 (9.289) was higher than the t-table (1.663), and the p-values of H3 (0.000) was lower than 0.10. Therefore, H_{a3} was accepted, and H_{03} was rejected. It means that individual characteristics positively and significantly affect lecturer job satisfaction by 0.662 or 66.2%. Fourth, in the fourth hypothesis (there is a positive and significant direct effect of leadership behavior through the work environment on job satisfaction), the $t_{statistics}$ of H4 (1.802) was higher than t-table (1.663), and the p-values of H4 (0.072) was lower than 0.10. Therefore, H_{a4} was accepted, and H_{04} was rejected. It means that the work environment had a positive and significant effect on lecturer job satisfaction by 0.052 or 5.2%. Fifth, in

the fifth hypothesis (there is a positive and significant direct influence on leadership behavior through individual characteristics on job satisfaction), the $t_{\text{statistics}}$ of H5 (3.626) was higher than t_{table} (1.663), and the p-values of H5 (0.000) was lower than 0.10. Therefore, H_{a5} was accepted, and H_{05} was rejected. It means that individual characteristics positively and significantly affect lecturer job satisfaction by 0.217 or 21.7%.

3. Structural Model Testing

Structural model tests in SmartPLS can be analyzed by looking at the R-Square value for each endogenous latent variable.

Table 3. The R-Square Value

Construct	R-Square
Work environment	0.07
Individual Characteristics	0.10
Job satisfaction	0.75

The R-Square value for the work environment variable was 0.07. The value explains that the percentage of the work environment can be explained by leadership behavior by 7%. For the R-Square value, the individual characteristic variable was 0.10. This value explains that individual characteristics can be explained by leadership behavior by 10%. Furthermore, the R-Square value obtained by the job satisfaction variable was 0.75. This value explains that job satisfaction can be explained by leadership behavior by 75%.

The R-Square value can be used to calculate the Q-Square as an assessment of the goodness of fit, where the higher the Q-Square value, the better the model to fit with the data. The results of the calculation of the Q-Square value are as follows:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R^2_1) \times (1 - R^2_2) \times (1 - R^2_3)] \\
 &= 1 - [(1 - 0.07) \times (1 - 0.10) \times (1 - 0.75)] \\
 &= 1 - (0.93 \times 0.9 \times 0.25) \\
 &= 1 - 0.2092 \\
 &= 0.7908
 \end{aligned}$$

Based on the calculation results, the Q-Square value was 0.7908. It shows that the magnitude of the diversity of research data explained by the research model was 79 %. On the other hand, the remaining 21 % was explained by other factors outside the research model.

Discussion

Contribution of Leadership Behavior to Job Satisfaction

Building job satisfaction is dominated by profit organizations and non-profit organizations, such as universities. It is necessary to imitate the performance patterns of profit organizations for the benefit of the community.

As shown in Table 2, the findings indicate that leadership behavior has a favorable impact on lecturer job satisfaction. Leaders might adopt distinct behaviors for each organizational activity when carrying out their leadership function. The behavior chosen seeks to bring satisfaction to members while also achieving organizational goals. If the leader chooses the directive conduct, the leader can make efforts by regulating the activities in a controlled and strict manner, scheduling the job to be done, and offering clear guidance to subordinates on how to perform the assignment. The use of directive conduct is consistent with research indicating that leaders can encourage members to achieve more than they had anticipated (Ahmad et al., 2013). The leader can then engage in participative behavior by consulting with subordinates and incorporating their suggestions before deciding (Idris, 2019). The second role that the leader can choose is achievement-oriented, which is defined by creating a set of tough goals and expecting subordinates to perform optimally according to their level (Thuku et al., 2018). Similarly, leaders can carry out their leadership tasks by adopting a supporting manner that is encouraging,

kind, and concerned about the needs of the employees (Mwaisaka et al., 2019).

Contribution of Work Environment to Job Satisfaction

The extent of the positive value of study findings, as shown in Table 2, is consistent with studies indicating that the work environment contributes to job satisfaction (Muhammad et al., 2015). The work environment or working circumstances, particularly the non-physical work environment, is an area the company must examine since it affects work productivity, motivation, job satisfaction, work performance, and employee performance (Pangarso & Ramadhanti, 2017). Another study discovered a positive relationship between work environment and job satisfaction. At the same time, motivation partially mediates the relationship between work environment and job satisfaction (Saeed & Nasir, 2016) Other research findings show that both the physical and non-physical work environments significantly affect employee job satisfaction (Hendri, 2012).

The work environment can influence employee emotions; if an employee enjoys the work environment in which he works, he will feel more at ease at work and use his time more efficiently, contributing to his work performance. The work environment encompasses working relationships developed among coworkers and interactions formed between subordinates and superiors, as well as the physical environment in which they operate (Foldspang et al., 2014).

A journal describes paradigmatically how the work environment (work hours, workplace safety and comfort, coworker relationships, rewards, and unit supervisors) affects job satisfaction (Raziq & Maulabakhsh, 2015). The work environment is a critical component for organization members to carry out their work activities by focusing on a positive

work environment or developing working conditions to boost employee morale. The work environment refers to the full work infrastructure surrounding the members of the organization whose activities impact the work itself.

The ideal work environment has a task structure with standard operating procedures (SOPs) and unambiguous job descriptions; structured and neat activities in major and routine tasks; and unstructured incidental activities. The work environment has a team outside of the formal team as thinkers assisting the organization's work; pleasant interaction and mutual respect for viewpoints; information-based cooperation; and collective activity. The results are expressed as a result of collective work. Similarly, the work environment has formal authority to make choices inside its components and distribute authority to organizational units.

Contribution of Individual Characteristics to Job Satisfaction

As indicated in Table 2, the research findings indicate that individual traits contribute positively to lecturer work satisfaction. Individual characteristic is a psychological process that affects individuals and acts as an internal force driving and influencing behavior (Hidayat & Cavorina, 2018). characteristics that are inherent as innate in each individual. Ability, skill, and locus of control are the main things among individual characteristics. Individual characteristics are inherent in each individual's ability and talent. Among individual traits, the locus of control is the most essential.

The perceived indicators form individual qualities as a psychological process occurring within the locus of control. The individual is responsible for working hard, developing teamwork efforts, solving organizational difficulties, prioritizing vital tasks, and remaining optimistic at work. Based on work experience, one should obtain a planned

education and training program, have talent/interest to support work, get opportunities to increase individual capacity, try to improve one's attitude toward life, perceive work experience as a personal necessity, try to improve analytical skills on the job, and can communicate verbal goals and intentions well. Personal ability is required to convey an opinion in fluent words, to recognize space well, to have good memory skills, to grasp the problem and how to solve it, to understand the relationships of problems deductively, to have adequate emotional control, and to maintain physical ability to support the work.

The findings of this study are consistent with previous research indicating that work attitudes, as part of individual traits, have a positive and significant influence on job satisfaction (Shahab & Nisa, 2014). Individual characteristics are variances in motivation, perception, initiative, abilities intimately tied to the environment, and individual success in the organization. Individual qualities are natural and innate in every person. The major individual qualities are ability, skill, and locus of control. A person's ability is an innate mental or physical trait that permits them to achieve something, whereas skills can be learned. However, some people have talents and skills (Gibson & Ivan, 2006).

Contribution of Leadership Behavior through the Work Environment to Job Satisfaction

As shown in Table 2, the study's findings suggest that leadership through the environment has a favorable impact on lecturers' job satisfaction.

The leader's precision in selecting his leadership style will impact the work environment. When organizational members do not comprehend their responsibilities, they can choose to be directive. Then, in a participatory leadership role, a leader creates room for

members to express their ideas and opinions, making members feel valued in organizational operations. Meanwhile, when the leader expects dependable organizational outcomes, the achievement-oriented leadership style should be used to allow members to display their finest creativity, which may not have been channeled in many instances. The leader who adopts a helpful style will then give praise, encouragement, and gratitude in the form of prizes to highly motivated members at work. The overall choice of style will, in turn, create an atmosphere or work climate that can become a culture if the leader's behavior endures for a long enough length of time. In this way, the climate, culture, and work environment will be intertwined. Organizations that can exert control over these factors will provide happiness to their members, either directly or indirectly.

In this study, the work environment is defined as organizational members' perceptions of their work environment, including job structure, cooperation, and formal authority. The task structure explains the work within the organization, teamwork describes cooperative activities that help the organization achieve its goals, and formal authorities are the powers (authorities) that exist within the organization as described by the structure.

The findings of this study are consistent with previous research indicating that an authentic leadership research model has a large and beneficial impact on and boosts job satisfaction through the environment and performance (C. a. Wong & Laschinger, 2013). A leader who understands how to use the correct style at the right moment can create a favorable work atmosphere in which members are satisfied with the leader and his surroundings (Chandra & Priyono, 2015). Similarly, several studies have found that the function of the leader and the environment substantially influence job happiness (Armagan &

Erzen, 2015), and the leader can increase the performance of subordinates through satisfaction (Hakan Koç, 2011).

Contribution of Leadership Behavior through Individual Characteristics to Job Satisfaction

According to the research findings, leadership was positive through individual qualities to lecturer job satisfaction, as shown in Table 2. The findings of this study are consistent with other studies that show that work attitudes, as a component of individual traits, have a favorable influence on job satisfaction (Shahab & Nisa, 2014).

Perceptions, qualities (commitment, distinctiveness), attitudes (emotions, beliefs, conduct), values, job experience, and abilities are variables associated with individual characters (Robbins & Judge, 2013). Individual characteristics are variances in motivation, perception, initiative, abilities intimately tied to the environment, and individual success in the organization. Individual factors addressed in this study include locus of control, work experience, and perception of ability.

Rotter, a social learning theorist, was the first to suggest the locus of control. One of the personality variables is the locus of control, which is described as an individual's belief in one's ability to control one's fate. Individuals who believe they influence their fate or events in their lives have an internal locus of control. Individuals who believe that their environment has control over their fate or events in their lives are said to have an external locus of control (Kormanik & Rocco, 2009).

Work experience refers to knowledge or abilities that a person has already learned and acquired as a result of past actions or work performed over a period of time. Many studies employ work experience measurements such as (1) comprehending and carrying out work,

(2) task types, and (3) knowledge and abilities (Itafia et al., 2014).

Organizational satisfaction is dictated not only by the leader but also by an individual with a positive personality. Any excellent leader may provide happiness to members of the organization without considering individual factors such as locus of control, job experience, and perception. According to the findings of this study, the significance of individual traits in providing a sense of job satisfaction is substantially aided by the involvement of leaders.

Individual psychological processes in terms of locus of control, individuals have duties and responsibilities with hard work to build teamwork initiatives, try to always provide a way out of organizational problems, prioritize important things in carrying out their duties to be effective, and optimistic nature at work are the indicators forming individual characteristics. Meanwhile, from work experience, one should obtain a planned education and training program, have talent/interest channels to support work, get opportunities to increase individual capacity, try to improve one's attitude toward life, perceive work experience as a personal necessity, try to improve analytical skills on the job, and can convey verbal goals and intentions well. Meanwhile, from the standpoint of one's abilities, one must be able to convey an opinion in fluent words, have good numeracy skills, be able to recognize space well, have good memory skills, be able to grasp the problem and how to solve it, be able to understand the relationship of problems deductively, have adequate emotional control, and maintain physical ability to support the work.

CONCLUSION

Based on the findings and discussions, it is concluded that the leader might adopt different behaviors for each situation when carrying out the leadership

function. The proper choice of conduct seeks to bring happiness to members while also achieving corporate goals. The accuracy with which the leader chooses his leadership style will significantly impact the work environment. The correct choice of behavior will, in turn, shape the work environment or climate. It will become an excellent work culture if it occurs within a reasonable time frame. Furthermore, if employees like their work environment, it can alter their emotions, contributing to their work performance. Individual accountability, working smart, and individual responsibility are required for individual characteristics as a psychological process.

It can be summarized that by paying attention to the findings between constructs, the locus of control, experience, and perception of self-ability all had a role in lecturer job satisfaction. Individual lecturer personalities play a significant impact in achieving job happiness. As a result, the researcher might conclude that the lecturer's factor must be acknowledged as a personal variable to modify the job satisfaction perspective. It is suggested that researchers interested in this study include moderating variables such as work overload and organizational support, which can soften or reinforce the impact of leadership behavior on job satisfaction.

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