T.C. ISTANBUL TICARET UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

BUSINESS ADMINISTRATION DEPARTMENT

THE RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT AND JOB SATISFACTION: A STUDY ON MOROCCAN COMPANIES

Master's Thesis

TAYS ABDERRAHIM

Istanbul, 2022

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Dedication

This work is a fruit of countless and arduous sacrifices. Through the researcher's effort. This work is heartily and proudly dedicated to the people who serve as an inspiration. From parents and guardians to classmates and circle of friends who shared their words of advice and encouragement to finish this study. And extended their help in the midst of problems while doing this work.

Abderrahim TAYS
23/02/2023

Abstract

People spend the majority of their time at work, and their motivation is seen as a significant component in job success. In the current economy, employees that are enthusiastic about their company's objectives are a major competitive advantage. Many studies have been conducted on the relationship between employee engagement and work satisfaction. An employee who is satisfied with their work may not be engaged, while an employee who is engaged and believes in the organization's principles will most likely be satisfied with their work. The main topic of the thesis is the link between employee engagement and job satisfaction. It is essential to determine the components and dimensions of these two terms separately, as well as to understand and clarify their relationship. The study was conducted on 235 employees from various Moroccan companies. A structured questionnaire was used to collect the primary data. Data was analyzed using descriptive statistics. A correlation analysis was computed to determine the association between employee engagement and job satisfaction. The results showed significant correlations between the two variables (employee engagement and job satisfaction).

Keywords: Employee engagement, job satisfaction, organizational commitment, correlation analysis, Moroccan companies.

ÖZET

İnsanlar çoğunlukla işlerinde zaman geçirirler ve motivasyonları, iş başarısında önemli bir bileşen olarak görülür. Geçerli ekonomide, şirket hedeflerine entuziastik olan çalışanlar büyük bir rekabet avantajıdır. Çalışan etkileşimi ve iş doyumu arasındaki ilişki üzerine birçok çalışma yapılmıştır. İşinden memnun olan bir çalışan etkileşimli olmayabilir, ancak organizasyon ilkelerine inanan ve etkileşimli olan bir çalışan muhtemelen işinden memnun olacaktır. Tezin ana konusu, çalışan etkileşimi ve iş doyumu arasındaki bağlantıdır. Bu iki terimin bileşenlerini ve boyutlarını ayrı ayrı belirlemek, aynı zamanda ilişkilerini anlamak ve açıklamak çok önemlidir. Çalışma, Fas'taki çeşitli şirketlerden 235 çalışan üzerinde gerçekleştirildi. İlk verileri toplamak için yapılandırılmış bir anket kullanıldı. Veriler tanımlayıcı istatistiklerle analiz edildi. Çalışan etkileşimi ve iş doyumu arasındaki ilişkiyi belirlemek için bir korelasyon analizi hesaplandı. Sonuçlar, iki değişken (çalışan etkileşimi ve iş doyumu) arasında anlamlı korelasyonlar olduğunu gösterdi.

Anahtar Kelimeler: İşe angaje olma, iş tatmini, örgüte bağlılık, Korelasyon Analizi, Faslı şirketler.

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List of Abbreviations

EE: Employee Engagement**.**

JS: Job Satisfaction.

LMX: Leader-Member Exchange.

POS: Perceived Organizational Support.

MSQ: Minnesota Satisfaction Questionnaire.

UWES: Utrecht Work Engagement Scale.

1. INTRODUCTION

Employee engagement (EE) is one of the most important problems affecting companies today. Employee involvement, organizational commitment, job satisfaction, and corporate citizenship are all linked concepts that are usually replaced by the term of employee engagement. Engagement, on the other hand, is distinct and leads to a more profound understanding of a person's relationship with work. Nowadays, companies' objectives are to not only attract creative people, but also to completely engage them and capture their minds and hearts at any stage of their working life.

Working gives people a sense of discipline, position, and purpose in their lives. Employees make a living at work, and their total feeling of fulfillment goes beyond the workplace (Salkever, 2000, p.4). Employees are more likely to show up to work enthusiastically if they feel engaged in their work tasks (Wagner & Harter, 2006, p.103). Workplace practices can even provide strategic benefits by influencing employee skills, motivation, and behaviors. In the twenty-first century, there has been a growth in the significance of human capital and psychological movement, which has resulted in the creation of employee engagement. EE is a long-term consistent indicator of emotional engagement that gives greater calibration for desired positive work outcomes. At various levels of business, there are outcomes that contribute to performance and competitive advantage, making the concept of employee engagement interesting. EE is a concept that has just acquired more attention in the last two decades and does not yet have a commonly agreed upon definition (Macey & Schneider, 2008, p.3).

The terms "employee engagement," "work engagement," and "job engagement" have been used interchangeably in the literature. As a preference, this study chooses to use the term employee engagement. The concept of EE has seen several variations in terms of definition, dimensions, and ideas (Wefald, 2008, p.16). Employee engagement, according to one previous researcher, is "the harnessing of organization members' identities to their work norms by which they use and express themselves physically, intellectually, and emotionally throughout job performance" (Kahn, 2010). In other point of views, employee engagement is defined as the employees' cognitive, emotional, and behavioral states in relation to desired job goals. Therefore, EE may be defined as a diverse emotional, intellectual, and behavioral construct.

The employee engagement concept has a distinct meaning from other similar concepts such as job satisfaction. The term job satisfaction refers to employees' attitudes regarding their jobs, namely whether they are content, feeling well, and having their needs satisfied at work. Job satisfaction is good enough to keep employees, but it is not enough to assure productivity. According to previous research, less than 30% of employees are engaged in the global workforce (Gebauer et al., 2008). According to a Gallup organization survey conducted in 142 countries, about 63% of employees are disengaged at work (Crabtree, 2013, p.1). The cost of missed production was $86.5 million per year due to 27% reduced physical absenteeism, showing that companies might save a lot of money by engaging people in their work (Wagner & Harter, 2006, p.xiii). Another survey involving 50,000 employees conducted by the Corporate Leadership Council (2004, p.5) found that when employees are engaged, they are five times less likely to quit their jobs. Employee engagement has a favorable impact on business unit performance, as companies experience lower absenteeism and higher retention. Furthermore, satisfied employees exhibit high levels of creativity and innovation (Shuck & Albornoz, 2008, p.138).

In this study, the relationship between employee engagement and job satisfaction will be explained. The purpose of this paper is to investigate whether and how job satisfaction influences the dependent variable engagement of employees. More precisely, this research has three goals:

a) To identify the elements of employee engagement,
b) To identify the elements of job satisfaction,
c) To study the relationships between employee engagement and job satisfaction.

By doing so, previously written articles, case studies, and analysis will be searched.

First, the meaning of employee engagement will be touched upon in a detailed way, as well as its levels and drivers. After that, job satisfaction will be clarified. The intrinsic and extrinsic motivation factors that affect job satisfaction will also be analyzed in this part, as well as giving some theories related to the topic.

After employee engagement and job satisfaction are described, research findings will be interpreted and discussed. The relationship between these two terms will also be clarified. Because the main discussion issue of the thesis is the relationship between employee engagement and job satisfaction, it is critical to determine these two concepts separately as well as analyze and clarify their relationship.

Following that, hypotheses will be formulated. Right after, the data will be analyzed and the findings will be presented and discussed in terms of practice and theory.

2. LITERATURE REVIEW

This chapter outlines the employee engagement and job satisfaction literature, including employee engagement levels and their drivers such as leadership, rewards and benefits, work policies, training, and communication. Also, it includes personal (intrinsic) and organizational (extrinsic) factors affecting job satisfaction, as well as some theories related to the concept. Within this discussion, the relationship between employee engagement and job satisfaction is given central focus.

2.1. Employee Engagement

There is no common definition of employee engagement in the literature. The term "employee engagement" first appears in an article in the Academy of Management Journal titled "Psychological Conditions of Personal Engagement and Disengagement at Work" (Kahn, 1990, p.4). According to Kahn (1990), an individual's performance at work is determined by his physical, cognitive, and emotional participation. He defined personal engagement and disengagement and explained that a personally engaged individual is linked to his work and coworkers. Such employees are physically, cognitively, and emotionally present at work. They actually expose their true identities, ideas, and sentiments, as well as identify with their work roles.

On the other hand, the personally disengaged employee is defensive and avoids associating the "ideal self" with work roles and coworkers. These individuals are physically, intellectually, and emotionally absent, inactive, and unable to accomplish their tasks. They do not separate their personal identities from their role identities. Three sets of requirements were proposed: ‘meaningfulness’, ‘safety’, and ‘availability’. The individual's perception of three conditions determines the leveraging of self to the job roles that characterize their levels of engagement (Kahn, 1990, p.4).

Later, Leiter and Maslach (1999) defined engagement as the extreme opposite of burnout. They proposed three dimensions of engagement: energy, involvement, and

effectiveness. Burnout is defined by low levels of energy, involvement, and effectiveness, whereas engagement is defined by high levels of all three characteristics.

Furthermore, engagement, according to Schaufeli et al. (2002, p.74), is a pleasant, fulfilling, work-related state of mind marked by vigor, dedication, and absorption. They see engagement as a more continuous and widespread affective-cognitive state that is independent of any specific item, event, individual, or activity. Vigor is defined by energy, mental strength, a desire to invest in one's work, and resilience in tough circumstances or challenging situations. Even when faced with a problem, the individual remains willing to put in an effort at work with intellectual flexibility and vitalizing energy. Dedication is characterized by a great sense of significance, passion, inspiration, pleasure, and pertains to strong involvement. Absorption is defined as being entirely attentive and profoundly interested in one's job to the point that the outside environment and passage of time become irrelevant (Maslach et al., 2001, p.400).

Another definition proposed by Robinson et al. (2004) is based on the correlation between employee and employer, in which workers are interested and excited about their work and provide additional effort and work to the success of their organization. When an employee gains any work or personal resources, they feel obligated to their company and its success, according to their definition of engagement. It simply implies that the person is given more than the job description asks for, makes extra efforts where they are needed, and concentrates their extra effort on the highest priority task (Johnson, 2006).

Saks (2006, p.601) defined employee engagement as the degree to which an individual is attentive to his job and involved in the execution of tasks. It necessitates a positive mindset with an emphasis on formal role performance rather than purely extra-role and voluntary behavior. When an employee is engaged, he or she has cognitive, physical, and emotional experiences while doing a task. According to Baumruk (2006), an engaged employee advocates for the organization to coworkers and introduces potential employees and customers. Despite opportunities to work elsewhere, such a person has a strong desire to stay a part of the organization. He or she goes above and above in terms of time, effort, and initiative to contribute to the organization's success.

According to Cooper-Hakim and Viswesvaran (2005), three psychological conditions are crucial to engagement: meaningfulness, safety, and availability. The psychological state of meaningfulness is a sense of exchange on self-investment in role performance, whilst safety is

the sense of being able to demonstrate and employ oneself without fear of negative consequences to one's self-image, status, or career, and finally, availability is the sense of having the physical, emotional, and psychological resources required. As a result, employee engagement predicts the state of workers who serve an organizational purpose. This indicates the employee's participation, commitment, enthusiasm, excitement, concentrated efforts, and energy. It necessitates positive attitudes toward life and work, a sense of vigor and absorption, and extra-role behavior.

Gruman and Saks (2011, p.125) claim in their definition that employee engagement has a behavioral component, that the state of engagement precedes and leads to engagement behaviors, and that engagement behaviors are directly connected to positive outcomes. Employee engagement refers to an employee's capacity and desire to contribute to organizational performance, particularly their desire to commit maximum efforts, going above and beyond what is generally expected in their job, in order for the organization to succeed (Vorina et al., 2017, p.247).

As can be seen, various definitions of employee engagement have been established over the last twenty-five years, with the majority of them incorporating physical, emotional, and cognitive components. To define the notion of EE, four academic models may be named. As previously stated, the first is Kahn's (1990) personal engagement model, and the second is the idea of burnout, which is the opposite of engagement (Leiter and Maslach 1999). The third is the three-factor model of EE developed by Schaufeli et al. (2002), while the fourth and last one defines engagement using Saks' (2006) multidimensional approach.

Employee engagement studies have become a central focus since engaged employees are completely involved in completing their tasks. Hence, engaged employees are also considered to be extremely motivated (Bernthal, 2004). Employees become more engaged when they feel cared for and appreciated by their organization, which has a positive influence on their well-being and contributes to improved great outcomes. Regarding personal outcomes, it also contributes to achieving business goals and objectives such as organizational commitment, better retention, and job satisfaction (Schaufeli et al. 2002, p.73).

2.1.1. Importance of Employee Engagement

Employees are a valuable asset to any company. Using an organization's intellectual capital to gain a competitive edge has become a significant source of competitive advantage. Employees are regarded as the most precious asset in today's talent battle. A company can acquire most assets that are comparable to those of its competitors, but it cannot duplicate the expertise and talent of the competitors' human resources. The issue is now highly concerning since many firms across the world are fighting for a pool of skilled and experienced people. Employees are in a very strong position as demand for them grows. The notion of employee engagement is critical in this case (Balakrishnan & Masthan, 2013, p.2). Engaged employees are enthusiastic about their jobs. Enthusiasm is always accompanied by pleasure, passion, and productivity (Kroth and Boverie, 2013). Employees that are engaged not only contribute more, but they are also more loyal and thus less apt to quit the company spontaneously. Each employee has control over the amount of discretionary effort he or she makes available to the organization. Engaged employees are required to succeed and survive in today's challenging environment.

Nowadays, modern organizations put a priority on human capital management. According to Ulrich (1997, p.125), a well-known HRM expert, "Employee contribution becomes a critical business issue because in trying to produce more output with less employee input, companies have no choice but to try to engage not only the body but the mind and soul of every employee." An engaged employee will continually achieve and set new standards of excellence (Harter et al., 2002).

Emotionally and rationally attaching the employee to the job is the main attribute of employee engagement as employee retention time grows. In contrast, an increase in employee retention leads to a cumulative impact of less repetitive recruiting and related expenses. Employee engagement motivates employees, who are passionate and enthusiastic about their involvement. Employees that are enthusiastic about their work might spend more energy on it. Employee engagement enables employees to understand how their contributions relate to the organization's goals, and it helps them focus on the relevant tasks with full dedication. Managers may put their faith in them, and they will provide more. An engaged employee will not only perform better, but will also be emotionally motivated. They will be deeply committed and eager to contribute more voluntarily (Balakrishnan & Masthan, 2013, p.2). Employees become strong brand ambassadors and work hard to build good connections with

clients, business partners, and customers. Employees that are engaged take greater initiative and put up more effort in their task-oriented activities.

2.1.2. Levels of Employee Engagement

An organization is a large group of individuals who work together to achieve a common goal or purpose. Normally, every person should work to their maximum capacity in order to advance the organization's image and interests. However, this is not the case in the majority of companies. Thus, employees may be categorized into three groups based on their level of engagement: highly engaged, practically engaged, and not engaged (Sai, 2020, p.18).

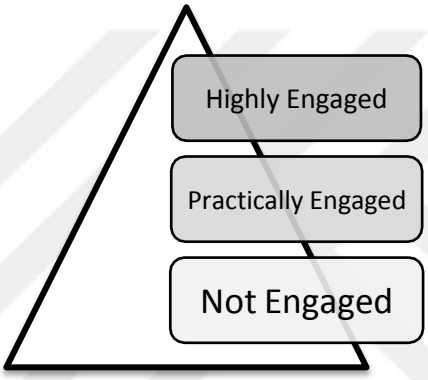

Figure 1: The Hierarchy of Employee Engagement (Source: author's compilation of data from cmo.marketo.com).

- **Highly Engaged Employees**

Highly engaged employees contribute meaningfully and joyfully to their work environment; they serve as business producers, and engaged employees are typically interested in their job and company. Such employees are driven to develop new and more effective methods to carry out their responsibilities and move the company forward. They make a significant contribution to the company and its goals (Mannelly, 2009, p.18).

In general, highly engaged people perform whit a high degree of responsibility. Every day at work, they should put their abilities and skills to use. They perform with a lot more enthusiasm, provide development and strengthen collaborations, and they usually generate a wonderful connection with the staff and can't have the group for several other businesses. The satisfaction of highly engaged employees arises from their work life (Krueger & Killham, 2006).

- **Practically Engaged Employees**

Employees who are practically or almost engaged are close to being engaged; they are connected to their job but not to the organization; workers focus far more on activities than on the goals and outcomes they must reach. In this case, the supervisors must clarify exactly what to do. Almost all engaged employees are simply concerned with completing tasks and achieving results. They need the least amount of managerial work in exchange for the greatest reward. Observers notice that their responsibilities are being ignored and that their potential is being misused. They often think this way since they do not have excellent relationships with their coworkers or employer (Sai, 2020, p.18).

Organizations should attempt to turn them to full engagement and, as a result, improve their performance. Great abilities and high potential are wasted because management fails to recognize them. Employees that are almost engaged are easier to lure away (Chris, 2014).

- **Not Engaged Employees**

According to Hallberg and Schaufeli (2006), those who are not engaged are physically present but mentally disturbed. These people do not integrate well at work and are frequently harassed by their coworkers. These are the individuals that seek guidance from their employers and only do the tasks that have been assigned to them. Such employees put in their time, but not their enthusiasm and energy. They want to accept only one instruction at a time and are not creative. These employees may have a favorable or negative attitude toward the organization. They see their employment as only a way to make money.

2.1.3. Drivers of Employee Engagement

There are certain key drivers that lead to employee engagement in most companies. However, based on the type of organization, sector, and demographic differences in the area, the components and relative strength of each driver are likely to change.

Saks (2006, p.604) identified supervisor support, compensation and recognition, procedural fairness, distributive justice, and perceived organizational support as determinants of employee engagement while classifying it as a multidimensional construct. In their model, Bakker and Demerouti (2008, p.211) considered job resources (e.g., autonomy and performance feedback) as well as personal resources (e.g., self-efficacy and optimism) as

antecedents of work engagement, which leads to performance. Zhang (2011, p.33) extracted eight prevalently cited positive predictors of employee engagement from the literature: extensive communication, trust and integrity, a rich and involving job, effective and supportive direct supervisors, career advancement opportunities, contribution to organizational success, pride in the organization, and supportive colleagues/team members. Wollard and Shuck (2011) discovered 42 antecedents of engagement using a systematic literature review, half of which were human antecedents (e.g., optimism and consciousness), while the other half were organizational antecedents (e.g., feedback and favorable organizational culture).

Employee participation in decision-making, suggestions for improvement, formal assessments, and the execution of performance development plans are other drivers of employee engagement (Robinson et al., 2004).

This literature review focuses on leadership, rewards and benefits, work policies and procedures, training, and communication behaviors that are more conducive to increasing engagement in the workplace.

2.1.3.1. Leadership

Leaders are those in an organization who establish the attitude and culture. Northouse (2004) defines leadership as the process through which one person inspires a group of people to achieve a common purpose. A successful leader can persuade his or her followers to work toward organizational objectives. There is a major difference between managers and leaders. Leaders make changes and encourage their staff, whereas managers provide order and consistency. Building a relationship between the leader and his or her followers necessitates the leader's appreciation of the personal values of individuals who are prepared to offer their energy and abilities to achieve common goals. Distinct leadership theories have arisen to describe the attributes, characteristics, and styles of various leaders and leadership styles (Bass, 1985).

Leadership styles are important in engaging employees within a company, although research indicates that transactional leadership, leader-member exchang, and transformational leadership have a significant impact on employee engagement (Schaufeli & Bakker, 2004). These theories are explored in the following paragraphs.

- **Transactional Leadership**

Transactional leaders employ traditional rewards and punishments to persuade their followers to follow them (Burns, 1978). These leaders are action-oriented and results-oriented. Transactional leaders are defined by three characteristics: contingent compensation, management by exception, and laissez-faire (Bass, 1985). Contingent compensation is a method in which supervisors provide rewards if they consider their subordinates are performing effectively and/or trying hard enough. As a result, if they do not feel subordinates have worked hard enough, no award is given. Management by exception is a conservative strategy in which resources are deployed in reaction to any activity that differs significantly from predefined criteria. This transactional leadership trait attempts to reduce the possibility of exceptions by applying defensive management methods. Finally, there is the laissez-faire characteristic, in which a leader only gets involved when there is a problem (Northouse, 2004). Members of the group have less power to improve their job satisfaction under transactional leadership.

- **Leader-Member Exchange**

Leader-Member Exchange (LMX) theory is concerned with the relational and quality of the interaction between the leader and the follower (Center for Leader Development, 2006). A successful leader in this style is defined by high LMX, which refers to a high quality connection in which members feel a part of the in-group. As a consequence, they have more responsibility, decision-making power, better levels of satisfaction, and access to important resources. When members feel like they are in the out-group, their connection has a low LMX. In this situation, the leader provides less assistance to the member, and the individual seems to have little responsibility and influence on decisions. Leader-member relationships evolve as a consequence of a series of exchanges and interactions in which these roles are defined.

- **Transformational Leadership**

Transformational leadership, according to Burns (1978), is a method in which one or more individuals interact with each other in such a manner that leaders and followers raise one another to a greater level of morale and motivation. The four dimensions of transformative leadership are as follows:

(a) idealized influence, which is concerned with establishing confidence and trust in followers; (b) inspirational motivation, which is concerned with motivating the entire organization; (c) intellectual stimulation, which is concerned with arousing and changing followers' awareness of issues and their ability to solve those problems; and (d) individualized consideration, which is concerned with responding to the specific, distinct needs of followers to ensure they are included in the organization's transformation process. These four aspects help leaders to act as powerful role models, encouraging followers to become more successful and productive persons (Hay, 1995).

Transformational leaders are frequently visible and well-known for their enthusiasm and energy in all parts of their job. They spend most of their time speaking with people and searching for ideas that will benefit the future of their teams. Transformational leaders inspire and empower their followers, frequently going beyond short-term objectives by concentrating on higher level intrinsic needs (Meyer & Allen, 1997).

Leadership may have a significant impact on employee engagement in an organization. However, transactional leadership restricts the leader from employing reward-based behaviors to increase employee performance, which has only a short-term impact. Furthermore, LMX (Leader-Member Exchange) Theory seems to be unfair and discriminatory in the workplace and promotes the development of privileged groups. The LMX theory does not explain how to build trust or how people may join the in-group. Transformational leadership emerges as a leadership style that encourages the growth of employee engagement.

According to Bakker and Schaufeli (2008), employees that have good relationships with their employers have higher levels of engagement. Furthermore, Walumbwa et al. (2005) discovered that adopting a transformational leadership style increases organizational commitment and job satisfaction, while Cartwright and Holmes (2006) discovered that leaders who focus on relationship building and trust development enhance engagement levels.

2.1.3.2. Rewards and Benefits

Reward is important in determining an organization's major success and is favorably related to employee outcomes such as engagement. The expression "reward" refers to what individuals want to get from their job, which might vary from monetary incentives to working conditions (Khan & Lashari, 2010, p.1132). Extrinsic and intrinsic rewards, according to

Luthans (2000), are the two primary forms of rewards. Extrinsic reward (sometimes known as financial or tangible reward) is mostly monetary in nature. It is called "extrinsic" because it is external to the job and is controlled by others in terms of amount and grantability. Salaries, indirect benefits, work security, promotion, social atmosphere, competitive wages, pay raises, honor bonuses, compensatory time off, and so on are all part of it (Mahaney and Lederer, 2006). An intrinsic reward (also known as a non-financial reward) is a psychological benefit that employees receive for doing meaningful work and doing it well. Intrinsic reward is simply an individual's own sense of fulfillment, progress, autonomy, and self-competence during his or her career. Achievement, challenge, autonomy, responsibility, variety, personal and professional growth, status recognition, praise from supervisors and coworkers, personal satisfaction, feeling of self-esteem, self-discernment, creativity, opportunity to use one's skills and abilities, and efficient feedback are all components of intrinsic reward, according to Allen et al. (2004). As a consequence, "reward" includes all of the economic and psychological benefits provided by the organization to the employee.

The degree of employee engagement is determined by the attractiveness of the employee's earned remuneration and benefits (Anitha, 2014). Saks (2006) explains that employees feel obligated to respond with increased levels of involvement after receiving rewards and recognition. Top performers prefer to be differently rewarded and honored for the exceptional job they produce, especially when remuneration is performance-based (Andrew & Sofian, 2011, p.572). According to one study, when a performance-based pay culture dominates at work, the level of rewards and recognition may be an important element of the work experience and a strong predictor of engagement (Koyuncu et al., 2006, p.307). On the other hand, a lack of a proper remuneration package might lead to job burnout (Maslach et al., 2001). The aspect of rewards and recognition continues to be a strong predictor of engagement.

2.1.3.3. Work Policies and Procedures

A policy is a collection of rules that explain how an organization will deal with a problem. Also, a procedure outlines the specific action plan for carrying out a policy. Procedures inform employees on how to handle an issue and when to do so. Using policies and procedures in parallel provides employees with a comprehensive perspective of their

workplace. They understand the organization's intended culture, the attitude that is required of them, and how to accomplish both of them (Ann, 2021).

Work policies and procedures involve human resource policies and processes as well as perceived organizational support (POS). Hiring methods, flextime, work-life balance regulations, performance management, and safety problems are all covered by HR policies and procedures (Anitha, 2014). To develop a culture of engagement in the workplace, HR systems must collaborate with other managerial practices when dealing with employees (Lockwood, 2007). The recruiting process includes interacting with employees from the selection process until the conclusion of the contract, with the goal of maximizing the person-job fit, which is critical for future employee engagement (Schneider et al., 2009). Work-life balance, in its broadest sense, is described as a satisfactory level of engagement or "fit" between a person's various tasks in life. While flextime allows employees to change their start and end times as long as they work a specific number of hours (Baltes et al., 1999, p.499), Flextime, work-life balance, and employee engagement are all associated with positive outcomes (Richman et al., 2008, p.185). Performance management that establishes meaningful goals and fosters employer-employee trust serves as a comprehensive indicator that boosts employee engagement (Mone & London, 2018, p.1506). Furthermore, boosting employee health and safety programs may improve employees' physical and emotional well-being, which in turn reinforces employee engagement. Employee assistance programs for alcohol and drug addiction, wellness checks, stress management training, counseling, and safety training are examples of such programs (Grawitch et al., 2006, p.134).

POS refers to employees' thoughts that their employer values their contributions and cares about their well-being, which has been shown to have a beneficial impact on job and organizational engagement (Saks, 2006, p.605). Kahn (1990) argues that employees' psychological safety is influenced by the amount of support and care they perceive they are receiving from the organization, which allows them to work without fear of negative consequences. POS makes employees feel required to care about their workplace's well-being and to assist their organization in meeting its goals (Rhoades et al., 2001, p.701).

2.1.3.4. Training

The term of training and its beneficial relationship with employee performance, lead to the grown of training in popularity within human resources (Kiweewa & Asiimwe, 2014).

Training is a process or method used to develop and improve employee skills and knowledge by offering new information that will allow them to execute their job more efficiently (Jagero et al., 2012, p.115). Training is a component of capacity development in any company that is carried out to increase employee performance and enable an organization to fulfill its goals (Tahir et al., 2014).

Another important antecedent of engagement is training and development. This driver is compatible with the scope of job resources as indicated in the Job Demands - Resources (JD-R) model (Bakker et al., 2004). It is crucial for ambitious employees in two ways. Training, development, and learning may be viewed as intrinsic motivators that promote employee growth and improve individual development goals by meeting basic human needs such as autonomy, relatedness, and competence (Broeck, 2008, p.279). It may also be viewed as an extrinsic motivator since it provides workers with tools and resources such as information, skills, and competencies that are used on the job and are necessary for employees' task accomplishment and career progression opportunities (Bakker & Leiter, 2010, p.49).

For instance, work resources such as encouragement from coworkers, instructive comments, and supporting actions from the leader/supervisor may help employees decrease their physiological and psychological costs at work, allowing them to execute their tasks more efficiently (Bakker & Demerouti, 2008, p.209). Furthermore, these employment tools encourage them to put more effort and time into their work (Llorens et al., 2007).

2.1.3.5. Communication

Communication is critical to maintaining employee engagement (Kahn, 1992). According to MacLeod and Clarke (2011), employees require clear communication from superiors in order to relate their job to the leadership goal. Furthermore, they consider poor communication a barrier to engagement. Internal communication has an impact on engagement. Internal communication is an organizational strategy that successfully communicates organizational values to all employees, obtaining their cooperation in achieving organizational goals. As a result, internal communication is critical for maintaining employee engagement (Bindl and Parker, 2010; Welch, 2011). Communications are operationally defined as the technology and systems utilized to deliver and receive communications. Newsletters, circulation materials, surveys, emails, suggestion boxes, and

other forms of communication may be used. Organizational communication is concerned with linking individual employees, groups, and the company as a whole in order to allow the fulfillment of common interests and spontaneous collaboration (Balakrishnan & Masthan, 2013, p.2).

Guest and Conway (2002, p.28) indicate in a study that investigates the management of psychological contracts that their findings suggest emphasizing the significance of communication that is directly related to daily work, the clarity of instructions, or the quality of feedback concerning an employee's job. By improving communication quality, management may increase employee engagement in the organization.

2.2. Job Satisfaction

Job satisfaction (JS) is described as an individual's feelings and attitudes regarding his or her job. All components of negative or positive sentiments about a certain job that are likely to contribute to the development of feelings of satisfaction or dissatisfaction are included in these attitudes (Riggio, 2003).

Several attempts have been made to define the term job satisfaction, and this term has attracted the interest of many scholars. They presented the notion of JS in a variety of ways and did not agree on a single general concept. The reason for this disparity is the researchers' differing values, beliefs, and areas of interest.

According to Wexley and Yukl (1977), job satisfaction is the way an employee feels about his or her job. Job satisfaction refers to employees' feelings about themselves or their work. According to Locke et al. (1983), job satisfaction is the level of pleasure or consent connected with a job. Employees that like their jobs completely will report high levels of job satisfaction. If not, they will be dissatisfied with their jobs. According to Keith (1989), job satisfaction is a mood that either supports or does not support experienced employees in their work. According to Keith's theory, job satisfaction corresponds to a person's feelings that might generate a sense of comfort or discomfort in the work environment, which can impact employees at work.

Another definition of job satisfaction given is an emotional reaction that occurs as a consequence of the connection between employees' job values and their profits from their occupations (Oshagbemi, 2000). According to Ahmed (2006), job satisfaction refers to the

positive and negative feelings and attitudes that individuals have about their jobs. According to Worrell (2004, p.10), job satisfaction entails meeting genuine work needs or serving as a source of one of one's favorite pastimes. The concept of JS refers to the point of view of individuals working toward their acceptance and desirability as it relates to the work that they do. This acceptance of individuals for their work generates feelings of complacency, and it has a significant impact on many phenomena in the organization, such as work turnover rates, absenteeism, complaints, accidents at work, and performance rates. According to Martins and Coetzee (2007, p.21), job satisfaction is most likely considered as one of those work environments that make an employee less inclined to think about leaving, even when other opportunities are available. However, if there is little job satisfaction and there are alternative opportunities, turnover may increase. In this regard, job satisfaction may be considered as a reaction to a job resulting from what the person desires in a job in relation to the actual outcomes that the job offers to the individual (Rothman & Coetzer, 2002, p.30). Job satisfaction may also be described as the degree to which employees are satisfied with the benefits they receive from their jobs, particularly in terms of intrinsic motivation (Statt, 2004, p.78).

Job satisfaction is defined as a worker's sense of accomplishment and success on the job. It is often thought to be closely related to both productivity and personal well-being. Job satisfaction includes doing a job that one likes, doing it effectively, and getting compensated for one's efforts. Job satisfaction also means enthusiasm and joy in one's job. Job satisfaction is a critical component that leads to recognition, income, promotion, and the attainment of other goals that contribute to a sense of fulfillment (Kaliski, 2007).

Job satisfaction is defined as the collection of thoughts and feelings about one's job position. People's job satisfaction levels might range from highly satisfied to highly dissatisfied. In addition to having attitudes about their professions in general, employees can also develop attitudes about other elements of their occupations, such as the type of work they do, their coworkers, supervisors, or subordinates, and their remuneration (George, 2011).

According to Aziri (2008), job satisfaction is a sensation that arises as a result of the perception that the job meets an individual's material and psychological needs. According to Tyilana (2008, p.6), studying job satisfaction is one of the most important variables in management. Through which employees' sentiments and numerous attitudes about various aspects of their job may be known, weaknesses can be detected, and efforts made to avoid

them. Problems that affect working people are also recognized to generate appropriate solutions that ensure advancement, improve productivity, and provide high quality services. Job dissatisfaction and weak relationships among a corporation's employees result in a variety of undesirable behaviors in organizations, including union attempts, theft, and delays (Chiaburu & Harrison, 2008, p.1084).

Definitions offered for job satisfaction have three distinctive features (Baş, 2002). These are:

- Job satisfaction is a kind of emotional reaction developed in response to the situations arising in the working environment. Therefore, it cannot be seen but can only be felt.

- The degree to which outcomes meet expectations impacts job satisfaction. As a result, job satisfaction is affected by environmental factors. In other words, people who cannot find what they are looking for will not be satisfied.

- Job satisfaction shapes the attitude of individuals towards their job. In other words, while individuals may have favorable attitudes towards certain aspects of their jobs, they may have negative views towards others.

Job satisfaction is amongst the most confusing concepts in organizational psychology. This is because it is an emotional state that is difficult to measure and study with all objectivity. Perhaps the ambiguity of this concept is what led to the emergence of hundreds of research and studies dealing with it.

2.2.1. Factors Affecting Job Satisfaction

Job satisfaction is not the result of a single factor, but rather the interaction of several factors related to the internal or external environment. These factors are all related to the individual's and the currency environment's composition.

According to Spector (1997, p.64), salary, promotion, supervision, and coworker relationships are important factors influencing employee job satisfaction in an organization. These factors can be divided into two categories namely personal factors and organizational factors (Nel et al., 2004).

2.2.1.1. Personal Factors

Personal factors are also known as intrinsic factors. Personal qualities, capabilities, level of knowledge, and experience are examples of these factors (Gahan & Abeysekera, 2009, p.128). Individuals' personal attributes also have a significant impact in determining whether or not they are satisfied with their jobs. Pessimists and people with bad attitudes will complain about anything and everything, including their jobs.

Intrinsic motivation tools are strongly related to the job and the outcomes that result from it. Intrinsic factors include the job itself, the independence offered by the job, the value of the job for the individual, engagement in management, taking responsibility, allowing for creativity, and allowing individuals to maximize their talents and capacities. Individuals that are intrinsically satisfied may easily take on responsibilities in the organization. Individuals who take on responsibilities are also more likely to make sacrifices for the organization (Xie et al., 2017, p.5). Personal characteristics have evolved as an important source of dissatisfaction in the job (Metle, 1997). Several personal variables, including age, gender, educational level, culture and personality, have been examined below in relation to job satisfaction.

2.2.1.1.1. Age

People grow more mature, realistic, and less idealistic with age, so they are willing to accept existing resources and rewards and be satisfied with the situation. People advance into exceedingly challenging and responsible roles as they mature. People who do not advance in their careers are more likely to be unhappy with their professions. According to Bennett (1994), the relationship between age and job satisfaction is still present. Despite some study, the relationship between age and job satisfaction was shown to be negative. However, the majority of studies on job satisfaction found that age had a positive influence on job satisfaction (Clark et al., 1996, p.75).

According to Al-Attiyah (2003), there is a positive relationship between age and the degree of job satisfaction; the older the individual, the greater the degree of his satisfaction with work, and some believe that the reason for this may be that the employee plates are early, and thus they do not meet them. Most of the time, the demands of the job come before the actual reality of the job, which leads to job dissatisfaction; but, as people get older, they

become more realistic, their ambitions decrease, and they satisfy the actual reality, which leads to an improvement in job satisfaction (Abdel Baqi, 2004).

2.2.1.1.2. Gender

Many studies have been conducted on the relationship between job satisfaction and gender, with one of the most contentious issues being whether the level of performance of women is the same as the level of performance of males.

According to Clark (1997), job satisfaction is a result of expectations; women's better job satisfaction is related to their lower work expectations, which stem from their weaker job position in the market, being more easily satisfied. This explanation is consistent with the social role theory of sex differences, which highlights the causal influence of gender roles on people's perceptions of the appropriate behavior for each sex (Eagly, 1987). Women are also more dissatisfied with their jobs than men. Low salaries and restricted promotion opportunities are two of the most important causes. Women also report that management performs poorly in their firms. Specific areas of criticism include the ability to create goals, make staff feel valued, and offer feedback on job performance (Newstrom, 1997). In other words, both men and women tend to behave in line with their assigned societal roles at home and at work.

According to certain research, the most prevalent social role variations are evaluated in three aspects: work characteristics, family responsibilities, and personal expectations (Hodson, 1989; Clark, 1997). First, men and women evaluate job characteristics and intrinsic and extrinsic rewards differently. Second, women generally value their family duties over their career ones, and thus may gain more satisfaction from the former. Third, men and women may have different personal aspirations and employ different comparison groups. For example, while evaluating their occupations, women are more inclined to compare themselves to other working women than men (Hodson, 1989, p.387). Moreover, the findings of the investigations were contradictory. According to some studies, women are more satisfied than men. Others have stated that men are more satisfied than women. It is important to note that the majority of studies found no significant differences in job satisfaction across genders (Rhodes, 1983).

2.2.1.1.3. Educational Level

Many studies have indicated that as one's educational degree rises, so does one's job satisfaction (Eskildsen et al., 2004; Wharton et al., 2000). It is expected that education that does not result in extrinsic incentives (money, status, and autonomy) will lead to job dissatisfaction. The negative association might be caused by highly qualified employees' having greater expectations that the company may be unable to satisfy. However, education does not appear to be a consistent predictor of an employee's degree of job satisfaction (Meyer & Allen, 1997, p.44).

According to Falcone (1991), in both the public and private sectors, a high level of education continues to boost job satisfaction. Workers who have received more training will be less concerned with job-related issues; they may be more concerned about the character of work output.

2.2.1.1.4. Culture

Individuals' cultural values persist with them wherever they go, including the workplace (Mensah, 2019, p.2). In general, culture has been found to have an impact on a variety of organizational outcomes, either directly or indirectly. As a result, it is an essential subject for research in order to assist management in maximizing the good and minimizing the negative impacts of cultural values on employee job satisfaction. Cultural values are defined by House et al. (2002, p.3) as "shared motives, beliefs, values, identities, and attributed meanings to significant events that result from common experiences of members of a collective group and are transmitted across generations," and they play a significant role in how our social structures function (Sagiv & Schwartz, 2007, p.177). When corporate culture interacts with ethnic culture, there is always an influence that can be beneficial or detrimental to job satisfaction.

According to Ellison (1991, p.80), people with greater religious values have better rates of life satisfaction, as well as the whole of societal-cultural norms influence how individuals behave at work (Gelder, 2012, p.90). Ueda and Ohzono (2012) have similar points of view. It has also been noted that cultural values have a significant relationship with job satisfaction.

2.2.1.1.5. Personality

In the job satisfaction research literature, there is some disagreement over which personal factors have been explored as potential drivers of job satisfaction (Franěk & Večeřa, 2008, p.63). Personality can be defined as a set of relatively fixed characteristics and tendencies that define shared psychological behavior and differences between people, thoughts, feelings, and actions that are characterized by continuity over a long and understandable period and are the typical result of biological and social stresses (Al-Attiyah, 2003).

A specific individual may be more qualified than others for a specific job because they have personal characteristics and talents that are consistent with the task that has to be done. The greater the compatibility, the more productive and unique the individual is with his or her work (Stroh et al., 2003). Personality is regarded as one of the subjective characteristics associated with the individual himself, which influences the individual's behavior. Behavioral scientists believe that understanding the human personality is fundamental and critical for explaining and forecasting an individual's behavior (Harem, 2004).

2.2.1.2. Organizational Factors

Organizational factors are also known as extrinsic factors because they are affected by the working environment. These include factors like job complexity, pay structure, career opportunities, proper reward system, and level of human interactions. Extrinsic satisfaction, on the other hand, refers to monetary and status-related rewards achieved via job performance as well as friendship, fraternity, and prestige created in the workplace.

These factors are also characterized as external methods of affecting an individual's emotions. Job satisfaction will increase if these tools are used on time, in the right place, and at the right level. These include essentially having a physically acceptable working environment, being a member of a solid group, being valued by colleagues and superiors, and being subjected to project-oriented rather than oppressive control. When external factors are insufficient or no longer present, intrinsic satisfaction decreases and eventually disappears (Bektaş, 2017, p.631). Several organizational characteristics that have an impact on job satisfaction are discussed in depth below.

2.2.1.2.1. Job Security

One of the most constant findings in the job satisfaction literature is that job security has a big and meaningful impact on job satisfaction. Job satisfaction as a result of job security is a significant element influencing the quality of the employer-employee relationship (Nikolaou et al., 2005, p.4). If a company fails to provide job security to its employees, whether on a contract or on a permanent basis, their level of motivation and organizational commitment decrease, which has a direct impact on their job performance (Rosenblatt, 1999, p.23). Shagholi and Hussin (2009) state that every company, whether large or small, should provide job security to its employees. Every employee contributes to the business in some manner, so it is critical to keep employees motivated and satisfied in order for them to execute to the best of their ability. When companies give job security and guarantee organizational justice, employees instantly begin to demonstrate a positive approach, which is highly important to the organization (Bitner et al., 1990).

Pleasure is earned and attained as a result of a successful interaction with the surrounding environment. Being competent and applying it to one's profession gives employees a sense of pride, competence, and self-confidence. Specialization and repetition lead to employment security and satisfaction. Employees are extremely satisfied when they have a sufficient degree of motivation (Anin, 2015 p.74).

2.2.1.2.2. Work Hours

The amount of working hours that an employee spends performing his daily work or completing the work assigned to him, including breaks, is regarded as one of the most important factors influencing an individual's job satisfaction. It should be noted that the longer the working hours, the more mental effort the employee must exert, which may decrease job satisfaction. Working hours must be properly planned (Daft, 2004). Actual working hours and working overtime have a favorable influence on full-time employees' job satisfaction; a negative impact on job satisfaction only occurs when people wish to minimize their working hours. When employees are properly rewarded for their overtime, their satisfaction improves and the working hour imbalance is reduced (Holly & Mohnen, 2012, p.3).

Flexible work hours are often used to minimize stress, boost job enrichment and autonomy, reduce tardiness and absenteeism, and improve job satisfaction and productivity.

According to Christensen and Staines (1990), major disadvantages of flexible work hours include increased costs, scheduling and work coordination issues, difficulty monitoring all workers on flexible work hours, and changes in company culture.

2.2.1.2.3. Teamwork

Teamwork is essential for an organization's effective operation. It has been a primary priority for many organizations, because technological advancements have made most organizational functions more complicated. Employees working in groups create the tone for the organization (Abdulla et al., 2011, p.139).

According to Dash et al. (2014), collaborative teamwork among members of a company can enhance job satisfaction and employee productivity. Certain scholars also offered evidence that a higher level of teamwork is associated with higher employee satisfaction, which drives employees to work more (Mafini & Pooe, 2013). As a result, teamwork among organizational members is required for the growth of employee job satisfaction, which will eventually have a direct impact on organizational success. Furthermore, effective teamwork may encourage employees and boost their performance and self-efficacy in an organization. Employee motivation and self-efficacy can rise as a result of teamwork, which can lead to job satisfaction (Griffin et al., 2001, p.543).

2.2.1.2.4. Supervisor Support

Supervisors play an essential role in organizing the workplace and providing employees with information and feedback. As a result, supervisory behaviors influence team members' affective reactions (Durham et al., 1997). Employees would interpret their supervisor's favorable or unfavorable treatment of them as an indication of the perceived support they receive from their managers (Rhoades & Eisenberger, 2002). Supervisor support is widely acknowledged as a significant source of employee satisfaction (Griffin et al., 2001, p.543).

Supervisor support is a significant source of job satisfaction. Support is frequently split into instrumental assistance and emotional support. Employees frequently choose one type of support over another depending on the situation (Thoits, 1985). Supervisors assist employees by providing job-related information and feedback (Reblin & Uchino, 2008).

Supervisors can also offer emotional support and assistance to employees in order to help them regulate their emotions (Ury, 1991). Sympathy, care, comfort, and encouragement are all examples of emotional support (Reblin & Uchino, 2008). Employees that get a lot of emotional support from their supervisors have a lot of compatibility between their objectives and their talents. Individuals with such self-concordance are satisfied (Xanthopoulou et al., 2009, p.236). We suggest that emotional support from supervisors is relevant to job satisfaction.

2.2.2. Theories of Job Satisfaction

Several theories suggest that individuals place a high value on specific requirements that exist inside them and have a significant impact on their desire to work. The notion of need refers to psychological and biological deficiencies that the organism attempts to handle. Among these theories are the following:

2.2.2.1. Two-Factor Theory (Herzberg)

This is regarded as an important theory that has addressed the issue of motivation and its impact on job satisfaction. It has significantly contributed to the clarification of the link between job satisfaction and productivity. Herzberg and his colleagues performed their study on 200 engineers and accountants in the United States of America to determine employee motivation and levels of job satisfaction (Ewen et al., 1966). This theory has been termed the theory of workers, and their research led them to the following conclusions:

- Motivation factors are the factors that cause an individual to feel highly satisfied with his or her job or work. These factors include recognition and appreciation, accomplishment, promotion and advancement, the job or work itself, and the growth potential and self-advancement in the field of work or employment and responsibility.

- The factors that cause the individual to feel strong dissatisfaction with the job or to maintain the longevity and continuity of work are referred to as health factors (Hygiene factors), and they include the institution's and management's policies, the structure of supervision, interrelationships with subordinates, wages and salary, job stability, and the effects of work on personal life, such as travel, work conditions, and physical environment, career and social life (Jeans, 2008).

Internal factors are synonymous with motivational factors, whereas external ones are synonymous with health factors. Herzberg (1966–1968) expanded on this theory by explaining that the absence of health factors or their lack of satisfaction creates a state of extreme dissatisfaction with work or job for the individual, and that their presence is a reason for the absence of resentment, but it does not inspire job satisfaction. The presence or saturation of the driving factors is regarded as a major reason for establishing a high level of satisfaction in the individual from his work or job, but their absence does not produce resentment.

Herzberg's theory is an excellent contribution to the study of work motivation since he expanded on Maslow's principle of hierarchy and adapted it to work motivation while also attracting attention. Regarding the factors of the work's composition, it may be argued that his theory contributed significantly to the understanding of job satisfaction.

2.2.2.2. Equity Theory (Adams)

The theory of equality is one of the most widely accepted and judicious theories, as it was developed by Adams (1963), who believes that the relationship between an organization and the engagement of individuals in work is a reciprocal relationship in which the workers provide a set of inputs that include, for example, the individual's educational level, his experiences, abilities, age, and the effort he expends at work, and the individual receives from the organization. Adams' theory claims that an individual compares his average returns to inputs with the returns to inputs of others. Any individual adopts the social environment in which he serves as the basis for comparison, and within this social framework, he refers to colleagues with similar degrees and job abilities (Al-Ketbi, 2005). If the balance is accomplished, the individual will feel satisfied, but if there is no equality between the two rates, the individual will feel that there is an imbalance in the equitable balance that has occurred, resulting in emotions of pressure and dissatisfaction in him.

Thus, Adams' theory refers to the relationship between an individual's job satisfaction and justice, and it assumes that the degree to which the worker feels fair about what he or she receives as a reward and motivation for their work determines to a large extent their feelings of satisfaction, which affects their level of productivity and performance.

2.2.2.3. Goal-Setting Theory (Locke & Latham)

Locke and Latham developed this theory, and according to it, goal setting is an important element of job satisfaction. It emphasizes the significance of specific goals in getting motivation and fulfillment. People are eager to attain their goals in order to satisfy their needs and obtain what they seek throughout the goal-setting process (Lunenburg, 2011). Individuals' employment responsibilities are focused on the achievement of goals and intentions. Rather than providing unclear tasks to individuals, specific and obvious goals may be met more quickly. Employees that are goal-oriented are also more understanding on the job. According to goal-setting theory, objectives are accomplished when they are set in their ideal form. As a result, employees will be more driven to give their best performance and expend their maximum effort as a result. As a result, the idea of 'self-efficiency' will arise, which is how individuals perceive themselves in terms of their ability to do difficult activities (Thiagaraj & Thangaswamy, 2017).

According to Locke and Latham (2012), commitment is predicted to have a direct beneficial influence on performance. It should also serve to moderate the impact of objectives on performance. Goal level should be more highly (and positively) connected to performance when the employee's engagement is high compared to when engagement is low.

2.3. Relationship between Employee Engagement and Job Satisfaction

In the review of literature part, it was explained and discussed the definitions, types, and dimensions of employee engagement and job satisfaction.

Job satisfaction and engagement have an impact on every organization. Employee satisfaction reflects whether or not employees are content or unsatisfied with their jobs. It is not the amount of inspiration, passion, or contributions that matters, but for many employees, it is the procedure of gathering controls that is followed to maximize the amount of work that can be done. As our society focuses on increasing employee satisfaction, performance enhancements do not arise as a consequence of the change (Sai, 2020, p.13).

Employee engagement is linked to the workers, whereas satisfaction is about having joy at work. Beneficial labor lifestyles, coworker collaboration, recognition, and workplace conditions have all been identified as important components of job satisfaction (Harter et al.,

2002). Job satisfaction only signifies happiness, whereas engagement signifies inclusion and enthusiasm (Newman et al., 2010, p.57).

Employee engagement is about what an employee brings to the organization for which they work. An engaged employee aspires to play a role that will benefit the company. They are more productive and generate unique ideas that will support the company in growing and prospering. They put their heart and soul into their work because they believe they have a personal interest in it.

In today's marketplace, having fully engaged employees is one way to retain people. In the long term, a competitive environment is essential to improve the level of satisfaction with engagement (Abraham, 2012, p.27). Employee engagement and work satisfaction have a favorable association (Vorina et al., 2017; Kim–Soon & Manikayasagam, 2015, p.8). According to certain research, employee engagement is also a result of job satisfaction (Bin, 2015, p.6; Abraham, 2012, p.35). Ali and Farooqi (2014, p.27) investigated the effect of job satisfaction on employee engagement in a public university and discovered that the variation in the dependent variable (employee engagement) was explained by the independent variable (job satisfaction), and that the relationship between the two variables was significant and positive. Employee engagement was favorably associated with both motivators and hygiene within Herzberg's motivational theory, referring to intrinsic and extrinsic factors (Lee, 2017). Furthermore, the implications of the study indicate management's responsibility in building an atmosphere that can sustain trust, collaboration, and innovation for employees to continue feeling high levels of satisfaction, which leads to engagement (Abraham, 2012, p.27).

When it comes to the relationship between employee engagement and job satisfaction, we can state that there is one since the words affect each other in terms of job motivation, satisfaction, and performance. These variables are linked, but they are distinct. Job satisfaction is one of the aspects that positively affect employee engagement, and the most essential components of job satisfaction are working conditions, employment relations, and the chance of promotion (Blanchard et al., 2019, p.33).

According to Johnson (2000), the corporate responsibility activities of a company enhance global satisfaction and are one of the top ten drivers of employee engagement. According to Macey et al. (2011), there are several determinants of engagement index as

satisfaction from various organizational practices such as job stability, rewards, and possibilities for advancement.

Job satisfaction has a positive impact on worker behavior; the results include increased employee engagement, trust, productivity, and responsibility, as well as decreased turnover, incidents, complaints, absenteeism, and delays. Job satisfaction ensures that employees are actively engaged in their employment through temporary labor (Kim el al., 2016, p.7). Job satisfaction leads to employee engagement in this context; when employees are satisfied with their occupations, they are more likely to be engaged as well. When companies focus on increasing satisfaction, a huge percentage of engagement is enhanced as well. Clearly, further research on the relationship between job satisfaction and employee engagement is required.

3. METHODOLOGY

This chapter introduces the methodology of the present thesis. It will start by introducing the research model and hypotheses of the study. It will then present the population and sampling of the study. Following this, the data collection methods will be highlighted. This chapter will also introduce the measures of the study. Finally, the data analysis methods will be introduced.

3.1. Theoretical Framework and Hypotheses

The research aims to determine the relationship between employee engagement and job satisfaction. The theoretical framework as shown in Figure 2 describes the variables in the conceptual model. The model which was constructed based on a review of the literature suggests employee engagement as a dependent variable and job satisfaction as an independent variable.

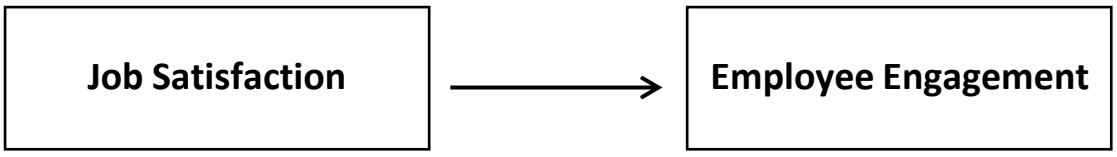

Figure 2: Conceptual model.

Based on the literature cited above, the following hypothesis was formulated:

Hypothesis 1: There is significant relationship between job satisfaction and employee engagement.

Hypothesis 2: Employee engagement is affected by job satisfaction.

3.2. Method

To test the hypotheses, Primary Data Collection was implemented via a questionnaire, by providing a set of predetermined questions for all respondents. The quantitative questionnaire was transmitted via electronic survey.

For the creation of the form, Google Forms were used. This allows us to generate a link for the questionnaire, which the respondents can use easily to answer the questions. The aim is to analyze the impact of job satisfaction on employee engagement of employees working in different Moroccan companies.

3.3. Participants

Data were collected via survey from 235 employees of different Moroccan companies, using snowball sampling. 450 questionnaires were mailed, but only 235 usable questionnaires were returned. The sample demographics show that 38.3% of respondents are below 25 years old, 43% of the respondents are between the ages of 26 and 35, 13.2% is at the ages of 36 and 45, 3.8% were aged between 46 and 55, and the ages above 56 comprises 1.7% of the total respondents. 40% of the respondents are women and 60% of the respondents are men. About 37% of respondents mostly have 1 to 5 years work experience and 32.3% have 6 to 10 years work experience.

3.4. Scales

After further review of the literature, it was attempted to find the scales that might best measure the variables used, and it was chosen to use the scales in studies whose validity had been verified in various situations in the literature.

The questionnaire form used consists of three parts. In the first part, questions were asked to measure the demographic characteristics of the participants. In this context, information about the age, gender, education and experience level of the participants was obtained.

In the second part, to measure job satisfaction, which is the independent variable of the model developed in line with the purpose of the research, the Minnesota Satisfaction Questionnaire (MSQ) was used to determine the power of the "job satisfaction scale" (Kardaş & Şencan, 2018). The short version of MSQ is a 5-point Likert-type scale consisting of 20 items. No changes were made to the scale. MSQ scale is made up of two distinct components: Intrinsic job satisfaction measuring the nature of the tasks at work, for example the item "The chance to do something that makes use of my abilities", and job satisfaction extrinsic measuring situational aspects outside of work, for example the item "My pay and the amount of work I do".

In addition, the expression "In my current job, I am satisfied with…" was introduced to each of the twenty items. We used the Minnesota Satisfaction Questionnaire validated and adapted to the French context by Roussel et al. (1996). MSQ is widely used in the scientific literature and known for its stability and excellent internal consistency through numerous preliminary studies (Martins & Proença, 2012).

In the third part, to measure employee engagement scale which constitutes the dependent variable of the research, the UWES-17 was used. This scale, called the Utrecht Work Engagement Scale (UWES), is composed of 17 items and was found to have good psychometric properties (Schaufeli & Bakker, 2004).

The UWES-17 scale is grouped into three subscales with three items each: vigor, dedication, and absorption (Carmona-Halty et al., 2019). Employees indicate their feelings and opinions utilizing a seven-point Likert-type scale, helping us to gather insight into employee motivation and productivity. All items are scored on a 7-point Likert-type scale, ranging from 1 (Never) to 7 (Always). For the purposes of this study, the French version of the UWES–17 was adapted from Schaufeli and Bakker's (2004) report.

Furthermore, before the data collection, the items in both scales were piloted with a small group of 12 participants to verify their clarity (n = 12). None of the participants expressed problems with understanding the items or the format of the questionnaire.

After the survey form was reviewed again, the main study was started. SPSS was used to reveal the demographic characteristics, determine the factor structure, examine the relationships between the variables and test the hypotheses.

The questionnaire form is presented in the Appendix A.

4. FINDINGS

All analyses were conducted using SPSS 20. First, demographic information about participants is provided in order to define sample characteristics. Following that, we examined the descriptive statistics values and correlations between the variables of interest. Finally, analyses of the research questions are presented.

In this study, we gathered data from Moroccan workers in a variety of sectors. Questionnaires were presented and completed via Google Forms.

In total 235 surveys were completed and the results used to inform our hypothesis. The participants in this survey included a wide range of age groups. 38.3% of those surveyed were aged between 18 - 25 years old, 43% of the participants were aged 26 - 35 years, 13.2% were aged 36 - 45 years, 3.8% were aged 46 - 55 years, and 1.7% were aged over 56 years old.

The survey has 40% female participants and 60% male participants. As well as, marital status indicated that 73.6% of the participants were single and 26.4% were married.

Participants in the survey were asked to indicate their level of education. The results of the study determine that 5.5% of those surveyed were without a degree, 12.8% of the participants had institute degree, 41.7% had bachelor degree, 35.3% had master degree, and 4.7% had a PhD.

Participants' levels of job experience were also reported in the survey. The study found that 25.1% of respondents had been working for less than 1 year, 37% had been working from 1 to 5 years, 32.3% had been working from 6 to 10 years, and 5.5% had been working more than 10 years.

The following table resumes demographic information about participants (N=235).

Table 1: Demographic Information of Participants

Variable	Frequency	Percentage
Gender		
Female	94	40.0%
Male	141	60.0%
Age		
18 - 25	90	38.3%
26 - 35	101	43.0%
36 - 45	31	13.2%
46 - 55	9	3.8%
Over 56	4	1.70%
Marital Status		
Single	173	73.6%
Married	62	26.4%
level of education		
Without a Degree	13	5.5%
Institute	30	12.8%
Bachelor Degree	98	41.7%
Master Degree	83	35.3%
PhD	11	4.7%
Job Experience		
Less than 1 year	59	25.11%
1 – 5 years	87	37.02%
6 – 10 years	76	32.34%
More than 10 years	13	5.53%

4.1. Reliability Analysis

Cronbach's alpha was used to measure the reliability of each scale, as shown in Table 2. Though that the scales employed are validated, the researcher investigated their reliability and determined that both scales are reliable with Cronbach's Alpha values greater than 0.8 (Nunnaly & Bernstein, 1994). The Alpha coefficient for the job satisfaction scale is 0.877, while the Alpha coefficient for the employee engagement scale is 0.944. The overall scale's Alpha coefficient is 0.910, indicating that the scales had an acceptable level of reliability.

Table 2: Reliability Analysis of Scales.

Scale	No. of items	Cronbach's Alpha
Job Satisfaction scale	20	.877
Employee engagement scale	17	.944
General Reliability		.910

4.2. Descriptive Statistics

Table 3 presents the descriptive statistics for the two variables examined in the study, namely employee engagement and job satisfaction. In the survey, the mean score for employee engagement is 73.63, and the mean score for job satisfaction is 57.60.

Table 3: Descriptive Statistics.

Variable	N	Mean	Standard Deviation
Job_Satisfaction	235	57.60	12.112
Employee_engagement	235	73.63	19.823
N valid (list-wise)	235		

4.3. Factor analysis

4.3.1. Factor Analysis of Job Satisfaction

Factor analysis was conducted with Varimax rotation in order to determine the factors of the "Job Satisfaction" variable.

The Kaiser-Meyer-Olkin (KMO) value was found as 0.886 and ranges between 0.8 and 1, thus it is acceptable. The value demonstrates that the items are correlated and are appropriate for factor analysis. Barlett's test produced a value of 965.893 with a significance level of 0.000, which confirms the conclusion that the data is suitable for factor analysis.

Items 2, 4, 7, 10, and 20 were removed because of their poor loading (under 0.5). Loadings less than 0.5 do not contribute significantly to determining the underlying factors

(Hair et al., 2011). Moreover, Chin (1998) argued that manifest variables with loading values less than 0.5 should be removed.

Table 4: Factor analysis and reliability test of Job Satisfaction

Variable	No	Items	Loading	Variance Ex.
Job Satisfaction	1	Being able to keep busy all the time.	.862	50.01%
	3	The chance to do different things from time to time.	.604	
	5	The way my boss handles his/her workers.	.545	
	6	The competence of my supervisor in making decisions.	.728	
	8	The way my job provides for steady employment.	.509	
	9	The chance to do things for other people.	.526	
	11	The chance to do something that makes use of my abilities.	.655	
	12	The way company policies are put into practice.	.508	
	13	My pay and the amount of work I do.	.569	
	14	The chances for advancement on this job.	.542	
	15	The freedom to use my own judgment.	.563	
	16	The chance to try my own methods of doing the job.	.589	
	17	The working conditions.	.511	
	18	The way my co-workers get along with each other.	.553	
	19	The praise I get for doing a good job.	.535	
		Kaiser-Meyer-Olkin measure of sampling adequacy		.886
		Barlett's Test of Sphericity Chi Square		965.893
		df		105
		Sig		.000

4.3.2. Factor Analysis of Employee Engagement

Factor analysis was conducted with Varimax rotation in order to determine the factors of the "Employee Engagement" variable.

The Kaiser-Meyer-Olkin (KMO) value was found as 0.956 and ranges between 0.8 and 1, thus it is acceptable. The value demonstrates that the items are correlated and are appropriate for factor analysis. Barlett's test produced a value of 2355.906 with a significance level of 0.000, which confirms the conclusion that the data is suitable for factor analysis.

Table 5: Factor analysis and reliability test of Employee Engagement

Variable	No	Items	Loading	Variance Ex.
Employee Engagement	1	At my work, I feel bursting with energy	.651	59.54%
	2	I find the work that I do full of meaning and purpose	.650	
	3	Time flies when I'm working	.566	
	4	At my job, I feel strong and vigorous	.546	
	5	I am enthusiastic about my job	.594	
	6	When I am working, I forget everything else around me	.609	
	7	My job inspires me	.616	
	8	When I get up in the morning, I feel like going to work	.663	
	9	I feel happy when I am working intensely	.604	
	10	I am proud on the work that I do	.633	
	11	I am immersed in my work	.583	
	12	I can continue working for very long periods at a time	.518	
	13	To me, my job is challenging	.620	
	14	I get carried away when I'm working	.627	
	15	At my job, I am very resilient, mentally	.551	
	16	It is difficult to detach myself from my job	.587	
	17	At my work I always persevere, even when things do not go well	.557	

Kaiser-Meyer-Olkin measure of sampling adequacy	.956
Barlett's Test of Sphericity Chi Square	2355.906
df	136
Sig	.000

Confirmatory factor analysis loads of the job satisfaction variable have ranged from 0.508 to 0.862. Composite reliability (CR) value related with the factor is 0.781; and average variance extracted (AVE) is 0.500. Confirmatory factor analysis loads related with employee engagement variable have ranged from 0.518 to 0.663. CR value related with the factor is 0.904 and AVE value is 0.595.

KMO (Kaiser-Meyer-Olkin) which indicates the appropriateness of the data for factor analysis was 0.886 for job satisfaction; and 0.956 for employee engagement. In this regard, data with MSA (measure of sampling adequacy) values above 0.800 are considered appropriate for factor analysis (Field, 2013; Kaiser, 1974).

4.4. Correlation Analyses

The data was analyzed using correlation analysis for the purposes of the study, and the results are described in table 6. Pearson's correlation analysis was used to evaluate the relationship between job satisfaction and employee engagement. The Pearson's correlation coefficient is 0.208 (Table 6), and the p value for the two-tailed test of significance is less than 0.05 (p=0.000).

Table 6: Correlations for Variables

		Job_satisfaction	Employee_Engagement
Job_satisfaction	Pearson Correlation	1	.208*
	Sig. (2-tailed)		.000
	N	235	235
Employee_Engagement	Pearson Correlation	.208*	1
	Sig. (2-tailed)	.000	
	N	235	235

*. Correlation is significant at the 0.01 level (2-tailed).

The data shows that employee engagement has a weak positive relationship with job satisfaction ($r = 0.208 < 0.50$). Moreover, the relationship between employee engagement and job satisfaction is statistically significant ($p = 0.000 < 0.05$). This indicates that job satisfaction has a positive impact on employee engagement.

Hypothesis 1: There is significant relationship between job satisfaction and employee engagement. **(Accepted)**

4.5. Regression analyses

Table 7: Regression Statistics

Multiple R	0.207969
R Square	0.043251
Adjusted R Square	0.039145
Standard Error	19.431586
Observations	235

Table 8: ANOVA [a] (Simple linear regression model output)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	3977.129	1	3977.129	10.533	.001
Residual	87977.662	233	377.587		
Total	91954.791	234			

a. Dependent variable: Employee engagement

Table 9: Coefficients [a] (Simple linear regression model output)

	Coefficients	Standard Error	t Stat	P-value
Intercept		6.172660	8.752077	.000
Job satisfaction	0.207969	0.104880	3.245463	.001

a. Dependent variable: Employee engagement

From the regression statistics, the multiple correlation coefficient (R) value is 0.208 and this indicates a low level of prediction. The R squared value is 0.043 and this means that job satisfaction explains just 4.3% of the variability of employee engagement. From the ANOVA results, it can be seen that F is 10.533 and the p-value is 0.001. This implies that the regression is a good fit for the data. From the output of regression, the coefficient and p-value of job satisfaction are 0.208 and 0.001 respectively. This implies that there is a positive and significant relationship between job satisfaction and employee engagement ($p= 0.001 < 0.05$). It can be concluded that job satisfaction has a positive impact on employee engagement. A unit increase in job satisfaction will lead to an increase in employee engagement by 20.8%.

Hypothesis 2: Employee engagement is impacted by job satisfaction. **(Accepted)**

5. DISCUSSION AND CONCLUSION:

In the first part of the thesis on "the relationship between employee engagement and job satisfaction", the research topic and its importance was examined, the purpose of the research was stated, and the previous work on the research topic was given. Employee engagement and work satisfaction, as well as their types and factors, were discussed in this section.

In the second part of the thesis study, the thesis research technique is discussed in detail. In this context, the theoretical framework is explored and the research model and main hypotheses are given. Also, the data collection method and statistical techniques used in the

research were specified, as well as information about the sample selection and the scales used in the research.

In the third section, the results of the research and findings were evaluated. Furthermore, all the findings and the main conclusion about the relationship between employee engagement and job satisfaction variables are provided. Research hypotheses are based on the relationship between employee engagement and job satisfaction. The hypotheses suggested were evaluated using appropriate statistical analysis with the help of data obtained from Moroccan employees. These results are summarized as follows:

In terms of the general demographic structure of the participants, the vast majority of participants are males (60%), between 26 and 35 years old (43%), followed by 18 to 25 years old (38.3%), and single (73.6%). About educational level, 41.7% of respondents have a bachelor's degree and 35.3% have a master's degree. In terms of working experience years, 37% of employees have between 1 and 5 years, 32.3% have between 6 to 10 years, and 25.1% have less than one year of work experience.

According to the results, a typical research responder might be defined as:

- A male;
- At the age between 26 and 35 years old;
- With a bachelor’s degree;
- With total working experience of 1 - 5 years.

The study findings section was obtained using correlation and regression analyses. Employee engagement and job satisfaction had a generally favorable and significant relationship. Job satisfaction was shown to be related to employee engagement as expected ($R= 0.208$, $p= 0.001 < 0.05$). As well as job satisfaction has a positive impact on employee engagement. A unit increase in job satisfaction will lead to an increase in employee engagement by 20.8%.

This study found that there is a connection between employee engagement and job satisfaction, which is consistent with previous research. However, the strength of this relationship in this study ($r = .208$) indicates that other factors may be playing a role in employee engagement. More research is needed to investigate these additional factors and to

get a clearer understanding of the connection between employee engagement and job satisfaction.

Overall, job satisfaction has a significant impact on employee engagement. When employees are satisfied with their jobs, they are more likely to be motivated and committed to their work and the organization, and to exhibit behaviors such as innovation, proactivity, and a positive attitude towards their work and colleagues. This can lead to increased productivity and a lower likelihood of employees leaving the organization. On the other hand, dissatisfaction with their job can lead to disengagement and a lack of motivation, which can negatively impact organizational performance. To enhance employee engagement and improve organizational performance, it is important for organizations to prioritize job satisfaction by providing opportunities for personal and professional development, creating a positive work environment, and offering support and recognition to employees. This can lead to a positive relationship between job satisfaction and employee engagement, which can contribute to increased productivity, retention, and overall success for the organization.

In conclusion, the study on employee engagement and the influence of job satisfaction demonstrates that job satisfaction is highly important in achieving increased employee engagement. This research showed a link between employee engagement and job satisfaction. Thus, by providing possibilities for job satisfaction, a company may increase employee engagement.

6. LIMITATIONS

This study, like other studies, has limitations. Although this study aims to contribute to the literature on employee engagement, it is not without limits. To begin, the sample size (N = 235) is considered to be very average. Furthermore, because the data in the survey was taken by e-mail and the participants' mental and physical situations were unknown, the consistency of the appropriate responses may be faulty. However, using a quantitative technique based on a single questionnaire is insufficient. To provide meaning to the determining variables of job satisfaction or dissatisfaction, it was preferable to employ a mixed approach (semi-structured interviews).

In the future, it would be useful for researchers to examine in more detail the mechanisms through which job satisfaction influences employee engagement. Additionally, it

would be helpful to study the long-term effects of job satisfaction on employee engagement, including whether the relationship between these variables evolves over time. Future research also should look at the relationships between job satisfaction and other variables such as quality of life at work, organizational commitment, turnover, absenteeism, and so on. These studies will contribute to the evaluation of employee satisfaction and the development of effective human resource management strategies. Furthermore, in future research, companies from different sectors should be studied; analyzed and comparative studies should be conducted between the sectors.

APPENDIX A:

Questionnaire

Dear participant;

My name is Abderrahim Tays, I am an MBA student in Istanbul Commerce University. I am working on my master's thesis with my advisor **Prof. Dr. Öykü İYİGÜN.**

This survey aims to figure the relationship between employee engagement and job satisfaction. Please read each question carefully and try to answer all questions honestly.

By participating in this research, you are contributing to science. None of your information will be shared by anyone, the data collected will be strictly confidential and used only for writing the thesis.

Please only complete the survey if you are currently an employee or have previous work experience. Please try to answer all questions, as incomplete questionnaires cannot be statistically evaluated.

Thank you in advance for the support you will provide to a scientific study with your valuable participation.

Section 1: Demographic information:

1. **Gender:**
   - □ Female
   - □ Male
2. **Age:**
   - □ 18 - 25
   - □ 26 - 35
   - □ 36 - 45
   - □ 46 - 55
   - □ Over 56

3. **Marital Status:**
   - □ Married
   - □ Single
4. **Educational Level:**
   - □ Without a Degree
   - □ Institute
   - □ Bachelor Degree
   - □ Master Degree
   - □ PhD
5. **Job Experience:**
   - □ Less than 1 year
   - □ 1 – 5 years
   - □ 6 – 10 years
   - □ More than 10 years

Section 2:

On my present job, this is how I feel about … (1) very satisfied; (2) satisfied; (3) neither satisfied nor dissatisfied; (4) dissatisfied; (5) very dissatisfied					
1. Being able to keep busy all the time.	1	2	3	4	5
2. The chance to work alone on the job.	1	2	3	4	5
3. The chance to do different things from time to time.	1	2	3	4	5
4. The chance to be "somebody" in the community.	1	2	3	4	5
5. The way my boss handles his/her workers.	1	2	3	4	5
6. The competence of my supervisor in making decisions.	1	2	3	4	5
7. Being able to do things that don't go against my conscience.	1	2	3	4	5
8. The way my job provides for steady employment.	1	2	3	4	5
9. The chance to do things for other people.	1	2	3	4	5
10. The chance to tell people what to do.	1	2	3	4	5
11. The chance to do something that makes use of my	1	2	3	4	5

abilities.					
12. The way company policies are put into practice.	1	2	3	4	5
13. My pay and the amount of work I do.	1	2	3	4	5
14. The chances for advancement on this job.	1	2	3	4	5
15. The freedom to use my own judgment.	1	2	3	4	5
16. The chance to try my own methods of doing the job.	1	2	3	4	5
17. The working conditions.	1	2	3	4	5
18. The way my co-workers get along with each other.	1	2	3	4	5
19. The praise I get for doing a good job.	1	2	3	4	5
20. The feeling of accomplishment I get from the job.	1	2	3	4	5

Section 3:

Please evaluate the following statements according to the most appropriate option, considering the company you are working for. (1) Never; (2) Almost never; (3) Rarely; (4) Sometimes; (5) Often; (6) Very often; (7) Always							
1. At my work, I feel bursting with energy	1	2	3	4	5	6	7
2. I find the work that I do full of meaning and purpose	1	2	3	4	5	6	7
3. Time flies when I'm working	1	2	3	4	5	6	7
4. At my job, I feel strong and vigorous	1	2	3	4	5	6	7
5. I am enthusiastic about my job	1	2	3	4	5	6	7
6. When I am working, I forget everything else around me	1	2	3	4	5	6	7
7. My job inspires me	1	2	3	4	5	6	7
8. When I get up in the morning, I feel like going to work	1	2	3	4	5	6	7
9. I feel happy when I am working intensely	1	2	3	4	5	6	7

10. I am proud on the work that I do	1	2	3	4	5	6	7
11. I am immersed in my work	1	2	3	4	5	6	7
12. I can continue working for very long periods at a time	1	2	3	4	5	6	7
13. To me, my job is challenging	1	2	3	4	5	6	7
14. I get carried away when I'm working	1	2	3	4	5	6	7
15. At my job, I am very resilient, mentally	1	2	3	4	5	6	7
16. It is difficult to detach myself from my job	1	2	3	4	5	6	7
17. At my work I always persevere, even when things do not go well	1	2	3	4	5	6	7

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