

CHAPTER 3

RESEARCH METHODS

3.1. Types of Research

Fundamental approach to data analysis refers to a method or strategy for acquiring data with specific objectives and advantages. To accomplish these objectives, pertinent methods need to be applied. In this study, the utilized approach is the associative approach, which is grounded the assumption that there exists significant relationship between two or more variables (Sugiyono, 2019). The analysis employs the survey method and survey research is conducted on either large or small populations, and the data under examination is gathered from surveys carried out on the relevant population. This facilitates the identification of relative trends, distributions, and relationships among sociological and psychological variables (Sugiyono, 2019).

Any analysis used in research can be either descriptive or quantitative. Descriptive statistics are used to describe an observed object using sample data or appropriate population statistics without carrying out necessary analyzes or making generalizations (Sugiyono, 2019). The quantitative method is a positivist analysis method used to study the population or sample size. Data is collected using analytical tools, quantitative data, or statistical data, intended to test hypotheses (Sugiyono, 2019). The results of quantitative research must be able to answer research questions and establish relationships between the study variables.

3.2. Data Source

Based on (Sugiyono, 2019), there are 2 data, namely primary data and secondary data.

3.2.1. Primary Data

Refers to data obtained directly by researchers from the first source, which could be individuals or entities. This data is typically gathered through methods such as interviews or filling out questionnaires conducted by researchers. In this research, primary data encompasses information related to promotion, image differentiation, and interests. To collect this data, researchers conducted interviews with the PT. XYZ Head Office in Jakarta. In addition to interviews, researchers also gathered data from employees to distributing questionnaires designed by the researchers. The questionnaire was structured using a Likert scale.

3.2.2. Secondary Data

Secondary data refers to information obtained or collected through sources such as books, brochures, and articles found on websites that are relevant to the research topic. It can also include data obtained from second-hand sources or information not directly collected by the researchers. Secondary data serves to support discussions and research findings. In this context, various book sources or data obtained from external references can be used to critically examine and complement the research. To gather secondary data, researchers consulted several books, brochures, websites, and examples of previous research that are pertinent to the current study.

3.3. Method of Collecting Data

Data collection in this research aimed to obtain the necessary data for achieving the research objectives. The survey method was employed, involving the collection of primary data directly in the form of opinions or responses from employees of PT. XYZ. All participants answered the questions provided in the questionnaire. The research took place over two days, on December 5, 2023, and December 6, 2023.

For data collection, Google Forms was utilized. Researchers gathered data and information related to the research material by distributing questionnaires via smartphones and social media.

Field Research:

- Observation:

Data collection involved direct observation of employees at PT. XYZ, serving as the research subjects.

- Questionnaire:

A questionnaire, comprising a set of questions or written statements, was presented to respondents for them to provide answers or responses.

In this study, a Likert Scale was employed as the measurement scale. The Likert scale serves as a tool for assessing attitudes, assumptions, and perceptions of individuals or groups about social phenomena. As stated by (Sugiyono, 2019), to measure attitudes, opinions and perceptions of individuals or groups regarding existing phenomena, the Likert Scale has proven to be very useful. In this context, researchers have clearly defined the social phenomena, referred to as research variables. As in table 3.1 below:

Table 3.1.

Provisions for Research Measurement Instruments

No	Remark	Code	Value Weight
1	Strongly Disagree	SD	1
2	Don't Agree	DA	2
3	Neutral	N	3
4	Agree	A	4
5	Strongly Agree	SA	5

Source : (Sugiyono, 2019)

3.4. Population and Sample

3.4.1. Research Population

(Sugiyono, 2018) states that a population is a large area consisting of objects/subjects that have certain characteristics and essential characteristics, which are determined by researchers to be studied and conclusions drawn. In population research, it is divided into two categories: the general population and the target population. The target population is the population that is the target of implementing our research conclusions (Sukmadinata, 2012). In this study is all employees in all branches and sites of PT. XYZ., namely 3218 people.

The following is data on respondent categories based on position at PT. XYZ is divided into three groups, namely Mechanics, Non-Mechanics, and Generalists. Mechanic refers to Officer level, Non-Mechanic refers to Staff level, while Generalist includes Supervisory and Managerial levels. This data comparison also involves information about the employee's length of service at this company.

Table 3.2.

Mechanic Work Period at PT. XYZ Year 2022

No	Years of Service	Mechanic	Procentage
1	< 2 years	709	37,5%
2	3 - 4 years	480	25,4%
3	5 - 6 years	371	19,6%
4	7 - 8 years	123	6,5%
5	> 9 years	207	11,0%
Total		1890	100,0%

Source : PT. XYZ

Table 3.3.

Non-Mechanic Work Period at PT. XYZ Year 2022

No	Years of Service	Non-Mechanic	Procentage
1	< 2 years	616	53,7%
2	3 - 4 years	135	11,8%
3	5 - 6 years	149	13,0%
4	7 - 8 years	61	5,3%
5	> 9 years	187	16,3%
Total		1148	100,0%

Source : PT. XYZ

Table 3.4.

Generalist Work Period at PT. XYZ Year 2022

No	Years of Service	Generalist	Procentage
1	< 2 years	51	28,3%
2	3 - 4 years	31	17,2%
3	5 - 6 years	19	10,6%
4	7 - 8 years	22	12,2%
5	> 9 years	57	31,7%
Total		180	100,0%

Source : PT. XYZ

3.4.2. Research Sample

According to (Sugiyono, 2016), a sample represents a portion of the population along with its characteristics. (Sugiyono, 2017) defines a sample as a subset of the population, which serves as the data source in research, with the population encompassing the characteristics possessed by the entire population. The sampling technique, as per (Sugiyono, 2016), involves deciding on the sample to be used. The study, the researchers employed a sampling technique based on the population, using a non-probability sampling method with a purposive sampling method. This method involves considerations predetermined by the researchers when selecting respondents.

Regarding the determination of the sample size, (Sugiyono, 2017) recommends the following guidelines:

1. A reasonable sample size for research falls within the range of 30 to 500.
2. If the sample is categorized, each category should have a minimum of 30 sample members.

3. If the research involves multivariate analysis, such as correlation, the number of sample members must be at least 10 times the number of variables studied. For instance, if there are 4 research, independent and dependent variable, the recommended sample size would be $10 \times 4 = 40$.

Because analysis method for this research uses correlation, it is in accordance with the suggestion in number 3 (three) above. The following are mathematical calculations in determining sample size for this research, namely:

1. Number of sample members used in the research was 25 samples.
2. Number of variables in this research is 3 (three) independent variables + 1 (one) dependent variable. So the number of variables in the research is 4 variables.

In accordance with Sugiyono's recommendation for determining the sample size based on the number of variables, which suggests at least 25 times the number of variables, the researchers decided on a sample size of 100 participants for this study. Therefore, the final sample used in the research comprised 100 individuals.

3.5. Operationalization of Variables and Measurement Scales

Variable operationalization is used to determine the type, indicators and scope of the dependent variable in research. Identify the variables used in this research to collect data and perform statistical analysis. Research variables are basically determined in a certain way by researchers to obtain information about them and draw conclusions from them (Sugiyono, 2019). The operationalization of variables, namely the identification and conceptual definition of variables in this research is:

A. Independent Variable

An independent variable is a factor that influences or acts as the cause of changes or the occurrence of the dependent variable. (Sugiyono, 2019). In the context of this research, the independent variables include leadership style, job satisfaction, and organizational culture.

B. Dependent Variable

The dependent variable is the primary variable in research that is influenced or becomes a consequence due to the presence of the independent variable (Sugiyono, 2019). In the current research, the dependent variable is employee performance.

3.6. Operational Definition of Variables

Operational definition of a variable in the context of research refers to a detailed explanation of how a variable will be assessed, observed, or characterized within the scope of a research investigation. These operational definitions play a vital role in translating abstract or theoretical concepts into concrete, empirically measurable terms. They provide clarity on measurement procedures, ensuring consistency in data collection. This, in turn, facilitates the replication of the study's findings by other researchers.

3.6.1. Leadership Style (X1)

(Gadot, 2006) states that leadership is basically a process, not a trait that a person is born with. Leadership style can also be interpreted as a pattern of relationships between superiors and subordinates that exist in an organizational relationship (Gadot, 2006). Leadership indicators according to (Gadot, 2006) are: team based leadership, strength, collaboration, leadership self-efficacy, and teamwork process.

3.6.2. Job Satisfaction (X2)

Based on (Jackson, 2011), Job satisfaction is characterized as a positive emotional state that is experienced when assessing one's work experience. It also reflects extent to which an individual's needs and values are fulfilled by the work environment and how the individual responds to that environment (Higgins, 2006). According to (Smith, 2000), as cited in Gibson, Ivancevich, and Donnelly, key indicators influencing job satisfaction include interesting work, opportunities for learning, responsibility, wages or salaries, supervisor or work supervision, promotion opportunities, and having friendly and competent colleagues.

3.6.3. Organization Culture (X3)

Organizational culture encompasses norms and practices accepted as truths by all members of the organization. It serves as a shared reference point for individuals in their interactions within the organizational context. When individuals join an organization, they bring along the values and beliefs instilled in them. Organizational culture is defined as "a system of meaning shared by members that distinguishes one organization from others. This system of shared meaning comprises key characteristics upheld by the organization." (Mahfudoh, 2018). According to Stephen P. Robbin in the book (Tika, 2006) which are used as

indicators for evaluating organizational culture are: personal initiative, briefing, support management, control tools, and communication patterns

3.6.4. Employee Performance (Y)

According to (Sandy, 2015), Achievement or work performance refers to the overall results or level of success of an individual during a certain period in carrying out tasks involving various abilities. This includes meeting work standards, achieving goals or objectives, or fulfilling predetermined and agreed-upon criteria. Performance indicators, as outlined by (Siswanto, 2015), encompass responsibility, cooperation, honesty, obedience, work discipline, initiative, faithfulness, and job performance.

Table 3.5.

Table of Operational Variable

Variable	Indicator	Observed Item	Source
Leadership Style (X1)	Team Based Leadership	2	Gadot, 2006
	Strength	2	
	Collaboration	2	
	Leadership Self - Efficacy	2	
	Teamwork Process	2	
Job Satisfaction (X2)	Interesting Work	2	Jackson, 2011; Higgins, 2006; Smith, 2000
	Opportunities to Learn	2	
	Responsibility	2	
	Wages or Salaries	2	
	Supervisor	2	
	Promotion Opportunities	2	
	Friendly and Competent Colleagues	2	
Organizational Culture (X3)	Personal Initiative	2	Mahfudoh, 2018; Tika, 2006
	Briefing	2	
	Support Management	2	
	Control Tools	2	
	Communication Patterns	2	
Employee Performance (Y)	Responsibility	2	Sandy, 2015; Siswanto, 2015
	Cooperation	2	
	Honesty	2	
	Obedience	2	
	Work Discipline	2	
	Initiative	2	
	Faithfulness	2	
	Job Performance	2	
Total		50	

3.7. Data Analysis Methods

A questionnaire or hypothesis is closely tied to the quality of the data utilized in a study. The research data becomes valuable when the instruments employed for data collection exhibit a high level of reliability and validity. Tests and measurements are employed to showcase the consistency and accuracy of the collected data. Reliable and valid instruments ensure that the data collected is trustworthy and can be used with confidence in the research analysis.

3.7.1. Validity Test

Based on (Sugiyono, 2019), a measure of the level of accuracy the data actually produced for an object and the data collected by researchers. Correlate item scores with item totals to determine item validity. If the factor between the item and the number of items is positive and the number is greater than 0.3 then the item is declared valid, but if the correlation value is less than 0.3 the item will be verified. It has been declared invalid and needs to be repaired (Sugiyono, 2019). To find the coefficient value, use the Pearson product moment equation as follows:

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[n \sum X_i^2 - (\sum X_i)^2] [n(\sum Y_i^2) - (\sum Y_i)^2]}}$$

Information:

- r_{xy} : r product moment coefficient
- r : The validity coefficient
- x : The score from the subject
- y : Total score
- n : Respondents in the instrument test
- $\sum x$: Observations of variable X
- $\sum y$: Observations of variable Y
- $\sum xy$: Observations of variable X and variable Y
- $\sum x^2$: Summary of squares for each X score
- $\sum y^2$: Summary of squares for each Y score

Decision policy:

- i. If the observed correlation coefficient (r count) is greater than the critical or expected correlation (r table), it suggests a significant correlation with the total score, indicating validity.

- ii. If the observed correlation coefficient (r count) is less than the critical or expected correlation (r table), it indicates a lack of significant correlation with the total score, suggesting potential issues with validity.

3.7.2. Reliability Test

Reliability testing is a measure of the extent to which a measuring instrument is reliable, namely the extent to which the measurement results are consistent even though the same phenomenon is measured more than once. Confidence tests only need to be carried out for questions that do and do not meet validity tests, so no further reliability tests are needed. Reliability refers to the level of consistency or accuracy of data at a certain time interval (Sugiyono, 2019). What is meant by reliability is that the measurement results are basically reliable, and if the measurement results are relatively the same, good reliability can be associated with the measurement. The method used in this research is the split half method. This is a way to correlate or combine the total scores of even-numbered questions before proceeding to the Spearman Brown formula test. The mechanism is as follows:

- i. The items were randomly divided into two and grouped into groups I and II.
- ii. The scores for each group are added up and the resulting scores for groups I and II are obtained.
- ii. Correlation between group I and group II scores and the following equation:

$$r_{xy} = \frac{N\Sigma AB - (\Sigma A\Sigma B)}{\sqrt{[n\Sigma A^2 - (\Sigma A)^2] [n(\Sigma B^2) - (\Sigma B)^2]}}$$

Information:

r_{xy} : Pearson Product Moment Correlation

A : Odd variable

B : Even variable

ΣA : Total odd hemisphere score

ΣB : Total number of even split scores

ΣA^2 : Total quadrant number of odd hemisphere scores

ΣB^2 : Number of total quadrants of even split scores

ΣAB : The sum of the scores multiplied by the response values of the odd and even hemispheres

Use the Spearman Brown correlation equation to calculate the reliability values for all elements as follows:

$$r = \frac{2r \cdot b}{1 + rb}$$

Information:

r : Reliability value

rb : Pearson product moment multiplication factor correlation between the first hemisphere (odd) and the second hemisphere (even), the minimum reliability limit is 0,6. After determining the instrument's reliability value (calculated r), compare this value with the number of respondents and the actual level.

The decision is as follows:

- i. If $r \text{ count} > r \text{ table}$, the instrument is say to be reliable.
- ii. If $r \text{ calculated} < r \text{ table}$, the instrument is say to be unreliable.

Indeed, you've provided a comprehensive overview of the concept of reliability in measuring instruments:

- Definition of Reliability:

Apart from being valid, measuring tools must not only be effective but also reliable.

- Reliability Criteria:

A measuring instrument is considered reliable if it consistently produces relatively similar results when used repeatedly.

- Assessment Method:

The reliability of a measuring instrument is typically assessed through a statistical approach, often involving the reliability coefficient.

- Threshold for Reliability:

If the reliability coefficient is greater than 0.6, it indicates that the overall statements or measurements obtained from the instrument are deemed reliable.

- Interpretation:

In other words, a higher reliability coefficient signifies a more consistent and dependable measurement.

This emphasis on reliability underscores the importance of consistency and dependability in the measurements obtained from the instrument over repeated uses.

3.7.3. Path Analysis

According to (Gozhali, 2018), is an extended model of multiple linear regression analysis utilized to assess the relationships between pre-determined variables. This analytical method is

employed to identify both direct and indirect effects between independent and dependent variables. In essence, path analysis allows researchers to explore the intricate web of relationships among various factors in a model. The model equation used in this research is:

$$Y = BZX_1X_1 + BZX_2X_2 + BZX_3X_3 + e_1$$

$$Z = BYX_1X_1 + BYX_2X_2 + BYX_3X_3 + BYZZ + e_2$$

Information:

Z : Performance

Y : Work from home

X₁ : Work Environment

X₂ : Job Stress

BX₁, X₂, Z, Y : path coefficients

e_{1,2} : error

The hypothesis expansion test can be seen from the significance level of the quality of the relationship between variables with the following conditions:

- i. If probability < 0.05; there is a significant influence between the independent variable and the dependent variable, then the hypothesis is accepted.
- ii. If probability > 0.05; there is no significant influence between the independent variables on the dependent variable, so the hypothesis is rejected.

3.7.4. Hypothesis Test

Hypothesis testing is a statistical method used to explore and analyze the relationship or influence between the independent variable and the dependent variable. It helps researchers evaluate whether there is a significant association or effect in a specific direction between the variables under investigation. The hypothesis testing process involves formulating a null hypothesis and an alternative hypothesis, collecting and analyzing data, and then determining whether there is sufficient evidence to reject the null hypothesis and support the alternative hypothesis. This methodology helps in drawing conclusions about the nature and strength of relationships between independent and dependent variables. Tests that use path analysis or models that produce correlation results between components, are measured by testing the path coefficient and its significance level, then compared with the research hypothesis and knowing the results of the simultaneous path coefficient hypothesis test are used to see how big the value of each path coefficient is. The significance level used in this research is 5% and the confidence level to reject the hypothesis is 0,05.

H0 is rejected (p value is $<0,05$).

H1 is accepted (p value is $> \text{ or } = 0,05$).

The validity test for this research was conducted with the SPSS (Statistical Package For The Social Sciences) version 25. The objective was to assess the validity of each question, which can be observed from the overall modified item correlation for each question item. A question item is considered valid if the calculated r value, which is the Corrected Item Total Correlation value, is > 0.3 .

Validity and reliability tests, descriptive statistics, and classical assumptions are conducted as preliminary steps before undertaking path and hypothesis analysis. The purpose of testing data validity is to determine whether the proposed variable or proposition can adequately represent all information about the object to be measured. Validity is related to the ability of the proposition or variable to accurately measure the intended object.

The data analysis proceeds through several stages, starting with validity and reliability testing. If the instrument is proven to be valid, it is considered reliable and vice versa. Subsequently, a classical assumption test is performed. If the classical assumption model is satisfied, the path analysis model can be implemented. This method is employed to assess the influence of multiple independent variables on the dependent variable.

Finally, hypothesis testing is conducted to examine the impact of independent variables and establish the relationship between independent and the dependent variable. This comprehensive approach ensures the robustness and credibility of the research findings.

CHAPTER 4

RESULT AND DISCUSSION

4.1. Description of Research Object

This research is quantitative in nature where the resulting data will be in the form of numbers. The data obtained was analyzed using SPSS & SMART – PLS software. This study aims to analyze the influence of leadership style and organizational culture on co-worker performance results with job satisfaction as an intervention factor. Based on these objectives, data was collected using a questionnaire from 122 respondents who were also employees of PT. XYZ. Distribution of questionnaires was carried out in a closed manner using a 1-5 Likert scale. This study uses 2 independent variables consisting of leadership style and organizational culture, 1 intervention variable, namely job satisfaction, and employee performance as the dependent variable. The questionnaire created with the variables under study had an average of 13 question items.

4.1.1. Description of Respondents Based on Gender

Tabel 4.1.

Respondent's Gender

No	Gender	Amount	Procentage
1	Male	91	74,6%
2	Female	31	25,4%
Total		122	100,0%

Source: Processed Primary Data, 2023

Based on table 4.1 above, it can be seen that there were 91 male respondents (74.6%), while there were 31 female respondents (25.4%). Respondents based on gender shows that conditions are dominated by men. This is because employees at PT. XYZ is a service company in heavy equipment maintenance, which requires a high level of energy, technical knowledge and precision, so the employees are dominated by male.

4.1.2. Description of Respondents Based on Age

Tabel 4.2.

Distribution of Respondents Based on Age of Respondents

No	Age	Amount	Procentage
1	< 25 years old	34	27,9%

2	26 - 30 years old	33	27,0%
3	31 - 35 years old	41	33,6%
4	36 - 40 years old	9	7,4%
5	41 - 45 years old	4	3,3%
6	> 46 years old	1	0,8%
Total		122	100,0%

Source: Processed Primary Data, 2023

Based on table 4.2, It appears that the majority of respondents are elderly 31-35 years were 41 people (33.6%). And followed by the age of the respondents, there were 34 respondents under the age of 25 years (27.9%). Then there were 33 respondents aged 26-30 years (27%) in 3rd place. The explanation above can provide an indication that the employees who work are still of productive age. This shows that the age factor really supports a person's potential to develop further in determining a job.

4.1.3. Description of Respondents Based on Last Education

Each employee has a different level of education. To facilitate differences in the type of education of respondents, they were classified into 5 groups, as follows:

Tabel 4.3.

Distribution of Respondents Based on Last Education

No	Age	Amount	Procentage
1	Senior High School	65	53,3%
2	Diploma	18	14,8%
3	Bachelor	36	29,5%
4	Master	2	1,6%
5	Others	1	0,8%
Total		122	100,0%

Source: Processed Primary Data, 2023

Based on table 4.3, it shows that in this research. The number of respondents was dominated by Senior High School with 65 respondents (53.3%) compared to only 18 respondents (14.8%) with Diploma degrees, 36 respondents (29.5%), Masters (1, 6%), and Others there was 1 respondent (0.8%) out of 122 respondents. This shows that employees of PT. XYZ has many employees with Senior High School or equivalent education, because Senior High School or equivalent graduates have met the qualifications to carry out heavy equipment maintenance work.

4.1.4. Description of Respondents Based on Length of Service

Tabel 4.4.

Distribution of Respondents Based on Length of Service

No	Years of Services	Amount	Procentage
1	< 2 years	39	32,0%
2	3 - 4 years	12	9,8%
3	5 - 6 years	16	13,1%
4	7 - 8 years	12	9,8%
5	> 9 years	43	35,2%
Total		122	100,0%

Source: Processed Primary Data, 2023

Based on table 4.4 above, it can be seen that there were 39 respondents with a working period of less than 2 years (32%), respondents with of 3 - 4 years were 12 people (9.8%), respondents with of 5 - 6 years were 16 people (13.1%), respondents with of 7 - 8 years were 12 people (9.8%), while respondents with a work period of more than 9 years were 43 people (35.2%). The number of respondents based on work experience shows that the condition is dominated by employees whose work period is more than 9 years. This is because PT. XYZ is a company that was founded in September 2010, so many employees have worked at the company since its inception.

Even though 32% of respondents are fresh graduates, leadership is an important aspect because measuring the influence of leadership on employee performance at different levels simultaneously is not a problem, because it provides a more complete picture of how leadership influences performance at various levels in an organization.

Early studies support that simultaneous measurement at different levels allows organizations to develop more effective leadership development strategies. This includes identifying areas where developing leadership skills can have the greatest positive impact on employee performance.

From the results of initial research, conducting simultaneous measurements at various levels can also help organizations improve overall performance by understanding how leadership styles at each level can be maintained or improved to achieve greater consistency.

4.2. Classic Assumption Test

4.2.1. Validity Testing

Validity testing is an attempt to verify that the construct being measured truly reflects the aspect you want to measure, as well as evaluating the extent to which the data obtained is

reliable and relevant to the research context. In this validity analysis, several main constructs such as Leadership Style (LS), Job Satisfaction (JS), Organization Culture (OC), and Employee Performance (EP) have been tested to ensure that the measurement instruments used are accurate and reliable in measuring critical dimensions related to the results of employee performance. The results of this validity test are the basis for ensuring data integrity and accuracy of interpretation of research results.

Tabel 4.5.

K-M-O Measure of Sampling Adequacy, Bartlett's Test of Sphericity, and Total Variance Explained

No	Variable	K-M-O Measure of Sampling Adequacy	Significance value Bartlett's Test of Sphericity	Total Variance Explained
1	Leadership Style	0,846	0,000	37,681
2	Organization Culture	0,935	0,000	65,799
3	Job Satisfaction	0,876	0,000	54,959
4	Employee Performance	0,889	0,000	50,781

Source: Processed Primary Data, 2023

From the table above it can be seen that the research dimensions have the required values. The KMO MSA value is above 0,500 unless the Responsible Dimension is 0,500. Bartlett's test Sphericity value is below 0,05 and Total Variance Explained is above 50%, except for Procedural Justice which is 38,619%. This means that these dimensions have good validity, so it can be said that these dimensions are measuring instruments that are in accordance with the theory underlying the test design.

The validity of each research indicator was carried out using the Anti Image Matrices test and measuring the factor loading value. The expected anti-image value is at least 0,500 while the expected loading factor value for the component matrix is at least 0,700. Then, the communality score is $> 0,50$. Research indicators for validity values are presented in the table below.

Tabel 4.6.

Indicator Validity Measurement Result

No	Indicator	Anti-Image Correlation Matrix (MSA)	Factor Loading	Communalities
1	LS1	0,829	0,521	0,485
2	LS2	0,893	0,652	0,591

3	LS3	0,872	0,675	0,493
4	LS4	0,842	0,606	0,626
5	LS5	0,800	0,654	0,633
6	LS6	0,852	0,482	0,564
7	LS7	0,810	0,457	0,502
8	LS8	0,751	0,612	0,543
9	LS9	0,837	0,722	0,892
10	LS10	0,67	0,581	0,866
11	LS11	0,906	0,613	0,688
12	LS12	0,862	0,619	0,623
13	LS13	0,853	0,626	0,704
14	LS14	0,861	0,623	0,649
15	LS15	0,759	0,576	0,523
16	JS1	0,861	0,633	0,501
17	JS2	0,902	0,824	0,767
18	JS3	0,847	0,839	0,817
19	JS4	0,851	0,750	0,857
20	JS5	0,868	0,845	0,784
21	JS6	0,871	0,734	0,696
22	JS7	0,901	0,654	0,602
23	JS8	0,904	0,690	0,543
24	JS9	0,864	0,641	0,692
25	JS10	0,878	0,519	0,444
26	OC1	0,916	0,683	0,466
27	OC2	0,956	0,738	0,544
28	OC3	0,914	0,773	0,598
29	OC4	0,922	0,828	0,686
30	OC5	0,958	0,907	0,824
31	OC6	0,935	0,842	0,709
32	OC7	0,968	0,829	0,687
33	OC8	0,965	0,797	0,635
34	OC9	0,945	0,904	0,817
35	OC10	0,946	0,885	0,783
36	OC11	0,905	0,756	0,571
37	OC12	0,882	0,780	0,609
38	EP1	0,926	0,719	0,542
39	EP2	0,821	0,733	0,56
40	EP3	0,891	0,833	0,773
41	EP4	0,939	0,794	0,735
42	EP5	0,917	0,747	0,576
43	EP6	0,928	0,855	0,732
44	EP7	0,942	0,839	0,719

45	EP8	0,925	0,849	0,796
46	EP9	0,859	0,836	0,716
47	EP10	0,864	0,821	0,686
48	EP11	0,645	0,399	0,993
49	EP12	0,803	0,510	0,717
50	EP13	0,834	0,528	0,786

Source: Processed Primary Data, 2023

Based on the results of the validity analysis, there were several indicators whose factor loading values were below 0,700 (LS10 – LS15, JS7 – JS10, OC1, and EP11 – EP13) for this reason the researchers discarded them. Thus, the indicators in the table above are indicators that are suitable for use because they meet the validity requirements.

4.2.2. Reliability Testing

At the data analysis stage of this research, reliability testing is an important step to evaluate the extent to which the measurement instruments used are reliable and provide consistent results. Reliability testing helps ensure that the questions on the instrument can be considered trustworthy and provide reliable results in measuring the variables studied. With reliability testing, this research aims to ensure that the data obtained is consistent and valid, thereby providing a strong basis for further analysis. In this process, we will evaluate the level of reliability of key constructs, including Leadership Style (LS), Job Satisfaction (JS), Organizational Culture (OC) and Employee Performance (EP).

Reliability is a measure of an indicator's internal consistency, indicating the degree to which the indicator reflects a latent construct—a general, unobserved construct. High reliability instills confidence that each indicator consistently measures the underlying construct. Typically, the reliability limit value using Cronbach's Alpha that meets requirements is a minimum of 0,700. The table below presents a measure of the reliability of the dimensions included in this research.

Tabel 4.7.

Reliability Measures Research Dimension

No	Variable	Cronbach's Alfa
1	Leadership Style	0,875
2	Organizational Culture	0,952
3	Job Satisfaction	0,896
4	Employee Performance	0,915

Source: Processed Primary Data, 2023

Of the four dimensions examined in this study, the Cronbach's Alpha value was more than 0,700. This shows that the four dimensions of the indicators studied have met the requirements and are considered a review, so it is necessary to retrieve respondents and/or review questionnaires.

Tabel 4.8.

Item - Total Statistics

No	Indicator	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	LS1	57,10	46,327	0,521	0,867
2	LS2	57,05	45,204	0,657	0,862
3	LS3	57,24	44,509	0,621	0,862
4	LS4	57,15	44,977	0,604	0,863
5	LS5	57,77	44,307	0,478	0,870
6	LS6	56,94	46,300	0,518	0,867
7	LS7	56,94	46,409	0,478	0,869
8	LS8	57,31	44,695	0,588	0,864
9	LS9	57,53	42,991	0,533	0,868
10	LS10	58,32	45,134	0,311	0,884
11	LS11	56,89	45,662	0,645	0,863
12	LS12	57,04	45,237	0,614	0,863
13	LS13	57,02	45,217	0,645	0,862
14	LS14	57,05	45,486	0,642	0,863
15	LS15	57,61	45,544	0,420	0,872
16	JS1	35,13	24,396	0,560	0,892
17	JS2	35,09	23,645	0,811	0,876
18	JS3	35,66	22,554	0,709	0,882
19	JS4	35,65	23,253	0,569	0,894
20	JS5	35,59	22,549	0,725	0,880
21	JS6	35,27	23,633	0,696	0,882
22	JS7	35,09	25,058	0,636	0,887
23	JS8	35,10	25,154	0,674	0,885
24	JS9	35,01	25,250	0,653	0,887
25	JS10	34,88	25,910	0,508	0,894
26	OC1	44,11	41,293	0,640	0,951
27	OC2	44,37	39,930	0,685	0,950
28	OC3	44,23	40,264	0,734	0,948
29	OC4	44,26	38,563	0,773	0,947
30	OC5	44,13	39,527	0,890	0,944
31	OC6	44,15	39,934	0,809	0,946
32	OC7	44,22	39,584	0,788	0,947
33	OC8	44,31	39,369	0,745	0,948
34	OC9	44,14	38,795	0,877	0,944
35	OC10	44,08	39,549	0,861	0,945

36	OC11	44,12	40,171	0,712	0,949
37	OC12	44,03	39,966	0,736	0,948
38	EP1	49,03	34,858	0,670	0,908
39	EP2	49,20	33,817	0,660	0,908
40	EP3	49,11	34,184	0,789	0,904
41	EP4	49,14	34,209	0,734	0,906
42	EP5	49,26	34,520	0,693	0,907
43	EP6	49,38	32,737	0,806	0,902
44	EP7	49,20	33,795	0,797	0,903
45	EP8	49,19	33,527	0,803	0,903
46	EP9	49,20	34,121	0,799	0,904
47	EP10	49,16	34,311	0,784	0,904
48	EP11	49,97	35,792	0,267	0,934
49	EP12	49,00	36,152	0,459	0,916
50	EP13	49,02	35,673	0,472	0,916

Source: Processed Primary Data, 2023

This reliability evaluation increases confidence that the data obtained through this instrument has a high level of reliability, and the results can serve as a basis for further analysis. Therefore, the results of this reliability test provide internal validity to the research instrument, ensuring that the questions asked can be relied upon to achieve the research objectives. The resulting data can be used with confidence to answer research questions and produce accurate and consistent findings.

4.2.3. Normality Testing

Partial Least Squares Structural Equation Modeling (PLS-SEM) is often justified by researchers as a lack of distributional opinion, particularly in the context of social science studies that rely on non-normal data (Hair, 2012); (Nitzl, 2016); (Assaker, 2016). While this is recognized as an advantage, scholars also acknowledge that Maximum Likelihood Estimation with Covariance-Based SEM (CB-SEM) is adhere to violations of normality, although it may require a larger sample size (Chou, 1991); (Olsson, 2000); (Hoogland, 2001).

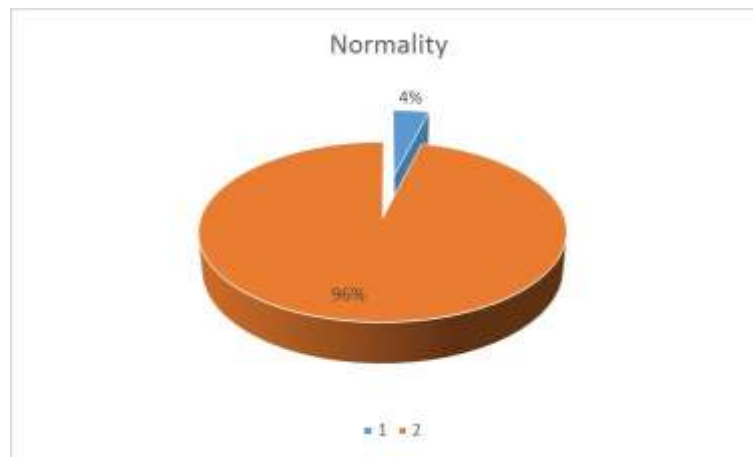
In cases of limited dataset size, CB-SEM can produce abnormal results when the data is abnormal, whereas PLS-SEM demonstrates higher robustness in such situations (Reinartz, 2009); (Sarstedt, 2016). However, it is essential to note that non-normal data can still affect PLS-SEM results in specific situations, such as when bootstrapping produces skewed distributions.

Choosing PLS-SEM based solely on data distribution reasons is not always sufficient, but it is considered advantageous in conjunction with other reasons for using PLS-SEM.

Skewness and kurtosis are statistical measures used to assess the symmetry and shape of variable distributions. A general guideline suggests that skewness values greater than +1 or lower than -1 indicate a skewed distribution, while kurtosis values greater than +1 suggest a too peaked distribution, and values less than -1 shows that the distribution is too flat. Distributions exhibiting skewness and/or kurtosis beyond these guidelines are considered non-normal.

Table 4.9.

Table Chart Normally Test



Source: Processed Primary Data, 2023

Table 4.10.

Tests Of Normality

Type	No	Missings	Mean	Median	Scale min	Scale max	Observed min	Observed max	Standard deviation	Excess kurtosis	Skewness	Cramer-van Mises P value	Result
1	LS1	MET	0	4,258	4	3	5	3	5	0,654	-0,722	-0,328	Normal
2	LS2	MET	0	4,301	4	3	5	3	5	0,652	-0,711	-0,405	Normal
3	LS3	MET	0	4,118	4	2	5	2	5	0,760	-0,239	-0,503	Normal
4	LS4	MET	0	4,204	4	2	5	2	5	0,727	-0,321	-0,681	Normal
5	LS5	MET	0	3,581	4	1	5	1	5	0,965	-0,191	-0,451	Normal
6	LS6	MET	0	4,419	5	2	5	2	5	0,661	0,773	-0,945	Normal
7	LS7	MET	0	4,419	5	2	5	2	5	0,693	0,515	-0,987	Normal
8	LS8	MET	0	4,043	4	2	5	2	5	0,775	-0,927	-0,216	Normal
9	LS9	MET	0	3,828	4	1	5	1	5	1,043	0,619	-0,974	Normal
10	LS10	MET	0	3,032	3	1	5	1	5	1,168	-0,851	-0,146	Normal
11	LS11	MET	0	4,462	5	3	5	3	5	0,615	-0,451	-0,702	Normal
12	LS12	MET	0	4,312	4	2	5	2	5	0,687	0,183	-0,704	Normal
13	LS13	MET	0	4,333	4	3	5	3	5	0,661	-0,712	-0,496	Normal

14	LS14	MET	0	4,301	4	3	5	3	5	0,636	-0,665	-0,361	Normal
15	LS15	MET	0	3,742	4	1	5	1	5	0,891	0,675	-0,669	Normal
16	JS1	MET	0	4,032	4	1	5	1	5	0,796	0,694	-0,579	Normal
17	JS2	MET	0	4,075	4	3	5	3	5	0,676	-0,795	-0,093	Normal
18	JS3	MET	0	3,505	4	1	5	1	5	0,900	0,094	-0,287	Normal
19	JS4	MET	0	3,516	4	1	5	1	5	0,957	0,083	-0,533	Normal
20	JS5	MET	0	3,570	4	1	5	1	5	0,885	0,322	-0,452	Normal
21	JS6	MET	0	3,892	4	2	5	2	5	0,768	0,241	-0,534	Normal
22	JS7	MET	0	4,075	4	3	5	3	5	0,626	-0,432	-0,057	Normal
23	JS8	MET	0	4,065	4	3	5	3	5	0,583	-0,030	-0,008	Normal
24	JS9	MET	0	4,151	4	3	5	3	5	0,586	-0,199	-0,039	Normal
25	JS10	MET	0	4,280	4	3	5	3	5	0,611	-0,583	-0,247	Normal
26	OC1	MET	0	4,086	4	2	5	2	5	0,650	0,272	-0,326	Normal
27	OC2	MET	0	3,828	4	2	5	2	5	0,757	-0,388	-0,152	Normal
28	OC3	MET	0	3,968	4	2	5	2	5	0,679	-0,214	-0,169	Normal
29	OC4	MET	0	3,935	4	1	5	1	5	0,814	0,746	-0,609	Normal
30	OC5	MET	0	4,065	4	3	5	3	5	0,676	-0,505	-0,055	Normal
31	OC6	MET	0	4,043	4	2	5	2	5	0,654	0,168	-0,279	Normal
32	OC7	MET	0	3,978	4	2	5	2	5	0,703	0,104	-0,347	Normal
33	OC8	MET	0	3,882	4	2	5	2	5	0,760	-0,001	-0,393	Normal
34	OC9	MET	0	4,054	4	2	5	2	5	0,709	-0,401	-0,262	Normal
35	OC10	MET	0	4,118	4	3	5	3	5	0,653	-0,659	-0,127	Normal
36	OC11	MET	0	4,075	4	3	5	3	5	0,707	-0,987	-0,109	Normal
37	OC12	MET	0	4,161	4	2	5	2	5	0,708	-0,265	-0,429	Normal
38	EP1	MET	0	4,290	4	3	5	3	5	0,615	-0,606	-0,277	Normal
39	EP2	MET	0	4,118	4	1	5	1	5	0,746	2,425	-0,989	Not Normal
40	EP3	MET	0	4,215	4	3	5	3	5	0,602	-0,442	-0,134	Normal
41	EP4	MET	0	4,183	4	2	5	2	5	0,638	0,515	-0,435	Normal
42	EP5	MET	0	4,065	4	2	5	2	5	0,636	0,436	-0,310	Normal
43	EP6	MET	0	3,946	4	2	5	2	5	0,739	0,064	-0,402	Normal
44	EP7	MET	0	4,118	4	3	5	3	5	0,637	0,543	-0,107	Normal
45	EP8	MET	0	4,129	4	3	5	3	5	0,660	-0,704	-0,147	Normal
46	EP9	MET	0	4,118	4	3	5	3	5	0,602	-0,275	-0,056	Normal
47	EP10	MET	0	4,161	4	3	5	3	5	0,592	-0,270	-0,061	Normal
48	EP11	MET	0	3,355	3	1	5	1	5	1,023	-0,149	-0,334	Normal
49	EP12	MET	0	4,323	4	2	5	2	5	0,642	0,643	-0,670	Normal
50	EP13	MET	0	4,301	4	2	5	2	5	0,700	0,048	-0,691	Normal

Source: Processed Primary Data, 2023

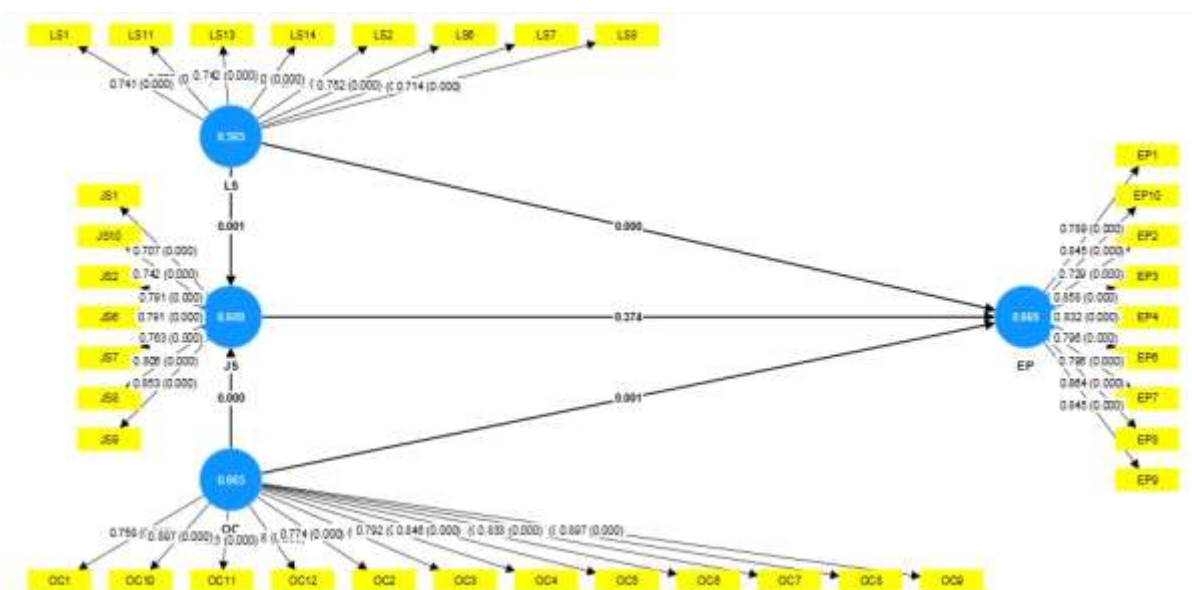
The normality test shows all normal indicators, unless the EP2 indicator has data that can be said to be abnormal with a skewness value of 2.425.

4.2.4. Multicollinearity Testing

Multicollinearity test is carried out to evaluate the possibility of multicollinearity problems between the Leadership Style (LS) and Employee Performance (EP) variables on the Job Satisfaction (JS) regression model and organizational culture (OC). Results of the analysis will provide an overview of significance level of the relationship between the two predictor variables, as well as their implications for the regression results. The following details the results of the multicollinearity test with special attention to the value of variance inflation factor (VIF) and tolerance in the LS and EP variables.

Figure 4.1.

SEM Analysis Diagram



Source: Processed Primary Data, 2023

The results of outer loading in Structural Equation Modeling (SEM) illustrate the strength and significance of the relationship between each indicator (LS, JS, OC, EP) with the construct being measured. In the context of Leadership Style (LS), indicators such as LS21, LS2, LS4, and LS5 have high external loadings (0.917 to 0.963), indicating that these indicators highly reflect the LS construct. In addition, the Organization Culture (OC) and Employee Performance (EP) indicators also show high external loadings (0.885 to 0.951 and 0.897 to 0.913, respectively), which confirms the validity and statistical significance of the relationship. Meanwhile, Job Satisfaction is proven to have an indicator with a strong outer loading (0.928 to 0.954 and 0.742 to 0.936 respectively).

The high t-values (ranging from 22.229 to 73.759) and very low p-values (0.000) for all indicators indicate that the relationship between the indicators and their constructs is

statistically significant. Therefore, it can be concluded that the results of this outer loading provide support for the validity and suitability of the SEM model in measuring the construct being measured.

Figure 4.2.

Collinearity Statistics Matrix

Collinearity statistics (VIF) - Inner model - Matrix				
	EP	JS	LS	OC
EP				
JS	2.487			
LS	2.170	1.960		
OC	2.690	1.960		

Source: Processed Primary Data, 2023

Before testing structural model hypothesis, it is necessary to see whether it exists or not multicollinearity between variables, namely the inner VIF statistical measure. Estimation results shows an inner VIF value < 5 , then the level of multicollinearity between variables is low. This result strengthens the results of parameter estimation in SEM PLS which is robust (not biased).

Determining structural model coefficients, which indicate relationships between constructs, involves estimating a series of regression equations. Before evaluating these structural relationships, it is important to investigate collinearity to avoid potential bias in the regression results. This procedure, similar to the assessment of formative measurement models, requires the use of latent variable scores from predictor constructs in partial regression to calculate Variance Inflation Factor (VIF) values. This VIF value serves as a metric for measuring collinearity between predictor constructs, with values above 5 indicating potential problems, although concerns may arise at VIF values between 3-5. A clear and low VIF value is expected to ensure the absence of collinearity problems in the structural model.

The evaluation of the structural model involves analyzing the estimated relationships between constructs, considering the potential impact of collinearity on the results. This phase is crucial in understanding the overall structural framework and drawing meaningful conclusions from the analysis.

4.2.5. Linearity Testing

In the context of the structural model, (Sarstedt, 2019) recommends researchers need to consider nonlinear effects, endogeneity, and unobserved heterogeneity in their studies. To

examine nonlinear relationships, they can employ the regression equation specification error test on latent variable scores within partial regressions of the path model. If there are significant test statistics in any of the partial regressions, it suggests the likelihood of a nonlinear impact.

Furthermore, researchers can incorporate interaction terms into the model to capture nonlinear effects and evaluate their statistical significance through the application of bootstrapping techniques (Svensson, 2018). This approach allows researchers to explore and validate potential nonlinear relationships within the structural model.

Figure 4.3.

Path Coefficients 1

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O /STDEV)	P values
JS → EP	-0.216	-0.197	0.143	1.512	0.131
LS → EP	0.466	0.476	0.135	3.460	0.001
LS → JS	0.290	0.283	0.161	1.927	0.054
OC → EP	0.505	0.493	0.136	3.702	0.000
OC → JS	0.542	0.557	0.155	3.502	0.000
QE (JS) → EP	0.043	0.031	0.090	0.483	0.629
QE (OC) → EP	0.069	0.065	0.080	0.860	0.390
QE (LS) → EP	0.093	0.094	0.064	1.115	0.265

Source: Processed Primary Data, 2023

If Quadratic Effect (QE) < 0,05, then, the equation model free from linearity. Thus, this research model was a good fit.

Figure 4.4.

Path Coefficients 2

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O /STDEV)	P values
JS → EP	-0.174	-0.168	0.141	1.232	0.218
LS → EP	0.470	0.475	0.124	3.789	0.000
LS → JS	0.216	0.210	0.162	1.331	0.183
OC → EP	0.486	0.483	0.134	3.623	0.000
OC → JS	0.589	0.556	0.164	3.591	0.000
QE (LS) → JS	-0.059	-0.003	0.065	0.909	0.363
QE (OC) → JS	0.147	0.141	0.070	2.091	0.037

Source: Processed Primary Data, 2023

If Quadratic Effect (QE) < 0,05, then, the equation model free from linearity. Thus, this research model was a good fit, But QE (OC) - JS has linearity issues.

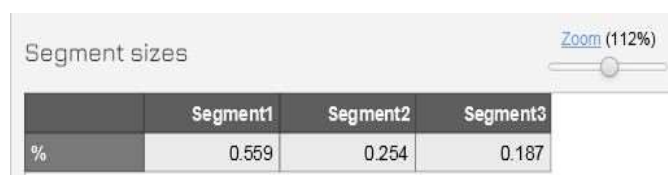
4.2.6. Heterogeneity Test

In the context of PLS-SEM, no observed heterogeneity pertains to the existence of subgroups within the data that demonstrate significantly different model estimates. This can lead to misleading results when estimating the model based on the entire dataset, as positive

and negative effects in different subgroups may cancel each other out. Latent class techniques, with a tradition dating back to (Sarstedt, 2008), are employed to identify and address unobserved heterogeneity.

Introduced by (Hahn, 2002), has been crucial in detecting and managing unobserved heterogeneity. Researchers can use FIMIX-PLS to determine whether heterogeneity is an issue and to guide decisions on more segments to retain from the data. Model selection criteria, such as modified Akaike's information criterion with factor 3 (AIC3) and consistent AIC (CAIC), are recommended for this purpose (Sarstedt, 2017); (Bozdogan, 1994). Considerations for determining the number of segments also include assessing the segments' fuzziness through the entropy statistic (EN) and ensuring that segment sizes meet minimum sample size requirements (Ramaswamy, 1993); (Hadaya, 2018).

Figure 4.5.
Segment Sizes

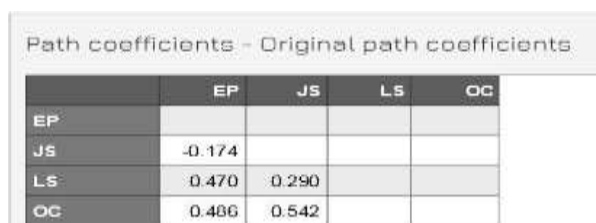


	Segment1	Segment2	Segment3
%	0.559	0.254	0.187

Source: Processed Primary Data, 2023

Next, On the Segment Size. The PLS model is divided into 3 segments where the First Segment measures (0.559 x 93 = 51,987 or 52 respondents), Second Segment (0,254 x 93 = 23,622 or 24 and the Third Segment (0.187 x 93 = 17,391 or 17 respondents). For more details, click segment assignment and select discrete segment assignment to detail grouping respondents.

Figure 4.6.
Path Coefficients 3



	EP	JS	LS	OC
EP				
JS	-0.174			
LS	0.470	0.290		
OC	0.486	0.542		

Source: Processed Primary Data, 2023

Path Coefficients LS – EP and OC - EP on 3 Segments near with 0,5. Even, the mediating effect JS toward LS-JS-EP below 0,5 and OC – JS - EP was above 0,5. Thus, it shows our respondents was divided into 3 segments.

4.3. Hypothesis Analysis Results

Tabel 4.10.

Conclusion Result

Hypothesis	Path	p Value ($\alpha > 0.05$)	T-value ($\alpha \geq 1.96$)	Result	Conclusion
H1 (+)	LS $\square$ EP	0.001	3.423	Supported (+)	H1 Accepted
H2 (+)	JS $\square$ EP	0,392	0,857	Not Supported (+)	H2 Rejected
H3 (+)	OC $\square$ EP	0.001	3,257	Supported (+)	H3 Accepted
H4 (+)	LS $\square$ JS	0.017	2,39	Supported (+)	H4 Accepted
H5 (+)	OC $\square$ JS	0.000	4,167	Supported (+)	H5 Accepted

Source: Processed Primary Data, 2023

4.3.1. Leadership Style Influences Employee Performance

The table 4.3. shows that hypothesis H1 states that Leadership Style influences Employee Performance. The results of the research show that it is supported, p value 0.001 and T value 3.423. This means that it shows that there is a positive influence between Leadership Style on Employee Performance.

Prior studies indicate the impact of leadership style on employees, as different leadership styles contribute to fostering respect, admiration, loyalty, and increased motivation among employees, encouraging them to go above and beyond their regular duties (Flower, 2019). Therefore, these results provide an additional contribution to the understanding that implementing an effective leadership style can be an important basis for improving good and sustainable employee performance. The practical implication of these findings is that organizations need to pay special attention to the development and implementation of a leadership style that supports increasing employee satisfaction to increase company effectiveness.

4.3.2. Job Satisfaction Influences Employee Performance

Furthermore, hypothesis H2 states that Job Satisfaction has no effect on Employee Satisfaction so the results are not supported. The results of the research show a p value of 0.392 and a T value of 0.857. This means that it shows that Job Satisfaction does not have a significant contribution in shaping and supporting Employee Satisfaction results.

This finding is in line with the findings of several previous studies which emphasized that job satisfaction cannot explain employee performance (Edison Musa Kayoi, 2021). Whether employees are satisfied or not, it will not affect their performance. Overall, this in-depth analysis deepens the understanding of the relationship between Job Satisfaction and

Employee Performance, which contributes insignificantly and this provides a basis for decision making for further assessment at the organizational level.

In some cases, even though employee satisfaction is important for maintaining a good work culture, increasing retention, and motivating, there are other external or internal factors that can influence employee performance independently, including at PT. XYZ.

Some of these factors include:

- a. Task Challenges: Even though employees are satisfied, they may face difficult or complex tasks that impact their performance.
- b. Personal satisfaction is not enough to maintain high levels of motivation. Employees who are dissatisfied with their career progress may underperform even though they are satisfied with the work environment.

4.3.3. Organizational Culture Influences Employee Performance

Hypothesis H3 states that Organizational Culture influences Employee Performance and receives strong support, with results showing that the p value is 0.001 and the T value is 3.257. These results reflect that Organizational Culture and Employee Performance are supported because they have a very important role in influencing the results.

Previous research shows that there are practical implications from the findings that leadership style, organizational culture and work motivation have a positive effect on employee performance (Bella Febri Fitriani, 2019). Therefore, these results provide an additional contribution to the understanding that implementing an appropriate organizational culture can be an important basis for improving good and sustainable employee performance. The practical implication of these findings is that organizations need to pay special attention to the development and implementation of an organizational culture that supports increased employee performance.

4.3.4. Leadership Style Influences Job Satisfaction

Then hypothesis H4 states that Leadership Style influences Job Satisfaction, the results show that it is supported, p value 0.017 and T value 2.390. This means that it shows the positive influence between Leadership Style and Job Satisfaction.

Previous research shows the practical implications of the finding that elementary school teachers at the Surakarta Christian Education Association Foundation generally have a high level of job satisfaction, a high level of perception of leadership style, and a high level of work