

## THE EFFECT OF JOB SATISFACTION AND WORK ENGAGEMENT TOWARDS THE JOB PERFORMANCE OF CERTIFIED KINDERGARTEN'S TEACHER

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**Abstract:** Several studies on the antecedents of job performance had been conducted. It is allegedly proposed that one of the important antecedents to job performance is job satisfaction (job satisfaction), because if people are satisfied with their work affectively then people will feel happy and happy to carry out their duties and responsibilities. On the other hand there are also other antecedents are also rational to be studied related to job performance, ie work engagement or sometimes referred to as employee engagement. Work engagement or employee engagement is a technical concept used to designate how large a sense of involvement or engagement of individuals to work.

This study aims to obtain: (1) picture of job satisfaction, (2) description of work engagement, (3) description of job performance, (4) to test whether there is influence job satisfaction on job performance, (5) to test whether there is influence work engagement to job performance, and (6) to test whether there is influence job satisfaction and work engagement to job satisfaction. Data is collected using psychological scales developed by researchers. The subjects were 52 kindergarten teachers in Semarang obtained through random sampling method. The data were processed using the help of statistical data processing software.

The results of this research are: (1) the level of job satisfaction is in the high category, (2) the level of work engagement in a category is, (3) the level of job performance is in the high category, (4) there is the influence job satisfaction on job performance, (5) no effect work engagement to job performance, and (6) there is an influence job satisfaction and work engagement to job satisfaction. To the managers of human resources working in the kindergarten could be advised to keep or maintain the level of job satisfaction and job performance. As in relation to work engagement can still be improved. For further research, it can be advisable to examine this theme by involving broader subjects, or by highlighting all the characteristics of a typical late, work values and other variables adjacent to it.

**Keywords:** Job satisfaction, work engagement, job performance.

### BACKGROUND

The department of National Education (2007/2008) showed that about 2.8 million teachers of various educational levels actually were not eligible as professional teachers. This ineligibility was due to the teachers' educational levels which were not qualified and they were not certified yet as educators. Most of these ineligible teachers were kindergarten teachers 88%, Elementary School teachers 77.85%, Junior High School teachers 28.33%, High School teachers 15.25% and Vocational High School teachers 23.04% (Kompas, October 24, 2009).

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This high percentage of ineligible kindergarten teachers (88%) was a fact which was very concerning. Many teachers, who are the front liners interacting directly with pupils, in fact do not have the qualification of professional teachers. Following this up, actually the government has taken big steps, one of them is the effort of certifying these teachers as professional educators. The foundation of this certification is The Law No 14 Year 2005 about Teachers and Lecturers (UUGD) valid from December 30, 2005.

Based on the field interview, many teachers uttered that professional teacher certification were very good and it could enhance teacher's dignity and pride. However, on the other side, there is an impression that teachers consider this certification as a goal, in fact it is just means to achieve the goal. The teachers who have been certified in general do not show development, either in pedagogical, personality, professionalism and social sides. Teachers are just active during certification, but when they have passed, their quality is decreasing (Kompas, November 1, 2010). It is proposed here that the discussion of teacher's quality could be represented by job performance concept as the core discussion.

Mangkunegara (2007) stated that job performance or actual performance is the work result depicting the quality and quantity achieved by an individual in conducting her/ his tasks as her/his responsibility. Several reviews about the job performance antecedents have been conducted and that it is allegedly appropriate that one of the important antecedents of job performance is job satisfaction, because if an individual is satisfied with his/her job thus effectively that individual will be pleased and content in doing his/her tasks and responsibilities. Research about job performance have been conducted, among those are by Gabi Eissal and Rebecca Wyland (2015) dan Lepine (2015).

On the other side, there is also another antecedent rational to be reviewed concerning job performance, which is work engagement or sometimes it is called as employee engagement. Work engagement or employee engagement are technical concepts used to refer to the extent of involvement or individual's involvement on his/her job. Will a teacher be more dilligent and striving when he/she is engaged psychologically on his/ her job as an educator? Allegedly the scientific review about the effect of job satisfaction and work engagement on job performance of the certified kindergarten teachers is appropriate to be conducted. Reviews on job satisfaction have been done in other field such as the research conducted by Kayalar (2009) on academic staffs compared to administration staff and moreover a research on job satisfaction was done on NGO volunteers and civil servants Young-joo Lee1 (2015). Study on work engagement had often been done, for example by Hernandez (2016).

## RESEARCH METHOD

This research is quantitative approach, conducted to answer six research inquiries, including 3 research variables. Those 3 variables are dependent variables; Job performance; Independent variables: job satisfaction and work engagement.

Job performance is the behavior quality or relevant action with a goal to be achieved. In this study, job performance is measured using psychological scale developed based on the aspects of: learning management, potential development, academic mastering, giving service of social personal guidance to kindergarten students, as well as giving learning guidance service. The score obtained from the scale depicting the job performance score rating of the respondents. Job satisfaction is the description of how content (positive affection) an individual has of the job undertaken. In this study, job satisfaction was measured using scale developed based on the factors affecting job satisfaction, which are intrinsic and extrinsic factors. The scores obtained from the scale depicting the rate of job satisfaction scores of the respondents.

Work engagement is the level of individual involvement on his/ her job. In this study, work engagement was measured by using scale developed based on the work engagement's dimensions, which are: vigor, dedication and absorption. The score achieved from the scale depicting the level of work engagement score of the respondents.

The research subjects involved in this research were the certified kindergarten teachers in Semarang, Central Java and they were disposed to become the research's respondents. The data collection means used in this research are the psychological scales. There are three scales in this research, which are: job performance, job satisfaction and work attachment psychological scales. Convenience sampling or accidental sampling was used in collecting data since this research was going to be functioned as preliminary research, as well as practicality reason in its implementation.

Data Analysis. In answering the first, second and third research inquiries; answering scoring scale based on the respondents' answer was conducted. Then the score administered in form of chart was ready to be processed using data processing program. Utilizing data processing software, descriptive statistics description of job performance, job satisfaction and work engagement variables were obtained. To answer the fourth, fifth and sixth inquiries, which are the research questions involving inferential test, the data obtained were put as data which were available to be inferentially analyzed. The operation of regression by using data processing software was implemented. The dependent variable (job performance) was treated as predictor and the independent variables (job satisfaction

and work engagement) were treated as criteria when only predictor scores were known.

## RESULTS AND DISCUSSIONS

### Results

Assumption test was first implemented on all data gained empirically in the field. Normality test was conducted on all variables included in this research. In the chart, it is shown that the significance for job satisfaction variable is 0.943; the significance of work engagement variable is 0.482; and the significance for job performance variable is 0.626. In other words, the significance values of the three variables are above  $> 0,05$  meaning that those three variables are normally distributed.

#### ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

		<i>J_satisfaction</i>	<i>W_engagement</i>	<i>Performance</i>
		52	52	52
Normal Parameters <sup>a,b</sup>	Mean	79.8654	85.8077	127.9615
	Std. Deviation	8.05381	5.55909	10.86271
Most Extreme Differences	Absolute	.073	.116	.104
	Positive	.073	.116	.064
	Negative	-.065	-.057	-.104
Kolmogorov-Smirnov Z		.528	.839	.751
Asymp. Sig. (2-tailed)		.943	.482	.626

<sup>a</sup>Test distribution is Normal.

<sup>b</sup>Calculated from data.

The second assumption test is to examine the multicollinearity of the variable data included in this research. VIF value of both independent variables is 1,011 ( $X < 10$ ).

#### COEFFICIENTS<sup>a</sup>

<i>Model</i>		<i>Collinearity Statistics</i>	
		<i>Tolerance</i>	<i>VIF</i>
1	J_satisfaction	.989	1.011
	W_engagement	.989	1.011

<sup>a</sup>Dependent Variable: Performance

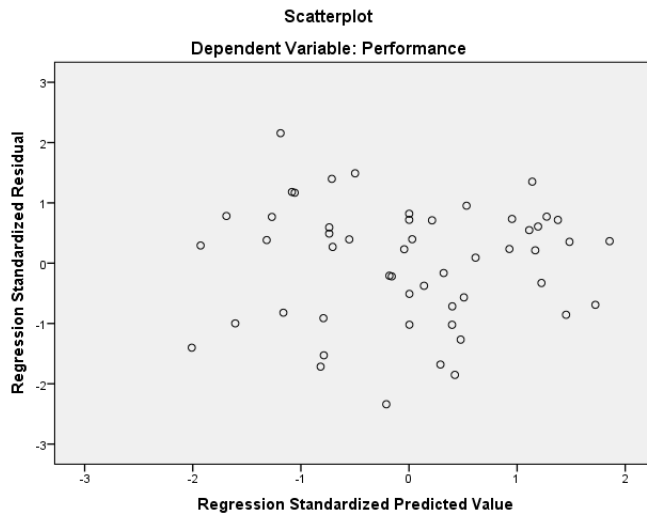
The tolerance value of the independent variable is 0,989 = 98,9% which is very far beyond 10% value, thus it can be said that there is no multicollinearity between independent variables.

COEFFICIENT CORRELATIONS<sup>a</sup>

	<i>Model</i>		<i>W_engagement</i>	<i>J_satisfaction</i>
1	Correlations	<i>W_engagement</i>	1.000	-.105
		<i>J_satisfaction</i>	-.105	1.000
	Covariances	<i>W_engagement</i>	.061	-.004
		<i>J_satisfaction</i>	-.004	.029

<sup>a</sup>Dependent Variable: Performance

By different method, based on the value of correlation coefficient between the independent variables, it is 0.105 far below 0.60. Thus, it could be concluded that between those independent variables there is no multicollinearity.



Based on the scatterplot, the points are scattered below and above Y axis, and it doesn't have regular pattern. It is suggested that there is no heteroscedascity or in other words, it is homoscedascity.

MODEL SUMMARY<sup>b</sup>

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.470 <sup>a</sup>	.221	.189	9.78434	1.744

<sup>a</sup>Predictors: (Constant), *W\_engagement*, *J\_satisfaction*

<sup>b</sup>Dependent Variable: Performance

It is shown that the Durbin Watson value is 1.744 or between -2 and 2. Based on this, it could be said that the regression model applied is free from autocorrelation problem.

### 1. *Job Satisfaction of the Kindergarten Teachers Description*

Here is the descriptive statistic depiction of kindergarten teachers' job satisfaction. The research subjects are 52 people, mean value is 79.86, standard deviation 8.05; the lowest score is 63, and the highest score is 98.

**TABLE 1: JOB SATISFACTION'S DESCRIPTIVE STATISTICS**

<i>Variabel</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Job satisfaction	52	79.8654	8.05381	63.00	98.00

Job satisfaction's score categorization was done manually as follows postulated on the hypothetical values, which are:

Lowest score : 25

Highest score : 100

Mean : 62,5

Standard Deviation : (Highest score – lowest score) : 6 = 12,5

**TABLE 2: JOB SATISFACTION'S SCORE CATEGORIZATION ON KINDERGARTEN TEACHERS**

<i>Interval Score</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
$X < 50$	Low	0	0%
$(-1SD < X < +1 SD) = (50 < X < 75)$	Moderate	16	30,77%
$X > 50$	High	34	69,23%

From Table 1, which is the empirical data's descriptive statistics, it is suggested that the mean of job satisfaction's score of the kindergarten teachers is 79.86. This value (79.86) is in high category.

Based on the empirical score confirmation and categorization table, it is found that from all research subjects, there is no subject in the low category. In moderate category there are 30.77% research subjects and 69.23% research subjects are in high category.

### 2. *Work Engagement of Kindergarten Teacher Description*

Here is the descriptive statistics depiction of the kindergarten teachers' work engagement. There were 52 research subjects involved with mean 85.80 and standard deviation of 5.55; lowest score 75 and highest score 101.

**TABLE 3: WORK ENGAGEMENT DESCRIPTIVE STATISTICS**

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Work engagement	52	85.8077	5.55909	75.00	101.00

The Categorization of work engagement scores was conducted manually as follows anchoring on the hypothetical values of:

Lowest Score	: 32
Highest Score	: 128
Mean	: 80
Standard deviation	: (highest score – lowest score) : 6 = 16

**TABLE 4: WORK ENGAGEMENT OF KINDERGARTEN TEACHER SCORE CATEGORIZATION**

<i>Score Interval</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
$X < 64$	Low	0	0%
$(-1SD < X < +1 SD) = (64 < X < 96)$	Moderate	16	96,15%
$X > 96$	High	34	3,84%

From Table 3, which is the empirical data descriptive statistics depiction, it is known that the mean of work engagement score of the kindergarten teacher is 85.80. That value (85.80) is in moderate category.

Based on the empirical score conformation and categorization table, it is found that all research subjects is not in low category. There are 3.84% research subjects in the moderate category, and 3.84% research subjects are in the high category.

### **3. Job Performance of the Kindergarten Teachers' Description**

Here is the descriptive statistics of kindergarten teachers' job performance. There were 52 persons involved as research subjects, the mean is 127.96; standard deviation is 10.86; the lowest score is skor104, and the highest score is 147.

**TABLE 5: JOB PERFORMANCE DESCRIPTIVE STATISTICS OF THE KINDERGARTEN TEACHERS**

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
Y	52	127.9615	10.86271	104.00	147.00

The categorization of the job performance scores was done manually anchoring to the hypothetical values as follow.

Lowest Score	: 38
Highest Score	: 152
Means	: 95
Standard Deviation	: (highest score – lowest score) : 6 = 19

From Table 5, which is the descriptive statistics depiction of the empirical data, it can be suggested that mean score for kindergarten teachers' job satisfaction is 127.96. That value (127.96) is in high category.

**TABLE 6: JOB SATISFACTION SCORE CATEGORIZATION OF THE KINDERGARTEN TEACHERS**

<i>Score Interval</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
76 < 76	Low	0	0%
(-1SD < X < + 1SD) = (76 < X < 114)	Moderate	8	15,38%
X > 114	High	44	84,6 %

Based on the empirical score's conformation and categorization table, it is found that there is no research subject is in low category from all research subjects. There are 15.38% research subjects in moderate category and 84.61% research subjects are in high category.

#### **4. The Effect of Job Satisfaction on Job Performance of the Kindergarten Teachers**

Below is the model summary table of the regression test with job satisfaction as the independent variable and job performance as the dependent variable.

##### **MODEL SUMMARY<sup>b</sup>**

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.422 <sup>a</sup>	.178	.161	9.94854	1.624

<sup>a</sup>Predictors: (Constant), J\_satisfaction

<sup>b</sup>Dependent Variable: Performance

##### **COEFFICIENTS<sup>a</sup>**

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	50.024	24.073		2.078	.043
	J_satisfaction	.539	.171	.400	3.150	.003
	W_engagement	.407	.248	.208	1.641	.107

<sup>a</sup>Dependent Variable: Performance

It seems that R square value shows 0.178. This indicates that the contribution of job satisfaction variable on job performance variable is 17%, while the other 83% is determined by other factors.

The significance value is 0,003 ( $p < 0.05$ ) indicates that job satisfaction variable affects job performance significantly.



### 5. *The Effect of Work Engagement on Job Performance of the Kindergarten Teachers*

The following is the model summary table from regression test with job engagement as the independent variable and job performance as dependent variable.

**MODEL SUMMARY<sup>b</sup>**

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.250 <sup>a</sup>	.063	.044	10.62180	1.460

<sup>a</sup>Predictors: (Constant), W\_engagement

<sup>b</sup>Dependent Variable: Performance

**COEFFICIENTS<sup>a</sup>**

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	50.024	24.073		2.078	.043
	J_satisfaction	.539	.171	.400	3.150	.003
	W_engagement	.407	.248	.208	1.641	.107

<sup>a</sup>Dependent Variable: Performance

It seems that R square value shows 0,063. This indicates that the contribution of job engagement variable is 6%, while the other 94% is determined by other factors. The significance value is 0,107 ( $p > 0,05$ ) shows that the effect of the work engagement variable on job performance is not significant.

The effect of job satisfaction and work engagement on job performance of the kindergarten teachers.

The following is the model summary table from the regression test with job satisfaction and work engagement as independent variable and job performance as dependent variable.

**MODEL SUMMARY<sup>b</sup>**

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.470 <sup>a</sup>	.221	.189	9.78434	1.744

<sup>a</sup>Predictors: (Constant), W\_engagement, J\_satisfaction

<sup>b</sup>Dependent Variable: Performance

The R square value shows 0.221. This indicates that the contribution of job satisfaction and work engagement variables to job performance variable is 18.9% while the rest 81.12% is determined by other factors.

ANOVA<sup>a</sup>

	<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	1326.987	2	663.494	6.931	.002 <sup>b</sup>
	Residual	4690.936	49	95.733		
	Total	6017.923	51			

<sup>a</sup>Dependent Variable: Performance

<sup>b</sup>Predictors: (Constant), W\_engagement, J\_satisfaction

Based on the data output, it could be seen that F test is 6.931 and significance value of 0.002 ( $p < 0,05$ ). This has shown that both variables as dependent variables (*job satisfaction* and *work engagement*) simultaneously could explain their effect on job performance variable.

## DISCUSSION

1. *Job satisfaction of the kindergarten teachers:* According to the data conveyed previously, it could be understood that the mean of job satisfaction level of the kindergarten teachers is in high category. This emerged since the score of the job satisfaction level of most kindergarten teacher subjects involved in this study had is in high category. Only a few of these teacher subjects are in the moderate category. Moreover, no teacher is in the low job satisfaction level.

The high job satisfaction of these kindergarten teachers was perhaps due to these teachers (mostly having high tenure of teaching) had positive emotion about their job. They were pleased and content in accomplishing their daily tasks as kindergarten teachers.

When considering that job satisfaction is the positive emotional description concerning job, thus job satisfaction's condition of an individual will give affection tone on work activities and has the potential to raise positive association of the job. The positive association of the job which could be easily recalled when filling out the scale could be build based on the affecting factors, which are intrinsic and extrinsic factors.

What is meant by intrinsic factors here is all attached in an individual subjectively, for example: work motivation, discipline and work value. While extrinsic factor is everything comes from outside an individual's self, for example: the amount of reward, working situation, working tools and superior's behavior.

2. *Work engagement of the kindergarten teachers:* Based on the data conveyed previously, it could be understood that the mean of work engagement level of the kindergarten teachers is in moderate category. This could be due to the work engagement level of most kindergarten teacher subjects involved

in this study is in moderate category. Only small part (group) of the teacher subjects is in high category. Moreover, there is no teacher with low work engagement level.

Perhaps, the mean of the work engagement score in the moderate category was due to the thought that working as kindergarten teacher was a job which had been hold for long period of time, thus the daily job task accomplishment did not demand high concentration anylonger. The daily tasks which had been mastered made the teacher individual seemingly took the job accomplishment for granted. The moderate category in work engagement is the description that teachers are still bonded in their job eventhough that bond is not rigid or burdensome.

3. *Job Performance Description of the Kindergarten Teachers:* Based on the data conveyed previously, it could be understood that the mean of job performance level on kindergarten teachers is in high category. This could emerge since the job performance level of most kindergarten teacher subjects involved in this research is in high category. Only a small part (group) of these teacher subjects is in moderate category. Moreover, there is no teacher with low job performance level.

This high job performance of these kindergarten teachers was probably due to they (mostly had high tenure) were able and willing to manage optimum learning, did their potential development, academic mastering, and gave social personal guidance service to kindergarten pupils, as well as gave the learning guidance service.

4. *The effect of job satisfaction on job performance of the kindergarten teachers:* In this research, job satisfaction mean score is in high category. Most subjects of the study hold their scores in high category. On the other hand, the number of respondents having score of other categories (moderate and low category) is less than a half of the number of subjects scored in high category.

Conceptually, it could be understood that job satisfaction is the positive emotional description attached to the job giving significant contribution on job performance. Several previous studies also had the same outputs.

Job satisfaction in this research was measured through the scale developed based on 2 factors, internal and external factors, which both were proved significantly affected job performance. As a part of the dependent variable, job satisfaction's internal factor raised as a provision subjectively possessed by the respondent.

Internal factor is the factor determined by one's individual subjective of the kindergarten teachers, for example: work motivation, perception of the job or work value attached on the kindergarten teacher's self. If the

kindergarten teacher has good internal factor, thus it will tone the mood, feeling and emotion related to one's job as kindergarten teacher.

In details, it can be said that working motivation condition, perception of the job and work value in individual's self will melt in frame of reference or subjective point of view which encourages those teacher in their performance in their activity as kindergarten teachers.

5. *The effect of work engagement on job performance of the kindergarten teachers:* Schaufeli dan Bakker (2003) explained the dimensions in the *work engagement*, as follow: (a) *Vigor* which is: the high energy level and resilience; (b) *dedication* which is: meaningful feeling description, enthusiastic and proud in the job and thus inspired and challenged by it; (c) *absorption* which is: individual depiction who concentrates deeply and comprehensively.

According to Lockwood (2007), *work engagement* had three dimensions, which were: (a) talking about positive things of the organization, (b) having strong willingness to be the member of that organization, and (c) the willingness to give efforts and show strong behavior to be able to contribute. In this study, the researcher tended to agree the dimensions of Schaufeli dan Bakker (2003).

Bakker dan Demerouti (2008) defined *work engagement* as a positive, fulfilling, work-related state of mind. The positive fulfilling work state of mind, and the feeling of bonding with the job are assumed to be contributed on the work spirit and job performance of the teachers.

Previously conveyed in this study that work engagement doesn't contribute significantly on job performance. The result contradicted some research with the same theme. In those previous research, work engagement was proven contributing significantly to job performance.

The insignificant effect of work engagement in this study was probably due to the particular researchs subject's job context as kindergarten teacher. Perhaps, those teachers mostly have been working as kindergarten teachers in long tenure do not regard the work carried out daily negatively. The teachers also consider that the job done daily is the simple job. Perhaps their role for the students is significant, however subjectively those teachers judge that their job is less meaningful. The valuation that the job as kindergarten teacher is a simple job and less meaningful could emerge after the individual experiences her job periodically. After several periodes, probably those kindergarten teachers feel that working as kindergarten teacher includes many activity repetitions.

If this teacher as individual has overcome this (task repetitions) and thinks that her job is a simple job, thus sooner or later, the individual teacher will

think that the job she has is the job that doesn't need high self involvement. On the other side, even without this high self involvement, that individual teacher has mastered the job execution well.

When perform, those kindergarten teachers think that it is not necessary to rigor; feel that they do not need to show dedication (enthusiasm, high fulfilling and proudness) and also do not need to focus in involving themselves in their job (absorption). At last, in this research context, job performance is not affected by work engagement.

6. *The effect of job satisfaction and work engagement on job performance of the kindergarten teachers: Job satisfaction* is enjoyable and positive emotional state resulting from the evaluation of one's job (Luthan, 2006). Davis dan Newstrom (2002) dan Locke (dalam Turkyilmas & Ozkan, 2009) agreed what had been said by Luthan (2006). Simply put, it can be understood that job satisfaction is the description of how high enjoyment (positive affection) related to the job hold.

The factors affect job satisfaction are divided into 2 groups, which is internal and external factors. On its own, job satisfaction variable as independent variable contributes significantly to job performance. While the inferential test's result showed that there is no significant effect of work engagement on job performance.

However, if both dependent variables, which are: *job satisfaction* and *work engagement* as predictors, it is found that both variables simultaneously have significant effect on job performance.

## CONCLUSIONS

Based on the research results, it could be concluded that: (a) The job satisfaction level of the kindergarten teachers is in high category; (b) The work engagement of the kindergarten teachers is in moderate category; (c) The work performance of the kindergarten teachers is in high category; (d) There is an effect of job satisfaction on job performance; (e) There is no effect of work engagement on job performance; (f). There is an effect of job satisfaction and work engagement on job performance.

## Suggestions

Considering the results and conclusions of the study, it could be suggested that: (a). School management pays more attention on job satisfaction as an important variable affecting job performance; (b) the conclusion that there is no effect of work engagement on job satisfaction in this research motivates other researchers to review this theme across job fields and to find deeper dynamics between both variables.

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