

Extent of Leader Motivating Language on Faculty Members' Job Satisfaction from a Higher Education Institution

Asia Pacific Journal of
Education, Arts and Sciences
Vol. 4 No.3, 99-107
July 2017
P-ISSN 2362-8022
E-ISSN 2362-8030
www.apjeas.apjmr.com

**Rey Fernan G. Refozar, Maribeth G. Buenviaje, Marlon P. Perez,
Jiexel L. Manongsong, Jake M. Laguador**
College of Business Administration, Lyceum of the Philippines University,
Batangas City, Philippines

Date Received: May 25, 2017; Date Revised: July 25, 2017

Abstract – *The study explores on the extent of leader motivating language on job satisfaction of faculty members in terms of direction-giving, empathy and meaning-making language. Descriptive type of research was utilized in the study. Results showed that there is a great extent on how leaders are keeping the faculty members updated with the organization's accomplishments and expressing leaders' support for employee development and recognizing faculty as an individual that makes them feel satisfied at work. The group of faculty members with shorter length of service has significantly higher level of perception regarding the extent of leader motivating language affecting job satisfaction compared to the group with 20 and above years of service. It confirms the theory of Maslow in the Hierarchy of Needs where people can only be satisfied if they are receiving something valuable based on their required capacity and expected level or higher achievement to fulfil their needs.*

Keywords: *job satisfaction, motivating language, Higher Education Institution, motivation*

INTRODUCTION

Leaders have always significant role to play in the organization who provide clear set of direction on how to implement and apply best strategies with the help of subordinates and colleagues. In the academic setting like Higher Education Institution (HEI), Deans and Department Heads together with the top management motivate the non-teaching and teaching personnel specifically the faculty members to deliver quality instruction as the life-blood of educational services. Building a strong relationship between academic heads and faculty members can be achieved through various ways, but this study explores in the leader motivating language [1]-[5] that attracts positive energies of the people towards the community.

Due to the hectic schedule of the University under study, academic heads might not aware of the words they used to give instructions. They sometimes neglect the manner they deliver information. The approaches of providing direction might not be too motivating to follow due to some consequences which the sender of the message is not aware of the after effect. It is always good to check and identify how faculty members have observed their leaders on the top and middle management on applying the leadership style with the use of motivating language which this study would like to address towards achieving a highly satisfied academic workforce.

Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed [6]. The overall performance of universities depends upon their teachers and ultimately their level of commitment and job satisfaction [7]. Voon et al. [8] noted that effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organisational success. A capable leader provides direction for the organisation and lead followers towards achieving desired goals. Khalid, Irshad and Mahmood [22] believed that one of the extrinsic factors have been associated with academic staff's satisfaction is the perceived support from supervisors and co-workers.

Universities are considered as highest source of knowledge and awareness production institutions, and which train the specialist manpower in different fields of life. High quality academic personnel are the cornerstone of successful educational system. Therefore, it is important to pay attention to job satisfaction of the teaching staff. A positive and healthy university structure results into increased

academic staff's job satisfaction. A healthy university environment will not only increase the job satisfaction of academic staff but it will at the same time improve the learning environment and increase the productivity of the university [22].

Any deterioration to communication systems may cause employee dissatisfaction and could have dysfunctional consequences for a company geared towards high quality customer service [23]. Positive and negative affectivity at work explained a significant part in job satisfaction variance as expected by AET suggesting that events taking place at work influence employees' attitudes towards their work. Employees experiencing emotional exhaustion and reduced job satisfaction may be less motivated or capable of being attentive to the present moment with a non-judgmental attitude [24]. Both feeling of belonging and emotional exhaustion were significantly related to job satisfaction [10]. The results point to the personality antecedents to affect at work and further research could strive to distinguish those effects from organizational level variables such as organizational climate, managerial structure, etc [11].

Employees display higher levels of job satisfaction, and subsequently lower turnover intentions, when the characteristics of their working environment satisfy their needs [25]. Voon et al. [8] pointed out that employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organisational interests. In addition, when job satisfaction is high, then individuals are more likely to remain in their current positions [9]. The use of motivating language significantly improves worker intent to stay—with a 10% increase in motivating language leading to an approximate 5% increase in worker intent to stay [3].

The motivating language can be supported by school policies and other school-related factors to demonstrate strong commitment of the institution to the well-being and satisfaction of the employees especially the teaching personnel. Understanding the relations between school context variables and teacher job satisfaction is important because the school context or working conditions may be changed and improved [10]. If policies and plans are sorted out to increase the satisfaction of academicians from all the factors of job satisfaction, the positive consequences are definite to increase in their intensity which would be helpful for the universities to improve the performance of the academicians.

Given that an employee's job satisfaction depends on several personal, job-related and environmental factors, managers make all out efforts to use these factors as the predictors of employees' attitudes [12]. The employees will have certain beliefs and attitudes about the way that the organization will make and implement decisions. In situations where the beliefs of how decisions should be made and how they are actually made are different, the employees may experience cognitive dissonance and as a result the employees will feel uncomfortable that may lead to job dissatisfaction [13]. Motivating language always comes in the situation where employees need support from the leaders to demonstrate concern and establish good interpersonal relation which is necessary in a dynamic organization to foster cooperation.

Both leadership and organizational culture can positively and significantly affect the operation of learning organization through sharing of information and giving appropriate instruction or directions to the faculty members in an academic setting. In addition, the operation of learning organizations has a significantly positive effect on job satisfaction [14].

In comparison, dyadic-level motivating language significantly and positively affects both employee performance and job satisfaction [15]. Study of Madlock [16] found out that there is a strong relationship between supervisors' communicator competence and their task and relational leadership styles, with supervisor communicator competence being a stronger predictor of employee job and communication satisfaction.

Supportive colleagues and performance feedback increase the likelihood of being successful in achieving one's work goals. In either case, be it through the satisfaction of basic needs or through the achievement of work goals, the outcome is positive and engagement is likely to occur [26],[27].

One of the best reasons why they feel satisfied towards their work is the motivation that institution or its leaders gives to the faculty members. Motivation may be defined as the psychological processes that can arouse and direct behavior [28]. Through motivation, institutions can retain its faculty members and retaining high-quality talent has great importance for the success of the institution which depends mainly on the productivity and performance of the faculty members. Therefore, each faculty member must really be motivated well.

Furthermore, once faculty members are motivated, they are expected to increase their

satisfaction. Once they are satisfied about their job, they are expected to have good behaviors towards their work to perform it efficiently and effectively. Likewise, their morale is assumed to increase once they feel contented about their job. With these, they can contribute in achieving company's goals and objectives.

There are simple factors to be considered a form of motivation that really mean a lot for them. One of these is the language used by the leader in communicating with his faculty members. For decades, implicitly or explicitly, management theories have identified leader communication as a key means for improving worker motivation [29].

Performing well in the institution is an indication that they feel satisfied about their job. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important [30]-[32]. Teachers report that job satisfaction is gained from the nature of day-to-day classroom activities, such as working with children, seeing students make progress, working with supportive colleagues, and overall school climate [33].

Recently, there has been a growing interest in studying how leader communication can influence the job satisfaction. Some studies found out that leader's oral communication skills have an important role in motivating the employees which may help the employees perform their jobs efficiently and effectively, and as a result, to feel satisfied about their work. Hence, they can help the company to achieve its goals and objectives.

Although considerable research has been done on the roles of leader's communication skills on the motivation of employees, much is less known about the profound effect of leader motivating language on the employees' satisfaction. This study is anchored in the language in motivation theory through the three types of speech acts conceptualized by Sullivan [34], people may have deeper and better understanding of how employees' job satisfaction are affected by the leader's language in communicating with his employees. These types of speech acts are the following: direction-giving language (task clarification) which is used to reduce worker uncertainty over work role expectations; empathetic language (relationship-building) that is used to develop interpersonal bonds between a leader and a worker; and, meaning-making (cultural transmission) language which is used to help a worker understand why activities are done in an organization as well as

how to do the activities and it also helps to understand acceptable work behaviors in an organization.

The study generally determined the effect of leader motivating language on job satisfaction as perceived by the faculty members of Lyceum of the Philippines University, Batangas City, Philippines. It specifically aimed to determine the profile of the respondents in terms of age, sex, highest educational attainment, marital status, employment status, and years of service. The profile of the faculty members is also considered important mediating variable to identify which specific group of respondents will be the focus for further recommendation. It also aimed to evaluate the extent of the following types of leader motivating language affecting job satisfaction of faculty members: Direction-giving language, Empathetic language; and Meaning-making language; determine the significant difference on the respondents' assessment of the effect of leader motivating language on job satisfaction when grouped according to their profile.

METHODS

The researchers used descriptive method in gathering information about the research being studied. This design is appropriate in the present study to assess the current situation in the setting wherein the occurrence of such condition may serve as input to the existing body of knowledge.

The researchers decided that the only full-time faculty members (regular or contractual) with the sample population of 61 were considered in the study as respondents. Part-timers were not included in view of the fact that they might had very little employee-employer/department head relationship compared to that of full-time faculty members.

The survey instrument was adopted from Sharbrough, Simmons and Cantrill [35] in identifying the impact of motivating language on job satisfaction. Some modifications were integrated in the questionnaire to become suitable to the respondents and setting of the study. It was content-validated by experts in business administration and educational management while testing of reliability obtained a Cronbach's alpha value of 0.883 which implies that the instrument is considered reliable for use.

The questionnaires were personally administered by the researchers and explained the primary purpose of the study. Only those full-time faculty members who are willing to participate in the survey were given the questionnaire. They were informed that the data gathered will be treated with strict confidentiality will

solely be used in the purpose of the present investigation.

Frequency count and percentage were used to interpret the profile of the respondent while weighted mean and ranking were used to analyze the result of the leader motivating language on job satisfaction. Analysis of Variance (ANOVA) with Post Hoc test was used to determine if there is significant difference on the leader motivating language when grouped according to profile.

The given scale was used to interpret the result of the data gathered: 4.51-5.00: Very Great Extent (VGE); 3.51-4.50: Great Extent (GE); 2.51-3.50: Moderate Extent (ME); 1.51-2.50: Least Extent (LE); 1.00-1.51: No Effect (NE).

RESULTS AND DISCUSSION

Profile of the Respondents

There are 13 or 23.20 percent of the respondents belong to 41-45 age bracket and another group with the same percentage belongs to above 45 years old while 9 or 16.10 percent of the group belongs to 36 to 40 years old. Result shows that more than 60 percent of the respondents are in middle adulthood and less than 40 percent belong to young adulthood.

From the set of respondents, there are more female faculty members (47 or 83.90%) than males (9 or 16.10%). Most of them are married (35 or 62.50%) followed by the group of unmarried respondents (17 or 30.40%) while the least group belongs to Separated and widow/widower (4 or 7.20%).

In terms of educational attainment, almost half of them are Master's degree holders (29 or 51.80%) followed by Doctoral degree holders (18 or 32.10%) while the least group belongs to bachelor's degree (9 or 16.10%). Most of them are contractual with 32 or 57.10 percent against faculty members with regular status (24 or 42.90%). Result showed that most the of respondents belong to a group with 11-15 years (20 or 35.70%) length of service to the institution followed by 6-10 years (13 or 23.20%) and 1-5 years (10 or 17.90%). Meanwhile, the least groups belong to 16-20 years (6 or 10.70%), above 20 years (4 or 7.10%) and less than 1 year (3 or 5.40%). This signifies that the faculty members have an average of 10 to 11 years length of service to the institution.

Table 1 shows the extent of leader motivating language affecting job satisfaction of employees in terms of direction - driven language. The respondents believed that there is a great extent on how their leaders are keeping them updated with the organization's accomplishments (4.38) followed by

giving them an opportunity to do innovative things (4.34); and evaluating them well because of the specific information provided by their leaders (4.32).

Table 1. Extent of Leader Motivating Language Affecting Job Satisfaction of Employees on Direction - Driven Language

	Direction - Driven Language	WM	VI	Rank
1.	My Leader gives me an opportunity to do innovative things	4.34	GE	2
2.	My leader sets goals that includes both the organization's and employees' success	4.29	GE	6.5
3.	My leader clearly defines my job responsibilities	4.23	GE	9
4.	My leader gives suggestions for my improvement in certain areas of my job	4.25	GE	8
5.	My leader gives me helpful directions about my work	4.29	GE	6.5
6.	I am evaluated well because of the specific information provided by my leader	4.32	GE	3
7.	My leader updates me with the organization's accomplishments	4.38	GE	1
8.	I can immediately solve work-related problems as my leader provides understandable instructions about it	4.30	GE	4.5
9.	My leader gives detailed explanation on how to get good rewards	4.16	GE	10
10.	My leader provides helpful information about changes affecting my job	4.30	GE	4.5
Composite Mean		4.29	GE	

The top management has placed greater value on the quality education through various quality assurance mechanisms that serve as measure of success. Every now and then, they inform the community of the accomplishments of the University that give more room for innovative ideas on how to sustain the benefits of those mechanisms. Madlock [16] emphasized that leadership appears to be enacted through communication in such a way that it contains a relational (affective) and task (content) component. When leaders communicate effectively, their followers experience greater levels of satisfaction.

There is also a great extent on how they can immediately solve work-related problems as their leaders provide understandable instructions about it

(4.30) and on how leaders provide helpful information about changes affecting their job (4.30). Likewise, there is also a great extent on how their leaders set goals that include both the organization's and employees' success (4.29) and give them helpful directions about their work (4.29). Information is always part of everyday's work to accomplish certain task and describe how the assignment can be done with appropriate instructions from the leaders. Satisfaction from understanding directions gives meaning to the value of work and on its final output.

However, there is also a great extent on giving suggestions for their improvement in certain areas of their job (4.25); defining clearly their job responsibilities (4.23) and giving detailed explanation on how to get good rewards (4.16) which obtained the least weighted mean scores on this particular area. Some faculty members are open for suggestions but others might treat this as criticisms against their performance. On the positive note, leaders take their people in a track that serves as guide towards achieving certain goals or on a rewarding situation that would let them utilize their full potentials. Awan and Asghar [17] found out that there is a direct relationship between the reward system and employees' job satisfaction. If respondents were satisfied with the reward system of the institution, they performed well. Their motivation level rose up when they were rewarded for their performance properly.

The composite mean score of 4.29 implies that there is a great extent of leader motivating language affecting job satisfaction of employees in terms of direction - driven language. Some faculty members can follow specific directions but others only rely on how the output will be looked like. Others do not want to be instructed while others wait for any further notice to move on. Describing satisfaction in a work place like the academe would be a great challenge for the dean of the colleges to get the full cooperation and support of the faculty members in all school activities.

Table 2 shows the extent of leader motivating language affecting job satisfaction of employees in terms of empathetic language. The composite mean score of 4.33 implies that there is a great extent of leader motivating language affecting job satisfaction of employees in terms of empathetic language.

Faculty members believed that there is a great extent on expressing leaders' support for employee development (4.39) and on recognizing faculty as an individual that makes them feel satisfied at work (4.38). The contributions of faculty members are

being recognized through Dedication Ceremonies of the Colleges, institutional award convocation and in any appropriate venue and occasion.

Table 2. Extent of Leader Motivating Language Affecting Job Satisfaction of Employees on Empathetic Language

Empathetic Language		WM	VI	Rank
1.	Recognizing me as an individual makes me feel satisfied in my work	4.38	GE	2
2.	My views and participation are verbally recognized and valued by my leader	4.36	GE	3.5
3.	My leader gives encouraging words to reduce my fear for failure	4.23	GE	10
4.	My leader shows his care for me as a person	4.34	GE	6
5.	I am praised whenever I perform well	4.30	GE	8.5
6.	My leader appreciates my opinions and ideas	4.34	GE	6
7.	My leader expresses his/her support for my development as an employee	4.39	GE	1
8.	My leader tells me that I am an asset of the company	4.34	GE	6
9.	My leader shows his trust in me	4.36	GE	3.5
10.	My leader discusses issues pertaining to my job and personal needs	4.30	GE	8.5
Composite Mean		4.33	GE	

The Deans also recommend qualified faculty members for the award to inspire others of their remarkable participation and accomplishments in instruction, research and community extension that gives them a sense of fulfilment on what they have done for the university. Great words and deeds are powerful tools to maintain the trust and confidence in the work place. Andrews [18] emphasized that teachers receiving recognition and awards for their teaching have praised recognition programs as providing motivation for them to continue high-level instruction.

There is also a great extent on verbally recognizing and valuing their views and participation (4.36) and showing trust on them (4.36). Leaders also show care for the faculty members; appreciate opinion and ideas and tell faculty members as asset of the institution (4.34). It is evident that Deans of Colleges provide any kind of support in the improvement of professional related knowledge and skills. They seek to satisfy the individual needs of the faculty members in the development of attitude and behaviour towards work.

Faculty members perceived on the least rank with great extent that they were being praised whenever they perform well (4.30); leaders discuss issues pertaining to their job and personal needs (4.30) and give encouraging words to reduce their fear for failure (4.23). The words of encouragement help them realize the value of forward looking growth mind-set that enables to work with assurance of success without any doubt of failure.

Table 3. Extent of Leader Motivating Language Affecting Job Satisfaction of Employees on Meaning-Making Language

	Meaning-Making Language	WM	VI	Rank
1.	My leader offers an advice about how to “fit in” with other members of the organization	4.21	GE	8.5
2.	My leader provides a better understanding in achieving company objectives	4.27	GE	4
3.	The rules oriented by my leader are towards the betterment of the entire organization, including its employees	4.30	GE	1.5
4.	My leader encourages to put into practice the values of the organization in my daily life	4.20	GE	10
5.	My leader assures about my safety within the workplace	4.25	GE	6.5
6.	My leader is stressing out the mission of the company to show the importance of my job	4.27	GE	4
7.	My leader explains clearly the organization’s rules so that every employee is sure to be safe and secured	4.25	GE	6.5
8.	My leader provides a clear picture about the organization where I belong	4.21	GE	8.5
9.	My leader also practices the values explained by him	4.27	GE	4
10.	The scope of my job in the organization is clearly stated by my leader	4.30	GE	1.5
Composite Mean		4.25	GE	

Table 3 shows the extent of leader motivating language affecting job satisfaction of employees in terms of meaning-making language. The composite mean score of 4.25 implies that there is a great extent of leader motivating language affecting job satisfaction of employees in terms of meaning-making language.

Faculty members believed that there is a great extent on giving orientation regarding the rules and regulations towards the betterment of the entire

organization, including its employees (4.30) and stating clearly the scope of their job in the organization (4.30). There is also a great extent on the providing a better understanding in achieving company objectives (4.27); stressing out the mission of the company to show the importance of their job (4.27); and practicing the values (4.27) where the leaders serve as role models of what they have preached. Colleges have clear objectives and strategies on how to set and achieve the targets. There is always alignment on the scope of job assignments to the accomplishment of the college mission. Annual operational plans are being discussed to the faculty members to provide better appreciation of the team on what and how to realize the goals.

Dholakia and Bagozzi [19] have noted that implementation intention involves specifying when, where, how and how long the actions necessary for goal realization will be carried out and is viewed as the second motivational contributor, providing the volitional impetus to protect the chosen goal intention from emerging competing alternatives and to remember to engage in the specified actions when the appropriate opportunity arrives.

Important details of the strategies are emphasized and later formed the committees who will be assigned to implement the plans. Giving orientation, instruction and direction is always necessary for the people to be guided properly on how to focus and prioritize their work.

There is also a great extent on assuring about their safety within the workplace (4.25) and explaining clearly the organization’s rules so that every employee is sure to be safe and secured (4.25). The Deans together with the LPU Management are always ensuring the safety and security of the people through giving proper orientation and seminars on risk management as well as performing regular fire and earthquake drills. These are already part of the strategies on how to maintain the awareness of the employees when there are natural calamities, hazards or threats.

Result showed that the respondents also believed that there is a great extent on offering advice about how to “fit in” with other members of the organization (4.21); providing clear picture about the organization where they belong (4.21) and encouraging to put into practice the values of the organization in their daily life (4.20) where these statements are considered with the least weighted mean scores.

Table 4. Difference of Responses on the Extent of Leader Motivating Language Affecting Job Satisfaction When Grouped According to Profile

Profile Variables	Direction-Driven Language			Empathetic Language			Making-Meaning Language		
	F-value	p-value	I	F-value	p-value	I	F-value	p-value	I
Age	0.953	0.456	NS	0.088	0.994	NS	0.834	0.532	NS
Gender	0.139	0.890	NS	0.102	0.919	NS	0.065	0.948	NS
Marital Status	0.845	0.476	NS	1.111	0.353	NS	0.091	0.965	NS
Highest Educational Attainment	0.857	0.430	NS	0.468	0.629	NS	1.115	0.336	NS
Employment Status	0.251	0.803	NS	0.033	0.973	NS	0.907	0.973	NS
Length of Service	4.097	0.003	S	3.248	0.013	S	2.866	0.024	S

Legend: Significant at p -value < 0.05

The core values are one of the significant frameworks of the institution to define its character and identity. Making this as part of the habit in the workplace is somewhat indirect that's why it is being perceived less observable. Like hope, according to Luthans, Avolio, Avey and Norman [20], optimism is commonly used in everyday language, but also like hope, in positive psychology it has a very specific meaning with theory and research addressing this positive construct. Wright and Bonett [9] believed that if job satisfaction is low, then low psychological well-being (PWB) might be, at least partially, attributed to the job environment. The outcomes of work environment anchored in the core values of the institution greatly contribute to the identity of the organization with positive image that gains satisfaction, respect and reputation.

As seen from the result of Table 4, there were significant difference observed on length of service and department under direction-driven language, empathetic language and making-meaning language since the obtained p -values were less than 0.05 alpha level. This means that the respondents' responses vary.

The responses when grouped according to age, gender, marital status, highest educational attainment, and employment status were not considered significant due to their experiences with the leaders that could not be associated with the given personal profile except for the length of service. This signifies that the group of faculty members with shorter length of service in the teaching profession because they are starting to adapt the culture of the institution and any information received from the leaders, they considered these as substantial, useful and enlightening to satisfy their needs in performing such duties and responsibilities assigned to them.

According to the Need Hierarchy Theory of Maslow, a substantially satisfied need no longer motivates, if you need to motivate someone, you need

to understand what level of the hierarchy that person is on and focus on satisfying those needs or needs higher that level [21]. Therefore, it is an utmost importance for leaders or the department heads to consider the motivating language that will satisfy the esteem needs of the faculty members through giving responsibility of an important jobs, promotion to higher status and praise and recognition while satisfying their self-actualization needs include the creative and challenging work, participation in decision making and job flexibility and autonomy.

CONCLUSION

There is a great extent on the direction-giving language specifically on how leaders are keeping the faculty members updated with the organization's accomplishments and by giving an opportunity to do innovative things. In emphatic language, there is also a great extent on expressing leaders' support for employee development and on recognizing faculty as an individual that makes them feel satisfied at work. Meanwhile in meaning making language, there is a great extent on giving orientation regarding the rules and regulations towards the betterment of the entire organization, including its employees and stating clearly the scope of their job in the organization. The group of faculty members with shorter length of service has significantly higher level of perception regarding on the extent of leader motivating language affecting job satisfaction compared to the group with 20 and above years of service which confirms the theory of Maslow in the Hierarchy of Needs where people can only be satisfied if they are receiving based on their required capacity or extent to fulfil their needs. This also concludes that these leaders under study provide higher satisfaction to the faculty members with shorter length of service in the University but the level of motivating language should also be elevated to higher degree of esteem and self-actualization needs of faculty members with longer

length of service. However, age is not significantly different which signifies that those faculty members with shorter length of service could have an age belongs to middle adulthood.

It is recommended that deans of various colleges may strengthen the dissemination of information through faculty meetings and orientations on some of the strategies that the faculty members might apply to accomplish their tasks very satisfactorily where suggestions are welcome to improve the job and later get rewarded for exceptional outcomes. They also need to build up a spirit of camaraderie and openness where they can express in a very nice way the issues pertaining to the job and personal needs of the faculty members. They must also allow teaching personnel to become members of the working committee in the academic community and even in the professional organizations to get a clear picture on where they can utilize and maximize their potential as future leaders. This study is limited only the faculty members of one higher education institution in the Philippines where findings cannot be generalized but can be considered similar to other settings. This study only explores on leader motivating language with respect to job satisfaction as the major variable investigated where future researchers may also include work engagement, decision making, and retention as major indicators between public and private HEIs.

REFERENCES

- [1] Mayfield, J., & Mayfield, M. (2002). Leader communication strategies critical paths to improving employee commitment. *American Business Review*, 20(2), 89.
- [2] Mayfield, J., & Mayfield, M. (2006). The benefits of leader communication on part-time worker outcomes: A comparison between part-time and full-time employees using motivating language. *Journal of Business Strategies*, 23(2), 131.
- [3] Mayfield, J., & Mayfield, M. (2007). The effects of leader communication on a worker's intent to stay: An investigation using structural equation modeling. *Human Performance*, 20(2), 85-102.
- [4] Mayfield, J. & Mayfield, M. (2009). The Role of Leader Motivating Language in Employee Absenteeism *Journal of Business Communication*, 10(10), doi:10.1177/0021943609338665
- [5] Mayfield, J., & Mayfield, M. (2012). The relationship between leader motivating language and self-efficacy: A partial least squares model analysis. *The Journal of Business Communication*, 49(4), 357-376.
- [6] Aziri, B. (2011). Job satisfaction: A literature review. *Management research and practice*, 3(4), 77-86.
- [7] Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International Journal of Business and Management*, 5(6), 17.
- [8] Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.
- [9] Wright, T. A., & Bonett, D. G. (2007). Job satisfaction and psychological well-being as nonadditive predictors of workplace turnover. *Journal of management*, 33(2), 141-160.
- [10] Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and teacher education*, 27(6), 1029-1038.
- [11] Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and individual differences*, 44(3), 712-722.
- [12] Saif, S. K., Nawaz, A., & Jan, F. A. (2012). Predicting job-satisfaction among the academicians of universities in KPK, Pakistan. *Industrial Engineering Letters*, 2(2), 34-45.
- [13] Nadiri, H., & Tanova, C. (2010). An investigation of the role of justice in turnover intentions, job satisfaction, and organizational citizenship behavior in hospitality industry. *International journal of hospitality management*, 29(1), 33-41.
- [14] Chang, S. C., & Lee, M. S. (2007). A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. *The learning organization*, 14(2), 155-185.
- [15] Mayfield, J., & Mayfield, M. (2010). Leader-level influence on motivating language: A two-level model investigation on worker performance and job satisfaction. *Competitiveness Review: An International Business Journal*, 20(5), 407-422.
- [16] Madlock, P. E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *The Journal of Business Communication* (1973), 45(1), 61-78.
- [17] Awan, A. G., & Asghar, I. (2014). Impact Of Employee Job Satisfaction On Their Performance... A Case Study Of Banking Sector In Muzaffargarh District, Pakistan. *Global Journal of Human Resource Management*, 2(4), 71-94.
- [18] Andrews, H. A. (2011). Supporting Quality Teachers with Recognition. *Australian Journal of Teacher Education*, 36(12), 59-70.

- [19] Dholakia, U. M., &Bagozzi, R. P. (2002). Mustering Motivation to Enact Decisions: How Decision Process Characteristics. *Journal of Behavioral Decision Making*, 15 (3), 167
- [20] Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel psychology*, 60(3), 541-572.
- [21] Pandey, A. & Sharma, A. K. (2012), *Industrial Psychology*, Global Academic Publishers & Distributors, New Delhi, India.
- [22] Khalid, S., Irshad, M. Z., &Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management*, 7(1), 126-136.
- [23] Gray, J., & Laidlaw, H. (2002). Part-time employment and communication satisfaction in an Australian retail organisation. *Employee Relations*, 24(2), 211-228.
- [24] Hülshager, U. R., Alberts, H. J., Feinholdt, A., & Lang, J. W. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310.
- [25] Bright, L. (2008). Does public service motivation really make a difference on the job satisfaction and turnover intentions of public employees?. *The American Review of Public Administration*, 38(2), 149-166.
- [26] Bakker, A. B., &Bal, M. P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189-206.
- [27] Bakker, A. B. &Demerouti, E. (2008).Towards a model of work engagement. *Career Development International*, 13, 209–223.
- [28] Kinicki, A. & Williams, B. K. (2006).*Management: A Practical Introduction 2nd Edition*, McGraw-Hill.
- [29] Mayfield, J. R., Mayfield, M. R., & Kopf, J. (1998).The effects of leader motivating language on subordinate performance and satisfaction. *Human Resource Management*, 37(3), 235-248.
- [30] Tella, A., Ayeni, C. O., &Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice (e-journal)*, 118.
- [31] Agulo, A. M. M., Agno, K. M., Andres Jr, A. C., Carandang, H. C., Rugay, V. G., Umali, M. A., ... & An, I. L. (2015). Customer Satisfaction on the Quality Services of one Department Store in Batangas City, Philippines. *Asia Pacific Journal of Academic Research in Business Administration*, 1(1).
- [32] Javier, E. R., & Deligero, M. J. C. L. (2014). Job Satisfaction of the Teaching and Non-Teaching Staff of the Lyceum of the Philippines University-Batangas. *Business and Management*, 6(4)
- [33] Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology*, 102(3), 741.
- [34] Sullivan, J. (1988). "Three Roles of Language in Motivation Theory", *Academy of Management Review*, 13: 104-115
- [35] Sharbrough, W. C., Simmons, S. A., &Cantrill, D. A. (2006).Motivating language in industry its impact on job satisfaction and perceived supervisor effectiveness. *Journal of Business Communication*, 43(4), 322-343.