Leadership and Job Satisfaction among Foreign Seafarers in Maritime Industry: Human Leadership

Mohd Rafful Sulaiman

University Putra Malaysia, Malaysia

Prof. Dr. Leow Chee Seng

Dean, IIC University of Technology, Cambodia

Abstract

In the business field of study, particularly in human resource management, the psychology aspects of employee has come to play an important role in measuring an organizational outputs and efficiency. More and more emphasis is being put on the mental well-being of employees in order to enhance productivity and to improve efficiency. This trend can be witnessed in today's real world of business where employer much concern and believe in psychological aspects of their employee. In relation to the field of business studies, the following topic of factors that influence job satisfaction among the employee came up for this thesis.

Key Words: Job satisfaction, Leadership, Talent Development, Reward, Employee Engagement.

Introduction: According to Arnold et al. (1998) the concept of job satisfaction has gained importance for two important reasons. Firstly, job satisfaction can be an indicator for someone's general mental well-being. If a person is unhappy at work, it does not seem likely that this person will be happy in general. Secondly, job satisfaction will improve happiness at work and consequently, will improves work motivation and job performance. Achieving a high level of employee performance is considered the common goal for many organizations. Employee's satisfaction could enhance to the success of an organization since employees who exhibit a higher level of satisfaction tend to put more effort in their jobs that may then lead to better job performance (Pushpakumari, 2008).

Hence, for an organization to achieve a higher level of performance, a satisfying working context and environment is a must. Job satisfaction can be considered as the attitude and feeling employees have towards their job. The feelings and attitudes are divided into two categories which are the positive and negative attitudes (Armstrong, 2006). Pleasant feelings and positive attitudes tend to show that employees are satisfied while negative and unpleasant feelings exhibit dissatisfaction of employees. Briefly, job satisfaction refers to how employees feel about the job and to which extent the value of the job is consistent to the employees' needs.

Definition of Job Satisfaction: In reviewing the literature it becomes apparent that job satisfaction can be defined in many ways. Job satisfaction has been an important focal point for organizational and industrial psychology. In defining job satisfaction the reference is often made to Locke's (1976)

description of job satisfaction as a positive and pleasurable emotional condition which is due to the job experiences and appraisal.

Luthans (2005) provides a good definition of job satisfaction comprising of three dimensions. Firstly, it is an emotional response to job satisfaction and therefore it cannot be seen only inferred. Secondly, it is often determined by how well outcomes meet or exceed expectations. Finally, it represents several related attitudes. He identifies the most important factors affecting job satisfaction as the five factors of Smith, Kendall and Hulin as listed above. From the above it maybe concluded that job satisfaction is a summation of one's feelings about the various aspects of one's job. In summary, the definition of job satisfaction is different among scholars but in a broader context, it can be define as the employees' attitudes towards the jobs which include many aspects including cognitive and behavioural aspects such as work environment, subordinates, supervision, salary, job development, etc.

Approaches to Job Satisfaction: In explaining job satisfaction, there are three different approaches have been developed. The first approach turns its attention to the characteristics of the job and it is called the "information processing model" (Hackman and Oldham, 1976). According to this model employees gather information about the job, the workplace and the organization and cognitively assess these elements in order to determine the level of satisfaction (Jex, 2002). The second approach suggests that the measurement of the level of job satisfaction is founded on social information which is based on past behaviour and what others at work think. It shifts its attention to the effects of the context and the consequences of past behaviour, rather than to individual pre-dispositions and rational decision-making processes (Pennings, 1986). Therefore job satisfaction is depends on how others at work evaluate the workplace. This approach is called the social information processing model (Salancik and Pfeffer, 1978). The third approach indicates that job satisfaction relies on the characteristics or the dispositions of the employee. These dispositions can be based on experience or genetic heritage or on both (Jex 2002). In summary, job satisfaction can be seen as a function of the features of the job, the view of others and the employees' personality.

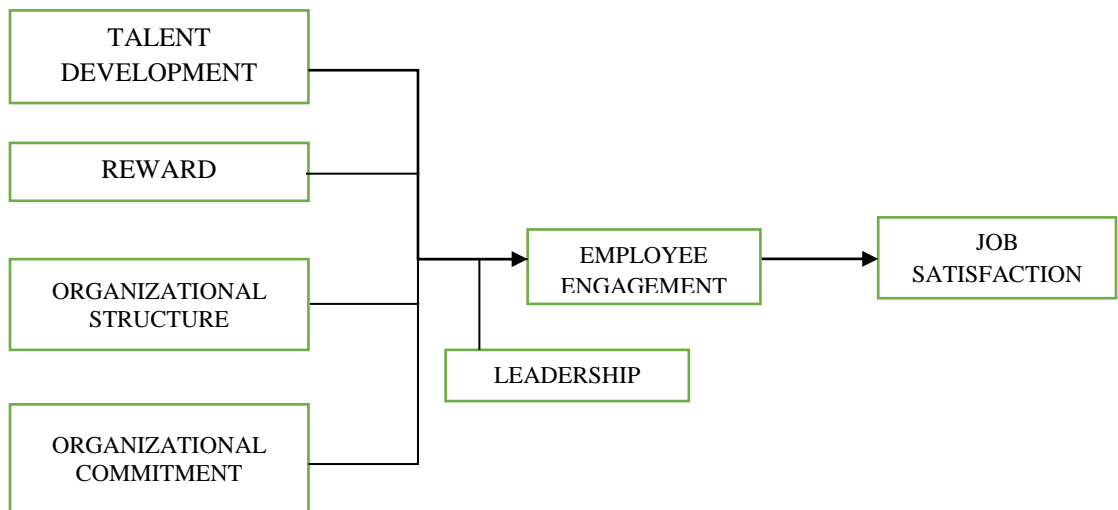Below is a diagrammatic representation of these factors.

Figure 1: Theoretical Framework for the Current Study Based on Herzberg's Two-Factor Theory and Locke's Value Theory

Theoretical Framework: The theoretical framework used for this thesis provides a framework to discover the theory related to leadership and job satisfaction among employee within the organization, the factors influencing job satisfaction and employee engagement, as well as explains how leadership mediates these factors towards the job satisfaction. This theoretical framework has been developed based on two motivations theory, which is Herzberg's Two Factor Theory and Locke's Value Theory.

Herzberg's Two Factor Theory: As pointed by Vroom (1964), the word "motivation" is derived from the Latin word movere, which means "to move". Motivation is an internal force, dependent on the needs that drive a person to achieve. Schulze and Steyn (2003) affirmed that in order to understand people's behaviour at work, managers or supervisors must be aware of the concept of needs or motives, which will help "move" their employees to act. According to Robbins (2001), motivation is a needs-satisfying process, which means that when a person's needs are satisfied by certain factors, the person will exert superior effort toward attaining organizational goals.

   Herzberg perceived motivational and hygiene factors to be separated into two dimensions affecting separate aspects of job satisfaction. This belief differed from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum (Herzberg, 1966). Hygiene factors prevent dissatisfaction but they do not lead to satisfaction. They are necessary only to avoid bad feelings at work. On the other hand, motivators are the real factors that motivate employees at work. The two-factor theory was tested by many other researchers, who showed very different results. Some research has shown that some of the factors declared by Herzberg (1966) as hygiene factors are actually motivators. The results of Herzberg's theory can vary if the test is conducted in different industries. The differences are due to the intensity of the labour requirement and the duration of employment (Nave, 1968). Extensive commentary has emerged about how to distinguish between hygiene factors and motivators. While some factors have proved to fall clearly in one of the two categories, other factors, particularly salary, have proven to be ambiguous as to whether they are motivators or a hygiene factors (Figure 2.1).

Locke's Value Theory: The theory was developed by Edwin Locke (1969), it is also called the Goal-setting theory. The theory claims that human action is a result of the individuals' conscious goals and intentions (Griffin & Moorhead, 2010). According to Locke, an individual's effort and productivity will increase if they perceive that the goals in which the organization sets for them are attainable and this could lead to job satisfaction (Badenhorst, et al., 2008). In addition Locke (1969) described that job dissatisfaction is the result of the discrepancy between the actual and intended performance (Figure 2.2).

Satisfaction and Further Motivation

Frustration and Lower Motivation
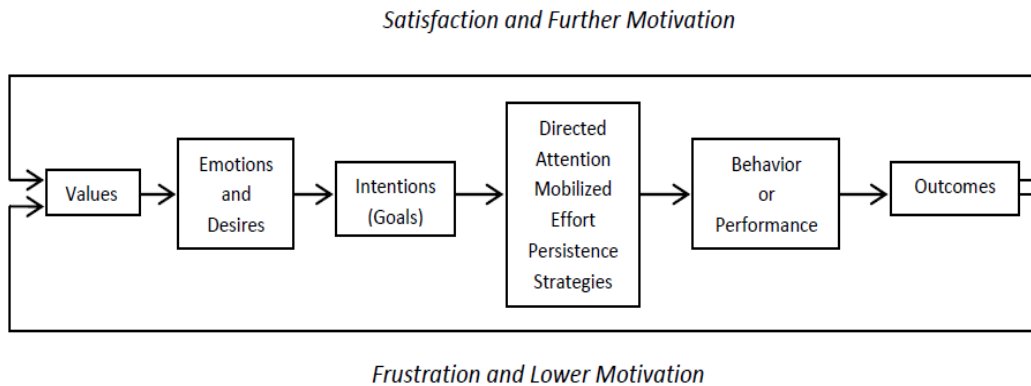
Talent Development: An organization that wants to strengthen its bond with its employees must invest in the development of their employees (Woodruffe, 1999). It entails creating opportunities for promotion within the company and providing opportunity for training and skill development that let employees to improve their employability on the internal and the external labour market (Meyer & Smith, 2003). Career development is important for both the organization and individual. It is a mutual benefit process because career development provides the important outcomes for both parties (Wright et al.*,* 2005). It is an effective way to enhance employee retention.

Career development constitutes a visible investment that the company makes in the worker, providing him or her with new skills, and greater competencies and confidence. It often leads to work that is more intrinsically rewarding. An organization that provides education and training will be more competitive and productive and will win the loyalty of its workforce.

Consequently, researchers suggest that training and development given to employees should be based on- the- job to development their skills and competencies on their current jobs. Nonetheless, employees should be given the chance to grow in their careers since employees with greater opportunities for self-growth and development are as well committed to the organization. Zeinabadi (2010), defines organizational commitment as the degree to which an employee feels loyal to an organization. Similarly, Meyer & Allen (1991), define organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Meyer & Smith (2000), describe committed employees as people who stay with the organization through thick and thin. They attend work regularly and put in a full day. Committed people protect company assets, share company goals, vision, and ethics.

Rewards: Reward is something that an organization gives to the employees in response of their contribution and performance. A reward can be extrinsic or intrinsic, it can be a cash reward such as

bonuses or it can be recognition such as naming a worker an employee of the year. The extrinsic rewards are the most tangible, such as salaries, bonuses, promotions, yet these incentives alone are not enough. Employees judge the quality of their job in the intrinsic satisfaction. Using intrinsic rewards to increase employee commitment and retention is achievable in any organization. While it is both an art and science, it has basic component of human nature that are fundamental. When these intrinsic approaches are understood and ingrained in the organization's culture, productive employees remain. It has been asserted that, when pay and benefits are comparable to the market, it is the intangibles that make for a dedicated workforce (Kwenin et al., 2013).

Reward is something that an organization gives to the employee so that the employees become motivated for future positive behaviour (Ongori & Shunda, 2008). In a corporate environment, rewards can take several forms. It includes cash bonuses, recognition awards, free merchandise and free trips. It is important to note that the rewards have a lasting impression on the employee and it will continue to substantiate the employee's perception that they are valued (Vandenberghe et al., 2007). Recognition and reward programs are an important component of an employee retention plan. The importance of these kinds of program is rooted in theories of positive reinforcement. By saying "thank you" to employees for a job well done or a pat on a shoulder to show appreciation, an organization is reinforcing ideal behavior and encouraging more of the actions that will make it successful (Vandenberghe et al., 2007). People who feel appreciated are more positive about themselves and their ability to contribute; employees who understand how their efforts contribute to the success of the organization overall are the most engaged, and therefore the least likely to leave.

Organizational Structures: Cho et al. (2006), emphasized that organizational policies and Human Resource practices in quest of employee retention will outperform the competition. Griffeth & Hom (2001), categorically explained the significance of human resource policies and its impact on employee retention. Similarly, proficiently planned and well-executed employee retention program enhances productivity and reduces employee turnover expenditures (Okumu, 2014). Human Resource policies with respect to stimulating performance evaluation mechanism, performance based reward mechanism and career growth and promotion opportunities affect worker's decisions of either staying or leaving a job. Employees always look for career growth opportunities and in this context Human Resource policy functions stimulate employees to stay in the current job.

Human Resource Training and Development function plays an important role in developing a learning organization which exploits full potential of its people at an individual, team and organization level. Collings & Mellahi (2009) suggested that an organization where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. Beside this, Lambert et al. (2007), found that employee training considerably mitigates employee desire to leave the organization particularly for the new employees.

It is observed that the clear and well-articulated career growth strategy mitigates the effect of employee intention to leave typically at the time when employees have an unclear career expectation. In this context, clearly defined job growth and advancement opportunities affect employee–employer relationship in many positive ways and it leads to reduced turnover (Samuel & Chipunza, 2009). One primary Human Resource tool that is used to affect motivation and performance is compensation (Elliot et al., 2012). Employee dissatisfaction with compensation result in high turnover and it provokes employee intention to leave a specific job or organization permanently.

Organizational Commitment: The concept of organizational commitment has attracted considerable interest in an attempt to understand and clarify the intensity and stability of an employee's dedication to the organization (Lumley et al., 2011). In the context of this study, organizational commitment is regarded as an attitude, as it relates to individuals' mind-sets about the organization. Gbadamosi (2003) contends that the more favourable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization Strong positive relationships have been observed between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction (Hunt, Chonko & Wood 1985).

Research results indicate that satisfied employees tend to be committed to an organization, and employees who are satisfied and committed are more likely to attend work, stay with an organization, arrive at work on time, perform well and engage in behaviors' helpful to the organization (Aamodt, 2015). According to Roodt & Kotze (2005), a strong correlation has been empirically established between job satisfaction, employee commitment and retention. Organizational commitment is most probably affected by factors such as type and variety of work, the autonomy involved in the job, the level of responsibility associated with the job, the quality of the social relationship at work, rewards and remuneration, and the opportunities for promotion and career advancement in the company (Huang et al.*,* 2010). A meta-analysis of 68 studies and 35,282 people found a strong relationship between commitment and satisfaction (Tett and Meyer, 1993). By increasing job satisfaction employees will be more satisfied and more committed to the company. Consequently, higher commitment will facilitate higher productivity (Mathieu and Zajac, 1990).

Leadership: One of the most difficult thing people live within today's workforce is the constant feeling of needing to sell oneself with no time to achieve personal or professional goals (Baruch, 1999). Employee development programs can make a big difference in alleviating such feelings. Employees have a hard time caring about a company if they do not believe the company cares about them (Sarros *et al.*, 2002). People recognize the value of working for a company that is willing to invest money in them, even if that investment ultimately benefits the organization (Wilson et al., 2004).

According to Carole Jurkiewicz (2000), two factors the impact employee satisfaction and commitment are feelings that the organization can be relied on to carry out its commitments to its employees and feelings that the individual is of some importance to the organization. Not only do organizations need their employees to help them be successful, employees need to feel like they are making a difference in reaching business goals (Shelton, 2001). Companies utilizing employee development programs are experiencing higher employee satisfaction with lower turnover rates (Wagner, 2007).According to Stacey Wagner, a director with the American Society for Training and Development, training builds company loyalty because employees know the organization is investing in their futures (Peterson, 2006).

In the frame of an organization or institution, the role of leadership is crucial for its proper function and welfare. Leadership is broadly defined as an influence process affecting the actions of employees, the choice of objectives for the group or organization and the dynamic interaction between superiors and employees (Yukl & Van Fleet, 1992). It has also been defined as simply something a leader does (Fleishman, 1973), as a form of influence (Hersey, 1984) and as the ability to guide followers toward shared goals (Bryman, 1992).

Leadership is a key construct in the organizational sciences and has triggered a large number of empirical studies over the past decades. In addition, leadership training ranks among the most frequently conducted types of training in organizations and the development of global leaders is considered to be one of the central tasks of management development programs. Furthermore, Yukl and Van Fleet (1992) stress the importance of leadership in the frame of an organization, as an effective leadership can lead to a number of desired outcomes at an individual, group and organizational level. For the measurement of leadership behavior and styles, a number of scales and questionnaires have been developed. A widely known scale of measuring leadership behavior was developed in the academic field of the Ohio State University and is known as the Leader Behavior Description Questionnaire (LBDQ). It consists of two dimensions of leadership behavior:

1. Initiating Structure, which refers to the extent to which the leader is likely to define and structure his or her role and those of subordinates in the search for goal attainment. It includes behavior that attempts to organize work, work relationships and goals.
2. Consideration, which refers to the extent to which a person has job relationships characterized by mutual trust and respect for subordinates' ideas and feelings (Strogdill, 1963).

In 1964, Blake and Mouton published the Managerial Grid Model of leadership, based on two dimensions of leadership behaviours:

1. Concern for people, which refers to the degree to which a leader considers the needs of team members, their interests, and areas of personal development when deciding how best to accomplish a task, and
2. Concern for production, which refers to the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Employee Engagement: Employee Engagement has become a popular topic for scholars and practitioners in recent years. Employee Engagement is defined by Towers Perrin (2003) as a combination of "emotional and rational factors relating to work and the overall working experience. The emotional factors tie to people's personal satisfaction and the sense of inspiration and affirmation they get from their work and from being part of their organization. The rational factors, by contrast, generally relate to the relationship between the individual and the broader corporation". Lawson, McKinsey and Company (2009) have defined an engaged employee as "committed and will go above and beyond, passionate and takes ownership for the quality of their work, paints a positive image of the organization and recommends it and its products, services to others, understands how their work results in meaningful outcomes and vigorously pursues the organizations goals." These definitions clearly define to the full extent employee engagement and the roots of subject.

Cook (2008) reports that several benefits of employee engagement through several forms of studies carried out by several associations. Examples include the Hay group which found that engaged employees where up to forty three percent more productive. Another example according to Cook (2008) is that "studies show that ten per cent increases in employee engagement leads to a six per cent increase in customer satisfaction and a two per cent increase in profits". These studies show the benefits for the organization and also highlight its importance for excelling in the market. There are other benefits from an organizational point of view such increasing talent retention, an

understanding of goals and objectives, willing to go that extra mile for the organization, greater sense of loyalty and better productivity (Armstrong, 2012; Cook, 2008).

A major benefit of employee engagement is the effect is has on the employer brand. The employer brand encompasses the organizations values, behaviours, policies by means as to how they attract, motivate and retain both the current employees and potential employees. Franca and Pahor (2012) has suggested that the employer branding has a personality of its own and may be positioned in the same way as any other brand. They further add that an individual acts in the same manner when looking for a new job as they do when purchasing any other item. Potential employees finishing third level education tend to want to work for the best organizations. In order to have an engaged employee it is stated that the individual possesses key components such as being positive about the job, believing in the company, working to make things better, reliability and looking for opportunities to improve their performance (Armstrong, 2007, p.138). It is stated by Brooks and Saltzman (2012, p.4) that an organization that "pursuits higher engagement is like the pursuit of more customers, market share or profit". Employees can be fully engaged in their job, although the customer may not always see this. Other theorists such as Simon (2009) have stated that there is a link to growing profits through better customer service.

Employee engagement has been reported to have a strong link with satisfaction and it is regarded as one of the notions of the subject. Satisfaction according to Abraham (2012) as when an individual's working environment fulfils their needs, values or personal characteristics. It should be noted that satisfaction is not engagement. Erikson (2005) has stated that engagement is above and beyond simple satisfaction with the employment arrangement or basic loyalty to the employer. Engagement in contrast is about passion and commitment. Engagement is therefore clearly a concept derived from the topics discussed below and cannot be directly linked to just one specific topic as a similarity.

The Relation between Leadership and Job Satisfaction: Obviously one of the most important organizational resources is human resource of that organization. The human resource in different organizational levels can be employed and each of them requires its own specified planning. Both top managers and middle managers and also workforce in lower organizational levels, all considered as human resource. Therefore, organizations attempt to increase job satisfaction in different organizational levels according to their expectations in order to increase organizational performance (Gelens et al., 2013; Hastie and Dawes, 2010). It is clear that influential factors on job satisfaction have different levels as well (Han, et al., 2009).

Many researches attempted to identify and measure the impact of different factors on job satisfaction. For example, ethics (Ulrich et al., 2007), cultural values (Lund, 2003), as well as HRM practices (Manafi, et al, 2012) are the important factors that can impact job satisfaction. However, in order to focus on workforce in lower organizational levels, the role of leadership style is remarkably important (Lund, 2003). The job satisfaction of employee and leadership style are the main elements that impact the organization effectiveness (Holland, 1989). Leadership is known as one of the important aspects of job satisfaction from employees. It can fully impact the dedication and motivation of employees.

In the frame of organizational culture, employees' feeling of job satisfaction has been widely studied in parallel with leadership. Early in the 20th century the Hawthorne experiments conducted between 1924 and 1932 revealed that employees' performance is linked to their attitudes, while their behavior is not totally explained by economic rewards (Ivancevic & Matterson, 1999). Therefore,

the human relations movement arose, indicating that valuing employees' job satisfaction is a key component of leadership (Judge, Bobo, Thoresen & Patton, 2001). In the study of the latter, the emphasis of servant leadership on building community (a relational emphasis) and clarifying goals (a task emphasis) was found to be likely to encourage more breadth in defining job performance and, therefore, should increase the measure of job satisfaction across the organization. Studies have shown that in organizations which are flexible and adopt the participative management type, with emphasis in communication and employees' reward, the latter are more likely to be satisfied, resulting in the organization's success (Mckinnon et al., 2003). According to Schein (1992), there is an interactive relationship between the leader and the organizational culture.

The leader creates an organization which reflects specific values and beliefs, a fact that leads to the creation of a specific culture. However, a culture is usually dynamic rather than static. As it evolves, therefore, it affects the actions and tactics of the leader. Hence, it could be said that, although the leader creates the culture primarily, he/ she is the one who evolves through this process, and so are the leadership tactics he/ she applies. In a historical overview of the concept of job satisfaction, Holland (1989) suggested that satisfaction with one's particular job is a by-product of meeting different motivational needs within the employee. Holdank, Harsh and Bushardt (1993) labeled leadership behavior as one of the two styles found in the Ohio State studies, either consideration (relational) or initiating structure (task). Then, they compared leadership style with job satisfaction and found two correlations: a positive relationship between consideration behavior and satisfaction and an inverse relationship between initiating structure and job satisfaction. The study of Pool (1997) confirmed those results, adding worker motivation as the most powerful predictor of job satisfaction.

Research results have shown that the two main types of leadership in organizations which are likely to influence the employee's job satisfaction are the transactional and the transformational one. The transactional kind of leaders are the ones who tend to act within the frame of the prevailing culture, while the transformational kind of leaders often work towards change and adaptation of the culture to their own vision. Brown (1992) has stressed that a good leader must have the ability to change those elements of organizational culture that impede the performance of a company. Ogbonna and Harris (2000) found that leadership is indirectly linked to performance, while the specific characteristics of an organizational culture (e.g. competitiveness, originality) are directly linked to it. Stone, Russel and Patterson (2003) reported that servant leadership, in comparison to transformational leadership, is predominantly a relations oriented leadership, with the worker as its primary focus, while organizational outcomes are secondary. If the employees feel dignified in their jobs and gain intrinsic benefits from their work, this should impact their level of job satisfaction and correlate with the practice of servant leadership that includes similar values.

Chang and Lee (2007) investigated the connection and interaction between leadership style, organizational culture and job satisfaction among private field employees, including bank employees. According to the results, leadership style and organizational culture were very likely to influence employees' job satisfaction positively, especially when the latter shared their leaders' vision in the frame of a transformational leadership style. As a result, employees and superiors cooperate not only for the organization's well being, but also for their personal completion, especially if the "clan" or the "task assignment" organizational culture is applied.

Riaz, Akram and Ijaz (2011) have come to similar conclusions in their study of the effect of transformational leadership on employees' job commitment. More specifically, they found strong

positive interaction between those two elements, and suggested that bank managers should adopt the transformational leadership style in order to increase employees' commitment to the banking institution. The study of Madlock (2008) revealed a statistically significant positive relation between supervisors' communication competence and employee job satisfaction. In addition, a strong relation was found between supervisors' both relational and task leadership style and employee communication satisfaction, while a weak relation was found between supervisors' both relational and task leadership style and employee job satisfaction.

Bushra, Usman, and Naveed (2011) investigated the relation between transformational leadership and job satisfaction among bank employees in Pakistan. They found that transformational leadership had a positive impact on the general job satisfaction experienced by 42% of participants, indicating their preference for this particular leadership style. In general, transformational leadership seems not only to influence job satisfaction, but also to determine job commitment (Emery & Barker, 2007); the relation between job commitment and job satisfaction has been proven to be reciprocal, anyway (Riaz et al., 2011). The influence of this type of leadership lies in the ability of the leaders to promote those values related to goal achievement and emphasize on the impact of the employees' performance on the latter. Transformational leaders inspire employees to work harder, providing them with the idea of a common vision, in the frame of which the company's well being is strongly related to their personal evolvement and completion (Shamir, Zakay, Breinin & Popper, 1998; Givens 2008).

Apart from organizational culture, occupational phenomena like job satisfaction and job commitment have been investigated in relation with national cultures, which also affect organizations' structures, leadership, function and internal climate and culture (Hofstede, 1991; Cheng, 1995). A part of the academic community believe that there is a difference between the so-called eastern and western-type cultures, as some cross-cultural researches have shown significant differences in characteristics of national – and thus organizational- culture between eastern and western societies and eastern and western-type organizations.

More specifically, researches like the ones of Pye (1985), Chen (2001) and El Kahal (2001) in eastern countries like China have revealed high power distance values and bureaucratic cultures, with owners and executives on top of structure and top-down directions. The opposite has been found in researches from western-type countries, like the United States of America and Australia (Hofstede, 1980; Malone, 1997; Conger & Kanungo, 1998). In those organizations, authority is legitimized more on performance and merit. Decision making and control are delegated and decentralized. Greater empowerment by management, however, is able to enhance employees' participation, productivity and hence job satisfaction and job commitment. In terms of leadership, transformational and "consideration" leadership attributes, common in western cultures, are considered to be significant for employees' motivation and performance (Walder, 1995). Such attributes include empowerment and clear vision, which have been correlated with high job satisfaction and job commitment (Smith & Peterson, 1988; Iverson & Roy, 1994). On the contrary, eastern organizations are considered to function under a more "initiating structure" leadership style, which, however, has also been connected with job satisfaction (Walder, 1995).

It could be said, therefore, that the role of national and organizational culture is likely to play a role in employees' job satisfaction and job commitment, if superiors adopt its most beneficial elements in order to build a strong relation with their colleagues. Other research results, however, have shown no connection between national culture and occupational phenomena. For instance, the

study of Lok and Crawford (2004) among managers from Hong Kong and Australia showed that Australian managers reported higher the innovative and supportive culture measures and on job satisfaction and organizational commitment. However, significant difference between the two groups of participants was not found in terms of bureaucratic organizational culture or on consideration and initiating structure leadership styles.

In addition, no significant difference was found with the impact of leadership style o job satisfaction and job commitment between the two samples. When it comes to demographic characteristics, statistically significant differences were found in the effects of gender and age on job satisfaction, as they were considered to have a more positive effect on job satisfaction among employees from Hong Kong. It should be noted, therefore, that further investigation should be carried out in order to determine the existence or absence of relation between organizations located in eastern or western countries and occupational phenomena like leadership and job satisfaction. Finally, an interesting aspect of the relation between leadership and job satisfaction was revealed by the research of Aspiridis (2013) on the effect of music on employees' performance. In particular, employees who listened to classical or lounge music during work reported a more pleasant working climate and an increase in productivity. Overall, the supervisors' decision to play music during the working hours was considered to have a positive impact on the employees' efficiency and create a general feeling of satisfaction. From all the above, it can be supported that organizational culture and leadership styles are important organizational antecedents of job satisfaction and job commitment. Moreover, the results of recent researches suggest that national culture is able to produce statistically significant moderating effects on the impact of certain demographic, leadership and organizational culture variables on job satisfaction and job commitment.

From the literature it is clear that there are a number of themes that repeat. Engagement is clearly a popular subject which possesses numerous debates. Employee engagement is a beneficial component of an organization. The research has that through engagement has strong links to increasing productivity, efficiency and customer satisfaction. With these benefits it is clear why engagement is a popular topic in literature and why it is used in practice. There is a suggestion that engagement although described in such positives there are a number of obstacles. The literature has shown that each employee has their unique personality and characteristics. An engaged employee is not an establishment. The literature clearly suggests that employees can shift from being engaged to being disengaged. Disengagement or burnout occurs not just because of not being engaged enough but also from being over engaged. In this situation an employee works too hard leading to burnout. This section of employee engagement has suggested how much of a fragile subject it is.

Change in an organization has suggested that communication is of the highest importance in order for it to be effective. The literature suggests that change is a challenging undertaking for any organization due to the high failure rate. This suggests that the process should be communicated effectively and led by individuals who have the characteristics to ensure success.

Summary: In order to promote the management of human resources and the satisfaction of customers, many researchers have turned their interest to the study of job-related phenomena like organizational culture, leadership and job satisfaction. It is widely known among academics and researchers that an organization's total function is affected by numerous factors that constitute its internal culture, in terms of employees' feelings, perceptions, behavior and relationships. In particular, organizational culture is a combination of norms, values, assumptions, attitudes and beliefs that are characteristic of a particular group and reinforced and perpetuated through

socialization, training, rewards and sanctions. However, an organization's culture is not a stable and commonly accepted situation, as it is affected by individual characteristics, attitudes and preferences.

In addition, it has been connected to many dimensions of work, like leadership and job satisfaction. Leadership refers to an influence process affecting the actions of employees, the choice of objectives for the group or organization and the dynamic interaction between superiors and employees. It is defined by both the existing national culture and the specific culture that has developed among the organization's employees and many researchers have found cross cultural differences in leadership. Despite some distinguishable differences in leadership styles definitions, all categorizations of leadership styles are based on the same principles, which reflect the characteristics of leaders and make them effective or not.

In general, an effective leader is considered to be flexible, offering guidance to employees, yet allowing them to be initiative and creative. Ineffective leaders, on the other hand, are considered to be more goal-focused, less caring for their subordinates' individual needs or absent from the process of decision-making. It was evident that a lack of job satisfaction can have direct consequences to an organization. Thus, it is imperative that managers take cognisance of the importance of ensuring that their employees are happy and satisfy with their job. A happy employee makes for a successful organization.

References

1. Aamodt, M. (2015). Industrial/organizational psychology: An applied approach. Cengage Learning.
2. Abraham, S. (2012) 'Job satisfaction as an Antecedent to Employee Engagement'. SIES Journal of Management, 8(2): pp.27-36.
3. Armstrong, M. (2006). A Handbook of Human Resource Management Practice. 10th Edn., Kogan Page Publishing, London.
4. Arnold, J.; Cooper, C.L.; Robertson, I.T. (1998) Work Psychology: Understanding Human Behaviour in the Workplace. 3rd ed. Pearson Education: Prentice Hall.
5. Cho, J., Laschinger, H. S., & Wong, C. (2006). Workplace empowerment, work engagement and organizational commitment of new graduate nurses. Nursing Leadership-Academy of Canadian Executive Nurses, 19(3), 43.
6. Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. Human Resource Management Review, 19(4), 304-313.
7. Elliott, K. E. J., Scott, J. L., Stirling, C., Martin, A. J., & Robinson, A. (2012). Building capacity and resilience in the dementia care workforce: a systematic review of interventions targeting worker and organizational outcomes. International Psychogeriatrics, 24(06), 882-894.
8. Erickson, T.J. (2005) 'Testimony submitted before the US Senate Committee on Health, Education, Labour and Pensions', May 26. In: Macey, W.H. and Schneider, B. (2008) "The meaning of Employee Engagement". Industrial and Organisational Psychology, 1(1): pp.3-30.

9. Franca, V. and Pahor, M. (2012) "The Strength of the Employer Brand: Influences and Implications for Recruiting". Journal of Marketing and Management 3(1): pp 78-122

10. Gbadamosi, G. (2003). HRM and the commitment rhetoric: challenges for Africa. Management Decision, 41(3), 274-280.

11. Griffeth, R. W., & Hom, P. W. (2001). Retaining valued employees. Sage Publications.

12. Griffeth, R., Shore L., & Allen, G. (2000). The role of perceived organizational support and supportive Human Resource Practices in the Turnover Process. Journal of Management, Vol. 29 (99).

13. Griffin, R.W.& Moorhead, G. (2010). **Organizational Behavior**: managing people and organizations. (9thed.). South-Western, USA: engage Learning.

14. Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. Organizational behavior and human performance, 16(2), 250-279.

15. Herzberg, F. (1966). Work and the nature of man. Cleveland, OH: World Publishing Company.

16. Huang, X., Iun, J., Liu, A., & Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. Journal of Organizational Behavior, 31(1), 122-143.

17. Jex, S.M. (2002) Organizational Psychology: A Scientist-Practitioner Approach. John Wiley & Sons, New York

18. Jurkiewicz, C. L. (2000). Generation X and the public employee. Public Personnel Management, 29(1), 55-74.

19. Kwenin, D. O., Muathe, S., & Nzulwa, R. (2013). The Influence of Employee Rewards, Human Resource Policies and Job Satisfaction on the Retention of Employees in Vodafone Ghana Limited. European Journal of Business and Management, 5(12), 13-20.

20. Lambert, E. G., Hogan, N. L., & Griffin, M. L. (2007). The impact of distributive and procedural justice on correctional staff job stress, job satisfaction, and organizational commitment. Journal of Criminal Justice, 35(6), 644-656.

21. Lawson, E., McKinsey and Company (2009)' Engaged Staff; What do they look like and why might you want them?'. The Work Foundation,: pp. 2-6.

22. Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), Handbook of industrial and organizational psychology (pp. 1297–1349). Chicago: Rand McNally.

23. Locke, E. A. (1976). The supervisor as "motivator": his influence on employee performance and satisfaction. Washington: Heath and Company.

24. Luthans, F. 2005. Organizational Behaviour. 10th ed. Boston: McGraw-Hill.

25. Manafi, M. (2012). The effect of HR Practices and Leadership style on Turnover Intention

26. Maslow, A. (1954) Motivation and Personality. New York,

27. Maslow, A. (1954). Motivation and personality. New York: McGraw Hill.

28. Meyer, J. & C. Smith, (2003). HRM practices and organizational commitment: Test of a mediation model. Canadian Journal of Administrative Sciences, 17: pp 319-331.

29. Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human resource management review, 1(1), 61-89.

30. Meyer, J. P., & Smith, C. A. (2000). HRM practices and organizational commitment: Test of a mediation model. Canadian Journal of Administrative Sciences/Revue canadienne des sciences de l'administration, 17(4), 319-331.

31. Okumu, P. A. (2014). The effects of human resource development on employee organizational commitment in Commercial Bank in Mombasa County, Kenya (Doctoral dissertation, University of Nairobi).

32. Ongori, H. & Agolla J. (2009). Paradigm shift in managing career plateau in organization: The best strategy to minimize employee intention to quit. African Journal of Business Management, Vol.3 (6), pp. 268-271.

33. Ongori, H., & Shunda, J. P. W. (2008). Managing behind the scenes: employee empowerment.

34. Pennings, J.M. (1986) An Organizational Behaviours Approach. Markus Wiener Publishing Inc., United States

35. Pushpakumari, M.D., 2008. The Impact of Job Satisfaction on Job Performance: An Empirical Analysis.89-105. Retrieved from: 202.11.2.113/ SEBM/ronso/no9_1/08_PUSHPAKUMARI.pdf.

36. Robbins, S. P. (2001). Organizational behavior, (9th ed.). New Jersey: Prentice Hall.

37. Robbins, S.P. 2001. Organizational Behaviour. 9th ed. New Jersey: Prentice-Hall.

38. Roodt, G., & Kotze, K. (2005). Factors that affect the retention of managerial and specialist staff: An exploratory study of an employee commitment model. SA Journal of Human Resource Management, 3(2), 48-55.

39. Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. Administrative science quarterly, 224-253.

40. Sarros, J. C., Tanewski, G. A., Winter, R. P., Santora, J. C., & Densten, I. L. (2002). Work alienation and organizational leadership. British Journal of Management, 13(4), 285-304.

41. Shelton, K. (2001). The effects of employee development programs on job satisfaction and employee retention (Doctoral dissertation, University of Wisconsin-Stout).

42. Simon, D.H., Gomez, M.I., McLaughlin, E.W. and Wittink, D.R. (2009) 'Employee attitudes, customer satisfaction, and sales performance: Assessing the linkages in US grocery stores'. Managerial and Decision Economics, 30: pp.27-41.

43. Tett, R.P. and Meyer, J.P. (1993). "Job Satisfaction, Organizational Commitment, Turnover Intention, and Turnover: Path Analysis Based on Meta-Analytic Findings". Personnel Psychology, Summer: 259-293 as cited in Kreitner, R., Kinicki, A. and Buelens, M. (1999). Organizational Behaviour, p. 200. London: McGraw-Hill.

44. Vroom, V. H. (1964). Work and motivation. New York: John Wiley.

45. Woodruffe, C. (1999). Winning the talent war: A strategic approach to attracting, developing and retaining the best people. Chichester, UK: John Wiley & Sons.

46. Woodruffe, C. (1999). Winning the talent war: a strategic approach to attracting, developing, and retaining the best people. Wiley.

47. Wright, M., Gardner, M., Moynihan, M. & AllenR. (2005). The relationship between HR practices and firm performance: examining causal order, Personnel Psychology, 58, (2) pp 409–46.

48. Wright, T. A., & Bonett, D. G. (2007). Job satisfaction and psychological well-being as nonadditive predictors of workplace turnover. Journal of management, 33(2), 141-16

49. Zeinabadi, H. (2010). Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behavior (OCB) of teachers. Procedia-Social and Behavioral Sciences, 5, 998-1003