



The Role of Lecturer Engagement Antecedents on Job Satisfaction

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ABSTRACT: This research aims to discuss the influence of organizational justice and servant leadership on lecturer engagement both directly and indirectly at private universities in Medan. The direct and indirect influence of organizational justice, servant leadership, and lecturer engagement on their job satisfaction. The sample was 440 lecturers taken by using proportional random techniques. The primary data analysis technique uses a structural equation model with the lisrel application program supported. The estimation method applies weight least squares. Organizational justice and servant leadership partially influence lecturer engagement and job satisfaction. Lecturer engagement does not affect job satisfaction. Private university leaders in Medan should pay attention to aspects of conceptualization ability in servant leadership, especially the balance of short-term and long-term focus in increasing lecturer engagement and job satisfaction.

KEYWORDS: Job Satisfaction, Organizational Engagement, Organizational Justice, Servant Leadership

INTRODUCTION

Job satisfaction is an aspect that is always discussed by academics and practitioners because of its very important role. Job satisfaction can have an impact on human resource performance, Organizational Citizenship Behavior, employee loyalty, organizational commitment, employee productivity, customer satisfaction, and life satisfaction (Robbins & Judge, 2023; Nelson, 2018; Langton et al., 2016).

Researchers have conducted a preliminary survey on the job satisfaction of 120 private university lecturers in Medan who were taken randomly. Five aspects were measured on a scale of 1 – 7. The information obtained was as follows: Average satisfaction with career system services was 5.06; The average satisfaction with learning process services was 5.41; Research services had a mean of 5.19; Community service had a mean of 5.23; Information services with a mean of 5.17.

What aspects can optimize satisfaction is the concern of university leaders. Several research results show that organizational justice has a positive effect on job satisfaction (Razaka & Alib, 2021; Jufrizen & Kandhita, 2021; Sarwary & Adel, 2019). Leadership style influences job satisfaction (J. Colquitt et al., 2021). Leadership is one of the leadership styles, therefore servant leadership influences job satisfaction. Other research also says that servant leadership has a positive effect on job satisfaction (Kazimi et al., 2023; Dami et al., 2022; Ramma et al., 2022). Several researchers have found that employee engagement affects job satisfaction (Anukampa & Ranga, 2021; Jeevitha, 2020; Peters, 2019). However, the propositions stated above still contain doubts, because several studies that have been carried out show inconsistent results. Hermanto & Srimulyani, (2022) found that servant leadership did not affect employee engagement. Other researchers also found that servant leadership did not affect employee engagement (Christianto, 2022; Srimulyani, 2022).

Several studies show that there is a positive association between the three dimensions of organizational justice with employee engagement (Özer et al., 2017; Javed & Tariq, 2015; Ghosh et al., 2014). However, these results are not in line with the research findings of Venkataramanan, (2023), about employee involvement, the t-value predictor probability of distributive justice is 0.020, meaning there is no influence; The t-value predictor probability of procedural justice and interpersonal justice is 0.181 and 0.881 respectively, meaning there is no influence of procedural justice. Rsquare is 0.0615 or 6.15%. This means that the three dimensions do not affect employee engagement. This dependent variable is predominantly determined by factors outside the model, namely 93.85% (Hair et al., 2019).

The results of research by Ghnan et al., (2020) on secondary school teachers in Iraq show that the components of organizational justice, namely distributive justice and interactional justice, have a positive effect on job satisfaction. Distributive justice has a high



influence on job satisfaction. Meanwhile, procedural justice has no significant effect on job satisfaction. In this research, organizational justice is reflected in only two dimensions. So the level of significance of the latent variable of organizational justice is still doubtful. Based on research conducted by Bagis et al., (2021), it was found that employee engagement does not affect job satisfaction.

So, the questions discussed in this research are: Can organizational justice, servant leadership, and employee engagement partially optimize job satisfaction? Can employee engagement mediate the indirect influence of organizational justice and servant leadership on job satisfaction?

LITERATURE REVIEW

The literature review in this research concerns the synthesis of concepts and conceptual frameworks. First, the authors will formulate a definition of the concept originating from various authors so that it is relevant to the research locus. Second, based on existing propositions from previous researchers, it can be used to develop new research models to be tested empirically.

A. Conceptual synthesis

The research model consists of four concepts that interact with each other in a communality, namely organizational justice, servant leadership, employee engagement, and job satisfaction. It is hoped that the concept definition obtained will be more relevant to the research empirical facts. The concept synthesis results are presented below.

1. Organizational justice

While employees are concerned about fair treatment from their superiors, managers are generally interested in treating their subordinates fairly. All employees are always concerned about what happens if their expectations are violated. From several concepts put forward by previous authors, the authors define organizational justice as the result of employees' assessments regarding fair treatment from their superiors in the workplace (Robbins & Judge, 2022; Ajulor et al., 2021; J. Colquitt et al., 2021; David, 2021; Greenberg & Colquitt, 2005).

The dimensions of the concept above are reflected by: Distributive justice, procedural justice, and interactional justice (Robbins & Judge, 2023; (J. Colquitt et al., 2021; J. A. Colquitt et al., 2005). Furthermore, distributive justice is reflected by indicators of fairness in the amount of salary or wages, fairness of awards, and fairness in promotions; Procedural justice is reflected by procedural consistency, suppression of bias, representativeness, and accuracy; Interactional justice is reflected by honesty, justification, respect, and politeness.

2. Servant leadership

Leadership means a process of influencing organizational members to carry out tasks including how to carry them out and facilitating them in efforts to achieve common goals (Scandur, 2019). Leaders' efforts to achieve organizational goals will choose various patterns that are most relevant because culture, environment, climate, capabilities, etc. are not the same in every organization. In this manuscript, the discussion focus was on servant leadership.

Servant leadership can be defined as a process of influencing groups of people by enhancing service to them, building togetherness, and empowering them to achieve common goals (organizational) (Kinicki, 2021; Yukl & Gardner, 2020; Armstrong, 2012; Trompenaars & Voerman, 2010; Spears, 2002).

The above concept in this research is reflected by the following dimensions: Conceptualization, Listening, Stewardship, empowerment, and Building Community (Zeeshan et al., 2021 ; Liden et al., 2008; Barbuto & Wheeler, 2006). Manifest variables that reflect conceptualization are a Balance of short-term and long-term focus, Broad conceptual thinking, and problem-solving; Listening is reflected by the observed variables absorbing information, focusing on the speaker, and respecting the person who is speaking; The stewardship dimension is reflected by the indicators of student servants, co-worker servants, educational staff servants; Empowerment is reflected by self-confidence, communicativeness, and competence; Building community is reflected by indicators of togetherness with colleagues, togetherness with students, and togetherness with educational staff.



3. Employee engagement

There is no single definition of employee engagement that is universally accepted, although time and energy have been spent trying to agree on one. Research shows that only 14 percent of companies have a definition of employee engagement. If companies have such a definition, they report that the definition is not well understood (Emma & Team, 2016).

From several concept definitions put forward by previous authors, the concept definition of employee engagement in this research is formulated as follows: The extent to which a person focuses himself to provide the best for the organization even in the most difficult tasks to achieve common goals (DuBrin, 2019; Scandur, 2019; McShane & Glinow, 2018; Robbins & Judge, 2018; Langton et al., 2016).

The definition of the concept above is reflected by the dimensions of intellectual engagement, affective engagement, and social engagement (Bridger, 2022 ; Alfes et al., 2010). Intellectual engagement is reflected by indicators of quality learning, quality research, and quality community service; Affective engagement is reflected by pride in external recognition, award plaques, and scientific publication rankings; Indicators of the social engagement dimension include Program meeting participation, internal seminar participation, and discussions with students.

4. Job satisfaction

There are many aspects that management must pay attention to regarding employee attitudes in the organization. Job satisfaction is an attitude that has a very important role in an institution (Robbins & Judge, 2023). Not only because it influences employee behavior, job satisfaction is also an ethical issue that affects the organization's reputation in society (McShane & Glinow, 2018).

From the concepts put forward by previous authors, the concept definition of job satisfaction in this research is a positive feeling toward the characteristics of a job as a result of an assessment of the job concerned (Luthans et al., 2021; DuBrin, 2019; Scandur, 2019; Kinicki & Fugate, 2016; Ivancevich et al., 2014).

The dimensions that reflect the concept definition above include satisfaction with the job itself, satisfaction with compensation, and satisfaction with coworkers (Robbins & Judge, 2022; Luthans et al., 2021; Scandur, 2019). The dimensions of the job itself are reflected by the manifest variables of task attractiveness, opportunity to learn, and opportunity to be responsible; Satisfaction with compensation is reflected by salary, facilities, and incentives; Colleagues are reflected in satisfaction with colleagues, satisfaction with leaders, and satisfaction with educational staff.

B. Conceptual Framework

The concepts discussed for job satisfaction are within the perspective of goal-setting theory (Langton et al., 2016). Individuals try to satisfy their desires through the antecedents that have been stated. On the other hand, employee performance can be achieved through fulfilling their satisfaction. In turn, organizational goals can be achieved.

The conceptual framework in this research shows the relationship between exogenous and endogenous constructs. In this context, organizational justice and servant leadership with employee engagement and job satisfaction. It is hoped that the framework developed will clarify and facilitate research problems discussion.

1. Organizational justice influences lecturer engagement

We know that diversity provides many benefits and opportunities for organizations. Therefore, managing diversity effectively and encouraging inclusion is very necessary in efforts to eliminate discrimination and unfair prejudice in organizations. Can organizations and managers do something to increase employee engagement? Referring to the results of a meta-analysis show that the answer is yes (Kashima, 2015). The most useful are employee-focused interventions primarily on increasing employee autonomy and resilience, reducing job demands making it easier to cope with work, or contributing to employee development.

In the human resource management context, one of the predictors that contribute to employee engagement in an organization besides servant leadership is organizational justice. Several studies conducted by (Hermanto & Srimulyani, 2022; Agustini Srimulyani & Budi Hermanto, 2022; Srimulyani, 2022; Onyango et al., 2022) have confirmed that organizational justice influences employee engagement. Referring to the propositions stated above, the authors propose the following hypothesis: There is an influence of organizational justice on lecturer engagement.



2. Servant leadership influences lecturer engagement

Putting people in a good mood makes sense. Leaders who focus on inspirational goals generate greater optimism, cooperation, and enthusiasm in employees, resulting in more positive social interactions with coworkers and customers (Ng et al., 2019). Most academic and non-academic writing on this topic is prescriptive, focusing on what servant leadership ideally looks like, rather than descriptive, focusing on servant leadership practices (Dierendonck, 2010). Furthermore, it is stated that the servant leadership principles have been applied significantly in various fields.

Armstrong, (2012) states employee engagement can be improved through good job design, learning and development programs, performance management, and improving the quality of leadership provided by line managers. In this way, relevant leadership patterns will encourage increasingly optimal work engagement.

There are three types of impact from servant leaders, namely impact on behavior, attitudes, and performance (Eva et al., 2019). The impact on attitudes has been stated by several researchers, namely that servant leadership influences employee engagement (Agustini Srimulyani & Budi Hermanto, 2022; Zeeshan et al., 2021; Coetzer et al., 2017; Ling et al., 2016). Based on the description above, the authors propose the following hypothesis: There is an influence of servant leadership on lecturer engagement.

3. Organizational justice influences job satisfaction

One of the satisfaction models stated by Kinicki & Fugate, (2016) is the equality model, employee satisfaction is related to how fairly a person is treated in the workplace. A sense of fairness in the distribution of resources, fairness in resource allocation procedures, and a sense of fairness in interactions by leaders with Organizational members are the hopes and needs of every employee. What a person expects to receive from a job.

The desires of each employee are certainly not the same, therefore it is important to recognize the elements of satisfaction so that management policies can be right on target. Organizational justice impacts satisfaction. This proposition has been discovered by several previous researchers such as (Putra et al., 2023; Meilliana & Yanuar, 2023; Razaka & Alib, 2021; Jufrizen & Kandhita, 2021; Sarwary & Adel, 2019; Afridi & Khan, 2018; Ozel & Bayraktar, 2017). Referring to the description above, the authors propose the following hypothesis: There is an influence of organizational justice on job satisfaction.

4. Servant leadership influences job satisfaction

Satisfied lecturers will perform better and help build the institution's academic reputation by intervening in student learning outcomes. Dissatisfaction is likely to have a negative impact on universities as it contributes to the transfer of knowledge and technology. Changing lecturers can be relatively expensive (Verdú et al., 2016).

Servant leadership prioritizes service to other parties both vertically and horizontally. Horizontal means towards colleagues, while vertical means towards subordinates, customers, or society (Vecchio, 2007). Subordinates play an important role in achieving organizational goals because they interact directly with company operations. Servant leadership turns out to affect job satisfaction. Research conducted by (Dahleez & Aboramadan, 2022) advances knowledge about servant leadership literature and adds insight related to job satisfaction in the higher education field. Servant leadership influences job satisfaction. Several previous researchers, among others (Kazimi et al., 2023; Dami et al., 2022; Ramma et al., 2022; Christianto, 2022; Lee et al., 2018) have revealed an in-line proposition. Based on the description above, the authors propose the following hypothesis: There is an influence of servant leadership on job satisfaction.

5. Lecturer engagement influences job satisfaction

Practitioners of human resources, organizational behavior, and management often express interest in aspects of employee engagement as related to a variety of other concepts. Therefore, it makes sense to take this into account. One of the work-related attitudes that has received the most attention in organizational and management research is job satisfaction (Ngah et al., 2021). A high level of job satisfaction has benefits such as greater involvement in work (Aboramadan & Karatepe, 2021), staff interaction behavior in the organization (Indarti et al., 2017), lower levels of absenteeism (Ybema et al., 2010). Employees with high work engagement strongly identify with and care about the type of work they do; thus, they tend to be more satisfied with their work (Robertu, 2015).



Job satisfaction is an employee's positive assessment of the characteristics of a job. Employees with high work engagement identify strongly with and care deeply about the type of work they do. Thus, employee engagement has a relationship with job satisfaction (Robbins & Judge, 2018). In line with the proposition stated above, several researchers also confirm that employee engagement affects job satisfaction (Weihong et al., 2023; Mauliddya, 2021; Anukampa & Ranga, 2021; Jeevitha, 2020; Peters, 2019; Al-dalalmeh et al., 2018). Based on the description above, the research team proposed the following hypothesis: There is an influence of employee engagement on job satisfaction.

METHODOLOGY

This research applies an exploratory and causal design. Problem disclosure and hypothesis development use an exploratory design (Sallis et al., 2021; Hair et al., 2020). The study of exogenous constructs' effect on endogenous constructs uses a causal design. The target population is lecturers at private universities in Medan (Lohr, 2022). Referring to the number of research model indicators of 44 paths, the sample size was determined to be 440 lecturers (Hasanah, 2020 ; Wang & Wang, 2020). The sampling technique is proportional random sampling. The number of samples from each private university in Medan is proportional to the number of lecturers. Next, the questionnaire was distributed randomly (Collis & Hussey, 2021). Variable measurement uses a 1-7 Likert scale (Cooper, 2013).

The primary data processing technique applies a structural equation model applying the weight least square estimation method with the lisrel software supported (Whittaker & Schumacker, 2022; Geiser, 2021; Tabachnick & Fidell, 2019). The functional research structural equation is presented as follows:

$$\eta_1 = \gamma_{11}\xi_1 + \gamma_{21}\xi_2 + \zeta_1 \dots\dots\dots(1)$$
$$\eta_2 = \beta_{12}\eta_1 + \gamma_{12}\xi_1 + \gamma_{22}\xi_2 + \zeta_2 \dots\dots\dots(2)$$

RESULTS AND DISCUSSION

The research model was developed through three stages (Kline, 2023; Thakkar, 2020; Wang & Wang, 2020; Jöreskog et al., 2016). First, examine the first-order confirmatory factor analysis (1st CFA). The second stage, examining the second order conformatory factor analysis (2nd CFA). The model at this stage is a combination of first-order measurement models that reflect their respective dimensions. The third combines the four second-order measurement models into a complete research model. The first and second stages must meet the rule of thumb first before they can be combined into a full model. In the third stage, the goodness of fit index, causal/reciprocal relationship weight, Rsquare, and z-value probability of the complete model were examined. The path diagram of fit full research model in standardized solution format is presented in Figure 1.

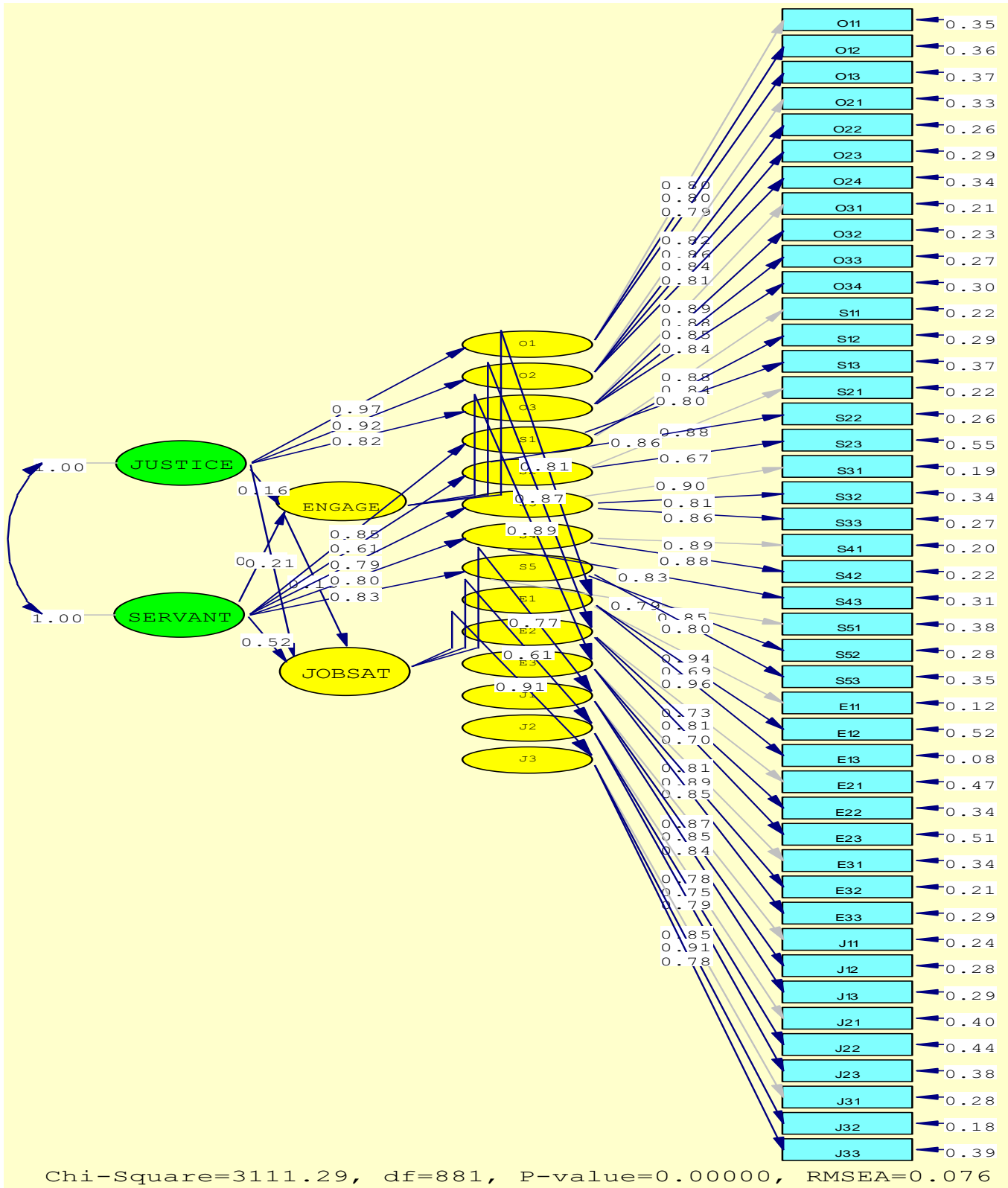


Figure 1. Path Diagram of fit full research model (standardized solution) (Source: Processed from primary data, 2023)



A. Dominant manifest variable

The dominant role in the first degree measurement model is shown by the highest standardized loading factor (SLF) value among indicators that reflect the same dimensions. The dominant manifest variable means that it is most efficient and effective to pay attention to in efforts to improve the related dimension. In the fit full research model, there are 4 constructs with 14 dimensions which are reflected by 44 manifest variables.

Distributive justice (O1) is dominantly reflected by the indicators of justice in the amount of salary (O11) and justice in awards (O12). Both manifest variables have the same SLF. The role of both is most important compared to fairness in the implementation of promotions (O13). Procedural fairness (O2) is reflected predominantly by bias suppression (O22). Procedures should not be influenced by personal interests or blind loyalty plays the most important role in the justice dimension of procedures. However, the other three indicators still play a role, including Procedures must be consistent at all times (O21); Procedures should reflect the primary concerns, values, and views of affected individuals and subgroups (O23); Procedures should be based on as much valid information as possible (O24). In other words, as much opinion and information as possible with as little error as possible. Interaction justice (O3) is predominantly reflected by the manifest variable honesty (O31). The main role in this context is the indicator. The other three indicators, namely justification (O32), respect (O33), and politeness (O34) still play a role even though they are not dominant.

The balance of short-term and long-term focus (S11) predominantly reflects the conceptualization dimension (S1). This indicator plays the most important role in the context of servant leaders seeking to develop conceptual thinking. However, broad conceptual thinkers (S12) and problem solvers (S13) still have a role. The listening dimension (S2) is predominantly reflected by absorbing information (S21). This manifest variable plays the most role in reflecting S2. The next role is followed by focusing on the speaker (S22) and respecting the person who is speaking (S23). Stewardship (S3) is reflected predominantly by student servants (S31). The main role in reflecting Stewardship by the S31 indicator. The next role is followed by educational staff servants (S33) and lecturer servants (S32). Leaders who empower organizational members (S4) are reflected predominantly by the observed variable self-confidence (S41). So this indicator plays the highest role in the context of leaders with high self-confidence. The next role is followed by a communicative leader (S42) and a competent leader (S43). The observed variable togetherness with students (S52) reflects the dominant dimension of building community (S5). The role of this indicator is greater than togetherness with educational staff (S53) and togetherness with colleagues (S51).

Intellectual engagement in quality community service (E13) plays the most important role in intellectual engagement (E1). This fact is demonstrated by the highest SLF score when compared with intellectual engagement related to quality learning (E11) and quality research (E12). However, the last two elements still play a role. Affective engagement (E2) is reflected predominantly by the indicator of pride in the internal award charter (E22). The role of this element is most important compared to pride in external recognition (E21) and pride in scientific publication rankings (E23). Participation in internal seminars (E32) reflects predominantly the dimension of social engagement (E3). The role of this element is most important compared to discussions with students (E33) and participation in program meetings or evaluations (E31). Even though they are not dominant, the last two elements still play a role in the context of social engagement.

Task attractiveness (J11) is dominant in reflecting the dimension of satisfaction with the job itself (J1). The role of this observed variable is most important compared to the opportunity to learn (J12) and the opportunity to take responsibility (J13). However, J12 and J13 still play a role in the first degree measurement model. Satisfaction with compensation (J2) is reflected predominantly by incentive indicators (J23). The role of this element is most important compared to salary (J21) and facilities (J22). In the J2 context, the two elements of salary and facilities still play a role. The dimension of satisfaction with colleagues (J3) is reflected predominantly by the observed variable satisfaction with leaders (J32). This element plays the most role in J2. The other two elements, namely satisfaction with colleagues (J31) and satisfaction with educational staff (J33), still play a role, although not dominant.

B. Dominant dimension

The dominant dimensions are related to (2nd CFA). Four second-order measurement models include organizational justice, servant leadership, employee (lecturer) engagement, and job satisfaction. The dominant dimension means that it plays the most role among the dimensions in the 2nd CFA model which are not different. This magnitude can be seen from the SLF value of the path. The



organizational justice construct is reflected predominantly by the Distributive justice dimension (O1). This aspect plays the most role compared to procedural justice (O2) and interaction justice (O3). However, O2 and O3 still play a role in the context of organizational justice.

The dimension that predominantly reflects servant leadership is conceptualization (S1). This dimension plays the most role in the construct. However, other dimensions still have a role in communality. The other four aspects are sequentially according to the magnitude of their respective SLF values, namely: Building community (S5), empowering (S4), stewardship (S3), and listening (S2). The employee engagement construct is reflected predominantly by the social engagement dimension (E3). The role of actively taking opportunities to discuss work-related improvements with others in the workplace (E3) is most important. However, affective engagement (E2) and intellectual engagement (E1) still play a role in the context of the employee engagement second-order measurement model. The satisfaction with coworkers dimension (J3) reflects the dominant construct of job satisfaction. This aspect has the most important role compared to satisfaction with the job itself (J1) and satisfaction with compensation (J2). The last two aspects still play a role in the job satisfaction second-order measurement model.

C. Dominant construct path

The path weights between constructs in the research model as shown in Figure 1 include: JUSTICE → ENGAGE has a gamma of 0.16; SERVANT → ENGAGE has a gamma of 0.81; JUSTICE → JOBSAT has a gamma of 0.21; SERVANT → JOBSAT has a gamma of 0.52; ENGAGE → JOBSAT has a beta of 0.19. Based on the gamma or beta values in the path diagram above, there is the fact that the dominant construct path among the five paths is SERVANT → ENGAGE. This causal relationship has the most important role compared to the other four causal relationships.

D. Direct Effect

Although the direct influence weights are found in the path diagram, more informative information is found in the structural-functional equation as presented below.

$$\begin{aligned}
 \text{ENGAGE} &= 0.16*\text{JUSTICE} + 0.81*\text{SERVANT}, \text{ Errorvar.} = 0.12, R^2 = 0.88.....(3) \\
 &\quad (0.048) \qquad (0.092) \\
 &\quad 3.26 \qquad 8.76 \\
 \text{JOBSAT} &= 0.19*\text{ENGAGE} + 0.21*\text{JUSTICE} + 0.52*\text{SERVANT}, \text{ Errorvar.} = 0.24, R^2 = 0.76.....(4) \\
 &\quad (0.13) \qquad (0.075) \qquad (0.14) \\
 &\quad 1.41 \qquad 2.83 \qquad 3.66
 \end{aligned}$$

The effect weight of organizational justice on employee (lecturer) engagement is 0.16. Standard deviation = 0.048, with z-value = 3.26 > 1.96, meaning it is significant with a 2-tailed test with a 95% confidence level. Organizational justice has a positive effect on lecturer engagement. Changes in exogenous constructs are in the same direction as changes in endogenous constructs. An increase of 1 unit of organizational justice results in an increase in lecturer engagement by 0.16 units assuming that other exogenous constructs in equation (3) do not change (constant). On the other hand, a decrease in organizational justice of 1 unit results in a decrease in lecturer engagement of 0.16 units with the assumption of servant leadership in the model not changed.

The causal relationship between servant leadership and lecturer involvement has an influence weight of 0.81. Standard deviation = 0.092, with z-value = 8.66 > 1.96, meaning significant $\alpha = 0.05$ 2-tailed test. Servant leadership has a positive effect on lecturer involvement. Changes in exogenous constructs are in the same direction as changes in endogenous constructs. An increase of 1 unit in servant leadership results in an increase in lecturer engagement by 0.81 units assuming the other exogenous constructs in equation (3) are constant. On the other hand, a decrease in servant leadership by 1 unit results in a decrease in lecturer engagement by 0.81 units with the assumption that organizational justice in the model has not changed.

The residual of equation (3) is 0.12 < 4.00, which is acceptable. Rsquare1 = 0.88 > 0.50, model or equation (3) is meaningful (Hair et al., 2019). Thus the model in question can be used for confirmation and prediction purposes. The exogenous variables of organizational justice and servant leadership simultaneously contribute to changes in lecturer engagement with a contribution of 88%.

The effect weight of organizational justice on job satisfaction is 0.21. Standard deviation = 0.075, with z-value = 2.83 > 1.96, meaning it is significant with $\alpha = 0.05$ two-tailed test. This influence is positive. Changes in exogenous constructs are in the same



direction as endogenous constructs. An increase in the organizational justice construct by 1 unit results in an increase in the job satisfaction construct by 0.21 units, provided that the other exogenous constructs in equation (4) do not change. On the other hand, a decrease in organizational justice by 1 unit has an impact on a decrease in job satisfaction by 0.21 units, provided that the constructs of lecturer engagement and servant leadership are constant.

The effect weight of servant leadership on job satisfaction is 0.52. Standard deviation = 0.14, with z-value = 3.66 > 1.96, meaning it is significant with $\alpha = 0.05$ two-tailed test. This effect is positive. Changes in exogenous constructs are in line with endogenous constructs. An increase in the servant leadership construct by 1 unit results in an increase in the job satisfaction construct by 0.52 units, provided that other exogenous constructs in equation (4) do not change. On the other hand, a decrease in servant leadership by 1 unit has an impact on a decrease in job satisfaction by 0.52 units, provided that the constructs of organizational justice and lecturer engagement have not changed.

The effect weight of lecturer engagement on job satisfaction is 0.19. Standard deviation = 0.13, with z-value = 1.41 < 1.96, meaning it is not significant with $\alpha = 0.05$ in the two-tailed test. Lecturer engagement does not affect job satisfaction. In other words, at a confidence level of 95%, changes in lecturer engagement are not meaningful for their job satisfaction.

The residual of equation (4) of 0.24 or $R^2 = 0.76 > 0.50$ is called meaningful. The endogenous construct (job satisfaction) is determined by the three predictors simultaneously with a contribution of 76%. The functional model or equation (4) can be discussed. The confirmation and prediction accuracy of equation (3) is better than equation (4) indicated by the larger R^2 . This situation occurs because the effect weight of servant leadership in equation (3) is much greater than in equation (4). Besides that, the relatively large standard deviation of lecturer engagement in equation (4) means that this construct does not affect job satisfaction. The effect power of servant leadership is strongest on both lecturer engagement and job satisfaction.

E. Employee engagement mediation

The four constructs are related to each other because they are in one communality. The implication is that there is an indirect influence of organizational justice and service leadership on job satisfaction through lecturer involvement. The indirect effects are presented in the indirect effects of X on the ETA matrix which is presented below.

Indirect Effects of X on ETA(5)		
	JUSTICE	SERVANT
	-----	-----
ENGAGE	--	--
JOBSAT	0.03	0.15
	(0.02)	(0.11)
	1.27	1.43

The indirect influence weight of organizational justice on job satisfaction through lecturer engagement is 0.03. Standard deviation = 0.02, with z-value = 1.27 < 1.96 meaning it is not significant at the 95% confidence level of the 2-tailed test. Lecturer involvement is not a mediator of organizational justice on job satisfaction. The weight of the indirect influence of servant leadership on job satisfaction through lecturer engagement is 0.15. Standard deviation = 0.11, with z-value = 1.43 < 1.96, meaning it is not significant with a 2-tailed test with a 95% confidence level. Lecturer engagement is not a mediator of servant leadership on job satisfaction.

CONCLUSION AND RECOMMENDATION

A. Conclusion

Organizational justice, especially distributive justice, more specifically justice in the amount of salary and justice in awards, plays a role in determining lecturer engagement, especially social engagement, more specifically participation in internal seminars. Servant leadership, especially conceptualization, more specifically, the balance of short-term and long-term focus plays a role in determining lecturer engagement. The role of servant leadership is more important to lecturer engagement than organizational justice. Organizational justice plays a role in determining job satisfaction, especially satisfaction with colleagues and, more specifically satisfaction with leaders. Servant leadership plays a role in determining job satisfaction, where its role is more important in terms of lecturer engagement. Lecturer engagement does not play a role in determining job satisfaction. Besides that, this construct is not a mediator of organizational justice and servant leadership on job satisfaction.



B. Recommendation

In the context of servant leadership, especially conceptualization skills, private university leaders in Medan should pay attention to the balance of short-term and long-term focus in increasing lecturer engagement and job satisfaction. Strategies or programs related to organizational justice and servant leadership are better focused directly on job satisfaction without involving lecturers' engagement. Future researchers can re-examine structural equation model - 2 because there is no effect of lecturer engagement on job satisfaction.

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Cite this Article: Pandaporan Na Uli Sun Siregar, Runggu Besmandala Napitupulu, Dearma Sariyani Sinaga, Veramika br Sembiring, Mona Hatorangan Siregar (2023). The Role of Lecturer Engagement Antecedents on Job Satisfaction. International Journal of Current Science Research and Review, 6(10), 6873-6885