

The Influence of Safety Leadership and Work Engagement on Job Satisfaction (Case Study at University of Mahkota Tricom Unggul)

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Abstract

This study aims to analyze the effect of safety leadership and work engagement on job satisfaction among employees at Mahkota Tricom Superior University. While work engagement reflects the emotional and cognitive involvement of employees in the work of lecturers, safety leadership emphasizes the importance of work safety. This study employs a quantitative approach and a survey method, with 35 permanent lecturers serving as respondents. We analyzed the data using multiple linear regression to determine the impact of each independent variable on the dependent variable. The results showed that safety leadership has a positive and significant effect on job satisfaction, indicating that leadership that focuses on work safety can increase employee satisfaction. Additionally, the results demonstrated a positive and significant impact of work engagement on job satisfaction, suggesting that employee involvement in lecturers' work directly influences the level of lecturer satisfaction. The combination of safety leadership and work engagement simultaneously makes a significant contribution to increasing job satisfaction. This study offers practical recommendations for university management to prioritize enhancing safety-based leadership and bolstering employee engagement in their efforts to boost job satisfaction.

Keywords: Leadership, Work Engagement, Job Satisfaction

Introduction

Job happiness is crucial in influencing employee performance and productivity within a business (Pebri, 2020). Employee satisfaction with lectures enhances motivation and loyalty to the corporation, so reinforcing their commitment to give more to the company (Alvarez-Peregrina et al., 2024). Elevated job satisfaction positively influences the reduction of turnover rates, diminishes absenteeism, and mitigates workplace conflict. Consequently, overseeing elements that affect job happiness is a primary concern for management, particularly in higher education institutions like Mahkota Tricom Unggul University. Establishing a conducive work atmosphere inside a university is essential for enabling educators and non-academic personnel to perform at their best, hence promoting institutional sustainability and fulfilling academic objectives.

Universities, as educational institutions, bear a substantial duty in fostering a supportive working environment for academics, administrative personnel, and other support workers. A healthy and secure working environment influences not just academic and operational performance but also the general well-being of employees. The management literature increasingly acknowledges the significance of leadership centered on occupational safety, referred to as safety leadership. This leadership style prioritizes the establishment of a safety culture in the workplace, where employee safety and well-being are paramount. At Mahkota Tricom Unggul University, the significance of safety leadership is heightened due to the intricate nature of the work environment, which encompasses many activities, including academic, administrative, and operational responsibilities. A secure working environment not only reduces the likelihood of workplace accidents but also fosters a sense of safety and comfort for employees. This is essential for preserving the physical and emotional health of university personnel.

Safety leadership is essential for optimizing the work environment, be it in the classroom, laboratory, or office, to prevent possible risks (Moon, 2024). Leaders prioritizing safety are proactive in delivering training, overseeing adherence to safety protocols, and swiftly addressing possible concerns (Özkan et al., 2023). When personnel, particularly instructors, perceive their safety as a priority, they are more inclined to operate with tranquility and assurance, thereby enhancing job efficacy and productivity (Xiao et al., 2024). This trust enhances comfort and security while directly influencing



employee work satisfaction (G. Wang et al., 2024). Lecturers experience appreciation and support, which enhances their involvement and devotion to the school. Ultimately, proficient safety leadership at Mahkota Tricom Unggul University ensures not only physical safety but also the mental and emotional well-being of all workers, hence fostering a productive and happy work environment.

Lecturers who see their workplace as physically and emotionally secure will have greater job satisfaction. Safety leadership guarantees that the school environment is devoid of hazards that may jeopardize the health and safety of instructors (Quansah et al., 2023). When educators have a sense of security, they concentrate more effectively on instructional and research responsibilities, hence enhancing work satisfaction (Rabiul et al., 2023). Safety-first leadership fosters a supportive and constructive workplace atmosphere (Subramaniam et al., 2023). This can enhance lecturer well-being, thus augmenting their contentment with both their employment and institution (Syaifuddin, Efendi, et al., 2023). In environments that prioritize safety, lecturers often experience more appreciation and support (Ballian, 2020). Nevertheless, comprehensive research regarding the influence of safety leadership on work satisfaction within higher education settings remains scarce, particularly in the context of Indonesian higher education (Astika et al., 2022).

Work engagement significantly influences employee job satisfaction, including that of lecturers, as it entails a profound connection between people and their work (Abdou et al., 2023). Work engagement denotes the degree to which individuals have emotional, cognitive, and physical involvement in their professional activities (Abdou et al., 2023). When employees, particularly lecturers, experience an emotional connection to their profession, they often exhibit more devotion and perceive it as a fundamental aspect of their own identity (L. Wang, 2022). A profound concentration on task completion signifies cognitive engagement, whilst elevated energy and joy in everyday activities indicate physical involvement (Hofman, 2021). Lecturers exhibiting elevated engagement levels demonstrate exceptional commitment to their profession, thereby enhancing the quality of instruction and student relationships (W. Li et al., 2022). They execute duties with gusto, even when confronted with hurdles (Darwin, 2021). This stems from an inherent motivation to achieve and the gratification derived from surmounting challenges. Engaged workers frequently feel compelled to enhance their contributions to the firm, not just by fulfilling expectations but also by endeavoring to surpass them in all facets of their employment (Sanlizo et al., 2023).

At Mahkota Tricom Unggul University, work engagement significantly influences several operational and academic dimensions. Highly engaged individuals cultivate more favorable connections with their peers and supervisors, promoting a collaborative and supportive workplace atmosphere (Wardani, 2023). This elevated degree of participation enhances both individual and team performance, therefore improving the quality of teaching, the efficiency of administrative services, and the seamless functioning of the university's everyday activities (Eryanto, 2021). Employees exhibiting a high degree of involvement are more inclined to innovate, demonstrate initiative, and contribute optimally to the attainment of the institution's objectives (Jutengren, 2020). Instructors possess a profound commitment to the university's vision and goal, which inspires them to perform at their highest capacity (Eseadi, 2022). Consequently, enhancing work engagement at Mahkota Tricom Unggul University is essential for attaining elevated job satisfaction, which directly impacts the institution's long-term success.

Although Work Engagement and Safety Leadership affect work satisfaction, their interplay has not been thoroughly examined within the university environment. Universitas Mahkota Tricom Unggul, as an institution dedicated to human resource development, is very interested in exploring how these two elements might mutually enhance employee work satisfaction. This study seeks to address the existing gap in the literature by examining the simultaneous effects of safety leadership and work engagement on employee job satisfaction at Universitas Mahkota Tricom. One This study is anticipated to provide novel theoretical insights into the connection between safety leadership and job engagement, as well as practical recommendations for university administration to improve employee well-being and performance. By comprehending these characteristics more thoroughly, universities may formulate more efficacious tactics to cultivate a more productive, secure, and fulfilling work environment for all staff members.

Theoretical Review

Lecturer Satisfaction

Lecturers that experience work satisfaction are often more dedicated and passionate in their teaching endeavors (Syaifuddin, Efendi, et al., 2023). Educators are increasingly driven to devise creative pedagogical approaches, prioritize student engagement, and cultivate significant learning experiences (Ballian, 2020). The superior quality of instruction enhances students' academic performance and the university's reputation (Astika et al., 2022). Elevated work satisfaction among instructors also fosters research output (Pebri, 2020). Content instructors are more inclined to participate in research initiatives, scholarly publications, and academic partnerships, so enhancing both the volume and caliber of the university's research output (Syaifuddin et al., 2022). This not only elevates the institution's academic standing but also draws more research money and worldwide partnerships (Butt, 2020). Content instructors exhibit greater loyalty and elevated retention rates (Landa, 2022). This decreases the turnover rate of academic personnel, which is crucial for preserving the stability and continuity of academic programs (Rahayu, 2020). Institutions with elevated professor retention rates typically exhibit a more stable and coherent academic environment, positively influencing students and other personnel (Novirsari et al., 2022).

Content lecturers are more inclined to engage in extracurricular activities, including student mentorship, community service, and other campus events (Setiyaningsih, 2022). This engagement enhances campus life and strengthens the bond between students and the university, hence fostering a more favorable student experience and overall satisfaction (Man & Aisjah, 2020). Elevated professor satisfaction is frequently manifested through strong connections with students and colleagues, with beneficial contributions to the broader society (Sefora, 2021). This enhances the university's image as an institution that prioritizes the wellbeing of its academic staff, perhaps attracting higher-caliber students and faculty while broadening its network of academic collaborations (Sumirat, 2023). Content educators are often more receptive to innovation and curricular advancement that aligns with contemporary demands (Syaifuddin, Yusniar, et al., 2023). Instructors are more inclined to suggest modifications or enhancements to the curricula they deliver, perhaps augmenting graduates' competitiveness in the employment sector and the pertinence of academic offerings (Alrawahi et al., 2024).

Safety Leadership

Instructors who perceive safety and support from Safety Leadership are generally more engaged in academic endeavors and institutional projects (Samuelsson et al., 2023). Lecturers are more inclined to engage in curriculum creation, collaborative research, and other academic initiatives when they feel respected and are not subjected to safety concerns. Safety leadership cultivates a secure workplace that promotes camaraderie among colleagues (Siyal et al., 2023). When lecturers prioritize personal safety, they are more inclined to interact and assist one another, therefore enhancing the academic team and cultivating a more favorable working atmosphere (Huebner & Zacher, 2023). Proficient safety leadership may diminish the incidence of workplace accidents and health issues, thereby lowering the frequency of sick absences and lecturer absenteeism (Sørengard & Langvik, 2022). Safer working conditions increase the likelihood of lecturers' regular attendance, hence facilitating the seamless operation of academic and administrative functions (Mezentseva et al., 2023).

When teachers perceive their setting as secure and helpful, they are more liberated to experiment and investigate novel teaching methodologies (Mehmood et al., 2023). Effective safety leadership alleviates risk apprehensions and enables academics to innovate in their instructional methods and research development. Institutions prioritizing safety via leadership frequently allocate resources for faculty career advancement. Faculty may provide further training, professional development opportunities, and other assistance (Ly, 2024). Faculty members who perceive safety and assistance in their professional growth generally exhibit higher job satisfaction. Safety leadership encompasses a focus on campus amenities and infrastructure. Faculty who observe well-maintained laboratories, classrooms, and offices that comply with safety requirements will enjoy heightened comfort and pleasure. This also influences faculty evaluations of the overall quality of the work environment (Adra et al., 2024).

Effective safety leadership include proficient crisis management and emergency response protocols (Jiang et al., 2024). Instructors who perceive their institution as adequately equipped to manage emergencies will experience greater tranquility and satisfaction. This trust is crucial for managing unforeseen circumstances and sustaining composure in the workplace. Safety leadership may enhance professors' work-life balance by instituting policies that promote general well-being, such as work flexibility and mental health assistance (Jubault Krasnopevtseva et al., 2024). Lecturers who believe they can sustain a healthy equilibrium between professional and personal life generally exhibit greater job satisfaction. Universities recognized for fostering a secure and supportive work environment through effective safety leadership frequently attain a favorable image among scholars. A favorable reputation can draw esteemed and impactful instructors, therefore enhancing job satisfaction throughout the institution and reinforcing the university's standing in the educational sphere (Malibari & Bajaba, 2022).

Work Engagement

Lecturers with elevated work engagement see a strong connection to the institution's purpose and objectives (Santoso, 2020). Instructors comprehend and assimilate the university's goal, hence enhancing their job satisfaction and pride in their work. A sense of contributing to a greater objective yields profound happiness (Mangundjaya, 2020). Involved lecturers generally perceive that they have a say in choices impacting their job (Margaretha, 2021). Engagement in decision-making processes, such as curriculum planning or program creation, enhances their feeling of ownership and work satisfaction, as they perceive themselves as respected and appreciated (Atrizka, 2020). Lecturers engaged in their job are more inclined to pursue and utilize professional development opportunities (Korankye, 2020). Instructors may participate in pertinent training, seminars, and courses, which enhance their abilities and elevate job satisfaction through augmented competence and professional accomplishment (Bai, 2021).

Engaged lecturers exhibit greater enthusiasm in student interactions and demonstrate a commitment to fostering their development (Nguyen, 2020). Constructive and fruitful connections with students, together with witnessing their instructors' advancement and achievements, enhance job satisfaction (Iqbal, 2021). Involved lecturers typically exhibit superior mental health due to their strong connection to their profession and a defined sense of purpose (Saks, 2022). Positive mental health enhances job satisfaction, as instructors perceive themselves as more prosperous and more equipped to confront work-related issues (Zhou et al., 2022). Lecturers engaged in research frequently achieve higher success in publications and research initiatives (Amjed, 2021). This achievement not only elevates the lecturer's academic standing but also yields personal and professional fulfillment, hence augmenting total work happiness (Rožman, 2021).

Engaged professors are more inclined to engage in campus activities outside standard academic responsibilities, including faculty committees, campus development initiatives, and community events (Afsar et al., 2020). This involvement enhances teacher work experiences and elevates job satisfaction (Mardikaningsih, 2022). Engagement among faculty members results in a greater sense of responsibility for their work and the institution as a whole (Reisa, 2020). This sense of duty enhances ownership and pleasure as faculty perceive their substantial contribution to the institution's success (Sa, 2023). Involved professors derive enhanced personal fulfillment from their professional achievements and contributions (Lu, 2022). Observing the outcomes of faculty endeavors through student advancement, research achievements, or academic accolades fosters a sense of fulfillment that enhances work satisfaction (Jia et al., 2022). Committed academics frequently obtain enhanced support from administration and peers (Nasib et al., 2024). This support include affirmative feedback, acknowledgment of achievements, and aid in surmounting obstacles (Fadli & Nasib, 2020).

Methodology

This research employs a quantitative methodology utilizing a survey design. This method facilitates the statistical assessment of the correlation among safety leadership, work engagement, and job satisfaction. This study involved a population and sample of 35 permanent instructors at Mahkota

Tricom Unggul University. Data was gathered by assembling a questionnaire for each indication of the research variable. Metrics like as safety communication, safety training, and enacted safety rules can assess the Safety Leadership variable. Work engagement is assessed using indicators such as commitment to tasks, passion for responsibilities, and degree of emotional investment. Factors such as contentment with the work environment, remuneration, and interpersonal interactions assess job satisfaction. Finally, we employed Smart PLS for data analysis to directly assess the influence of safety leadership and work engagement on professor job satisfaction.

Results and Discussions

Results

Hypothesis Testing

Table 1. Hypothesis Testing

	Original Sample (<i>O</i>)	Sample Mean (<i>M</i>)	Standard Deviation (STDEV)	<i>T</i> Statistics ($ O/STDEV $)	<i>P</i> Values
Safety Leadership (X_1) -> Lecturer Satisfaction (Y_1)	0.462	0.507	0.261	2.179	0.000
Work Engagement (X_2) -> Lecturer Satisfaction (Y_1)	0.344	0.510	0.206	2.256	0.001

Table 1 indicates that the hypothesis testing findings demonstrate a positive and substantial impact of safety leadership and job engagement on professor satisfaction at Mahkota Tricom Unggul University. Among the two factors, safety leadership exerts a more significant influence on lecturer satisfaction than work engagement.

Discussions

The Influence of Safety Leadership on Lecturer Satisfaction

The analytical results indicate that safety leadership significantly enhances lecturer satisfaction. The establishment of robust safety protocols, transparent communication, and managerial endorsement in safety matters fosters a secure and conducive working atmosphere for lecturers. This aligns with the premise that a secure working environment can enhance feelings of safety and happiness in the job. The study's conclusions recommend that Mahkota Tricom Unggul University continue to develop and improve its safety programs. Routine training, safety counseling, and the evaluation of safety procedures must be prioritized to maintain a secure work environment. Improving safety-related communication and providing constant managerial assistance will help sustain lecturer satisfaction. Consistent meetings and evaluations of safety procedures can enhance professor satisfaction.

The findings of this study align with other research, which indicated that safety leadership is a crucial factor in enhancing a lecturer's workplace comfort (Ly, 2024). Safety leadership fosters the development of a constructive corporate culture in which safety is seen as a paramount concern. This culture fosters a happy and collaborative work environment, positively influencing professor satisfaction (Adra et al., 2024). The efficacy of safety leadership in mitigating losses and expenses related to workplace accidents also enhances lecturer satisfaction, as organizational resources can be more effectively allocated towards the advancement and enhancement of employee welfare (Jubault Krasnopevtseva et al., 2024). Organizations exhibiting exemplary safety leadership frequently have a favorable reputation within the industry. A company's dedication to safety and employee welfare typically fosters pride within its workforce, resulting in heightened employee satisfaction (Moon, 2024).

The Influence of Work Engagement on Lecturer Satisfaction

The analytical results indicate that work involvement significantly enhances professor satisfaction. Lecturers who engage actively in their work emotionally, intellectually, and physically—generally

experience greater job satisfaction. This aligns with the premise that elevated engagement in work typically correlates with increased lecturer satisfaction. The outcomes of this study suggest that lecturers with a high degree of participation demonstrate commitment and excitement in their roles. This devotion cultivates a sense of accomplishment and fulfillment, as educators recognize acknowledgment and gratitude for their endeavors. Enthusiasm enhances favorable professional experiences, hence contributing to lecturer satisfaction.

The results of this study corroborate the findings of previous studies, indicating that work engagement significantly contributes to an increase in lecturer satisfaction (Olckers, 2021)(Liu, 2022)(Hofman, 2021). Increased work engagement fosters greater lecturer satisfaction by fostering a sense of connectedness and positive work experiences (Rosdaniati, 2021). Emotional and cognitive engagement in work contributes to lecturer satisfaction by increasing the sense of connectedness and meaning in work (Pereira, 2020). Lecturers who feel that their work is important and receive adequate support tend to be more satisfied with it (Hamalawi, 2022). High physical engagement, characterized by energy and motivation in carrying out work tasks, also contributes to lecturer satisfaction (Nadiyah A. Baghdadi PhD, 2021). Lecturers who feel energetic and motivated by their work tend to be more satisfied because they can face challenges better and feel positive results from it (Ly, 2024).

Conclusions

Safety leadership positively influences lecturer satisfaction at Mahkota Tricom Unggul University. The establishment of robust safety protocols, transparent communication on safety, managerial endorsement of safety measures, and comprehensive safety training foster a secure and conducive work environment. This engenders greater job satisfaction among professors due to their sense of protection and support. Moreover, occupational engagement exerts a substantial favorable influence on lecturer satisfaction. Lecturers who are emotionally, intellectually, and physically engaged in their job typically exhibit significant devotion, excitement, and vigor in their activities. This engagement enhances lecturer satisfaction as they see a stronger connection to their profession and the outcomes attained. This study suggests that to enhance job engagement, institutions should promote professor career development, give chances for participation in academic projects and professional growth, and offer constructive feedback and incentives. Promoting a healthy work-life balance for academics and offering facilities that foster engagement are essential elements in improving lecturer satisfaction. Furthermore, it is essential to consistently evaluate the effectiveness of safety initiatives and the level of lecturer involvement. Periodic assessments will provide the evaluation of progress and the identification of areas for enhancement. Facilitating a forum for educators to offer input on working environment and safety protocols can aid in ongoing enhancement.

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