Montemorelos University

Faculty of Business and Legal Sciences

FACTORS AFFECTING WORK ENVIRONMENT AT
WESTCHESTER COMMUNITY COLLEGE
IN NEW YORK

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctorate in Business Administration

by

Doreen R. Howson

March 2020

ABSTRACT

FACTORS AFFECTING WORK ENVIRONMENT AT
WESTCHESTER COMMUNITY COLLEGE
IN NEW YORK

by

Doreen R. Howson

Main adviser: Karla Saraí Basurto Gutiérrez

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

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Title: FACTORS AFFECTING WORK ENVIRONMENT AT WESTCHESTER COMMU-
NITY COLLEGE IN NEW YORK

Name of researcher: Doreen R. Howson

Name and degree of main adviser: Karla Saraí Basurto Gutiérrez, Ph.D. in Business
Administration

Date completed: March 2020

Problem

The empirical model in which work training, work motivation, leadership and
communication are predictors of work environment, as perceived by employees of
Westchester Community College in New York, USA.

Method

The research was empirical quantitative, descriptive, exploratory, explanatory and
transversal. The study population was made up of 450 full-time employees of Westchester
Community College, New York, USA. An instrument was administered and 131 employees
from the population were described. The substantive statistical process was based on re-
gression analysis, performed in Statistical Package for Social Sciences (SPSS), version 24.0.

The constructs for the five instruments used were done through factorial analysis techniques (with explained variance levels of over 50%, which is acceptable) and the reliability, measured with the Cronbach alpha coefficient for each instrument, was acceptable. For the analysis of this hypothesis, the statistical technique of multiple linear regression was used.

Results

The model was validated with a sample of full-time employees of Westchester Community College (WCC). Work training, work motivation, leadership and communication are good predictors of work environment, according to the perception of the employees of Westchester Community College. When evaluating the influence of independent constructs, it was found that the best predictor is leadership, followed by communication.

Conclusion

It is recommended to the administration of Westchester Community College to be especially aware of the work environment in which employees have to perform their duties. As brought out in this investigation, leadership and communication are significant predictors of the work environment. This outcome suggests that employees at WCC want a work environment where they can feel safe and motivated to put forth their very best efforts. They want their leaders to take the helm in fostering an atmosphere where the human capital are supported—led, communicated with, motivated and trained to give their very best.

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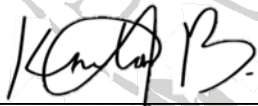
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Tesis
presentada en cumplimiento parcial
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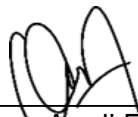Doctorado en Administración
de Negocios

por

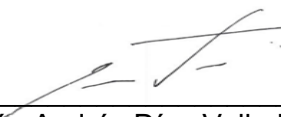Doreen R. Howson

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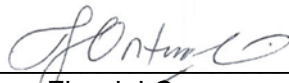
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20 de abril de 2020

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DEDICATION

This dissertation is dedicated to my husband, Newton Isaac, and my daughter Nadine Annmarie and in memory of my loving parents, Gilbert and Inez Malcolm. Newt and Nay, this academic journey would not have been possible without your support, encouragement, and love.

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ACKNOWLEDGEMENTS

shown to us. Your efforts will not go unrewarded!

Many thanks to everyone for your encouragement, support and prayers.

CHAPTER I

PROBLEM DIMENSION

This study will consider the impact that work training, work motivation, leadership, and communication have on the work environment at Westchester Community College in New York.

The following sections provide a brief compilation of definitions of the latent variables of this research: (a) work training, (b) work motivation, (c) leadership, (d) communication, and (e) work environment.

Background

Work Training

Work training is the act of disseminating new information to a person for that person to perform the task effectively and efficiently. Work preparation is the viable blend of displaying, practice and input (Hina, 2014).

According to Elnaga and Imran (2013), work preparation is spanning and lessening the insufficiencies between current execution and the required advantageous general functioning. It is a precise method for improving the worker's abilities, learning and competency to have him/her perform productively and viably at work.

On the other hand Mpofu and Hlatywayo (2015), emphasized that work training is the upgrading of workers' abilities and performance through quality specialized training, which will result in improved execution of required tasks.

Beyond that Jones, Beynon, Pickernell, and Packham (2013), stated that training is an effort among or outside an organization to broaden work-related skills and aptitudes of either supervisors and the general worker population. While Dostie (2017), believe that work training can also be taken to mean a process by which an employee whose job execution has been substantially improved or overhauled to ensure increased productivity.

Work Motivation

For Usher (2012), work motivation is the need or desire to accomplish something because one needs to and takes delight or sees and incentive in doing as such. Or extrinsically, the craving to do or achieve something, not for the happiness regarding the thing itself, but since doing such prompts specific outcome.

Furthermore, Yaya, Opeke, and Onuoha (2016), described work motivation as those variables that stimulate, direct and continue human conduct towards a specific strategy. It demonstrates the goal of accomplishing an objective and driving objective-coordinated practices.

Additionally, Corcaci (2016) emphasized that work motivation is a mental technique utilized by leaders to move and inspire constant practices from employees in the working environment.

Besides, employee motivation is an inspirational approach to accomplish important objectives in which employees put exertion well beyond expressed leadership objectives, according to Fiaz, Su, Ikram, and Saqib (2017).

Guerci and Shani (2013) concurred with the previous author by stating that motivation is improving the human asset, management suggested affiliations and

utilizing unexpected prizes and performance management to increase employees' inspiration toward better job performance. Ugah and Okpara (2008) further defined motivation as the mental procedure that provides conduct, reason and guidance.

Leadership

According to Banerjee (2015), leadership is managing gatherings of individuals and encouraging changes in positive ways.

For Algahtani (2014), leadership are aptitudes utilized to focus on potential modifiers by setting up a course for promotion adjusting and impelling and propelling employees to greater and more dramatic performances.

Notwithstanding, administrators characterized leadership as a frame of mind, practices, convictions and qualities (Jodar i Solà, Gené i Badia, Delgado Hito, Campo Osaba, & Del Val García, 2016).

Furthermore, researchers such as Preston-Cunningham, Elbert, and Dooley (2017), pointed out leadership as a procedure whereby one individual impacts a gathering of people to accomplish a shared objective.

On the other hand, Gillett-Karam (2017) described leadership as a calling to help other people discover their specialty of job.

Besides, leadership alludes to the capacity that prompts, persuades and empowers adherents for the achievement of a company's goals and objectives, according to Howladar, Rahman, and Uddin (2018).

Communication

Communication is a two-route procedure of achieving common comprehension,

in which members not just trade encode-translate data, news, thoughts and emotions, but make and offer importance (Iosim, Seracin, & Popescu, 2018).

The authors further characterized communication as a demonstration of imparting or passing on, conferring, or making known data gained from study, understanding, or guidance (Iosim, et al., 2018).

Rich (2018) suggests that communication is one of those dumbfounding philosophical ideas that are crucial to understanding human collaboration.

Other authors have defined communication as the procedure by which data is traded between people or computers utilizing usually acknowledged arrangements of (Manojlovich, Squires, Davies, & Graham, 2015).

Conversely, Clevenger Jr. (1983), defined communication as an interconnecting system of subspecialties that cover each other in a wide range of measurements.

Furthermore, Sarpparaje (2016) emphasized that communication is the faculty to transfer data precisely and in an unambiguous way for others to understand in the way that information was initially intended.

Work Environment

Work environment is a physical facility, office location or area that directly or indirectly or in a roundabout way impacts workers' prosperity and their profitability exhibitions (Kamarulzaman, Saleh, Hashim, Hashim, & Abdul-Ghani, 2011).

Conversely, Businessnewdaily.com (2020) defined the work environment as a position of business which includes the physical, geological area just as the quick surroundings of the working environment.

For Kamarulzaman, et al. (2011), the work environment is a spot or office

where workers invest a great deal of energy, where the physical condition impacts their prosperity and specifically impacts their work execution and efficiency.

Sutanto, Scheller-Sampson, and Mulyono (2018), concluded that work environment is everything that exists in a zone around and encompassing workers in the workplace, either physically or non-physically, that affect the workers' execution and additionally, their efficiency.

On the other hand, Norman and Sjetne (2017) characterized the work environment as the working condition, viable space, qualities of the activity and work setting and its restrictions.

Furthermore, Forsell, Järvholm, Lundh, Andersson, and Nilsson (2017), defined the work environment as the wellbeing, atmosphere, the area, and the administration of work that are completed in a specific area.

Definition of Terms

Although most of the above variables have previously been defined during the process of describing them, this section gives brief essential term definitions that are used in this study.

Work Training: is any work-based training formal or casual that may include workshops, online skills set upgrades, seminars, and peer education. It enables employees to secure hands-on aptitudes that will allow them to perform new assignments and improve how they perform current undertakings.

Work Motivation: is the dimension of energy with which leaders arouse employees to consistently put forth their absolute best endeavors in doing current tasks and exercises. It is the dimension of power that makes progress toward different objectives,

both personally and professionally, so that the employee may fulfil the goals and objectives of the organization and realize self-fulfillment as well.

Leadership: is coordinating and helping workers in manners that will change their frames of mind and practices to complete the objectives and goals of the business and the global organization.

Communication: is the way of giving and accepting data that is comprehended by both the sender and the receiver. For communication to be useful, the sender provides data, and the recipient includes input that confirms to the sender that the data is received and understood in the way that the sender expected.

Work Environment: is the physical, emotional, social, land area, forms, and procedural environment that an employee performs tasks and carry out the goals and objectives for a company consistently.

Relationship Between Variables

This section describes the relationships between the variables. These relations are as follows: (a) work training and work environment, (b) work motivation and work environment, (c) leadership and work environment and (d) communication and work environment.

Work Training and Work Environment

According to authors Sundstrup, et al. (2014), health training at the work environment counteracts the disintegration of work capacity among manual laborers. It does it with constant agony and incapacity presented to loud and monotonous employment undertakings. Along these lines, quality training performed at the work environment may in

truth be viewed as a complex combination model of mediation methodology that attains particular functional advantages of training in essence.

Furthermore, Tan, et al. (2014), emphasized that there is an excellent quality proof that working environment emotional training can diminish the degree of wretchedness manifestations among laborers. This, because there is more proof for the viability of computer-based projects than different mediations; and that proof-based work environment mediations ought to be a key segment of endeavors to forestall the advancement of unhappiness among grown-ups.

Moreover, according to Tynjälä, Häkkinen, and Hämäläinen (2014), innovation improved learning at work with regards to the integrative instructional method. That makes learning situations whereby the four fundamental components of expert mastery infers that the integrative teaching method model can serve both as a rule for planning advances and for applying real advances for working environment learning.

Besides, the findings of a study done in Switzerland showed that a person's worth and working environment components add to empowering ways to higher professional instruction, as this depends not on sociodemographic factors but on forming the workplace that supports learning at work (Nägele, Neuenschwander, & Rodcharoen, 2018).

<center>Work Motivation and Work Environment</center>

Vanthournout, Noyens, Gijbels, and Van Den Bossche (2014), suggested that there were some immediate connections between work atmosphere components and motivation. Concerning the interceding job of inspiration, demonstrated that the impact of proper supervision on profound learning is totally intervened via self-governing

<center>7</center>

motivation.

On the other hand, Obajemu, Dekpen, and Ojo (2012), suggested that work motivation is of pivotal significance to the accomplishments of associations and social orders and the prosperity of people. Further, all-around compensated staff will exceedingly spur him/her to perform successfully well on his/her activity.

Leadership and Work Environment

Australian researchers Tuckey, Bakker, and Dollard (2012), demonstrated that leaders could impact existing working conditions and relate with workers in the workplace to decide how employees really experience the work.

Conversely, Malaysian researchers trying to ascertain what impact leadership has on the work environment, uncovered that there is a moderate negative noteworthy connection between school leaders' genuine administration and educators' activity stress. Besides, multiple regression analyses demonstrated that the bona fide initiative likewise contributed a notable adverse effect on educators' activity stress (Ismail, Abdullah, A. S., & Abdullah, 2019).

Besides, having a solid, positive departmental head is essential to upgrading and guaranteeing personnel execution and student learning. Reduced administration, nonetheless, can bring about expanded staff turn-over, poor instructing and research performance, and even the deterrence of students from registering (Miller & Murry, Jr., 2015).

Communication and Work Environment

Successful communication inside an establishment is a feature of quality checking

factor that adjusts workers' desires, encourages critical thinking, constructs agreeable connections and channels worker endeavors to accomplish shared objectives (Khin, Lian, Yeap, & Muhamad, 2016).

Moreover, communication is one of the numerous systems that can determine how a positive nursing workplace can add to nurses' activity fulfillment and expectation to remain in the employment (Al-Hamdan, Banerjee, & Manojlovich, 2018).

Besides, it is inferred in various investigations that the communication of academicians in the sports science field is in the mid-level and that the communication procedure perpetually influences their nature of work-life to a considerable degree (Öztürk, Soytürk, & Gökçe, 2019).

Problem Statement

Numerous variables influence the exhibition of employees at work, for example, working conditions. To actualize the activity adequately and productively requires the presence of a workplace fit for supporting the execution of work appropriately (Chandra, & Priyono, 2015). Furthermore, the workplace represents a significant arena in life for most adults. A distressing or hurtful event at the workplace may, therefore, have profound consequences for employees (Skogbrott Birkeland, Morten Birkeland, Knardahl, & Heir, 2015). An expert learning network is one of the most encouraging methodologies for affecting change in instructive practices to improve academic accomplishment and prosperity for all students (Hands, Guzar, & Rodrigue, 2015).

Consequently, a friendly, safe, and cheerful workplace, where everyone is accurate and consistent with one another and is sure that what they state and do will not be utilized to retaliate against them, is an essential requirement for an educator. All these

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sentiments contribute to trust, particularly in the leadership, and after that in colleagues, students, and all stakeholders (Kars, & Inandi, 2018). This study will highlight areas where WCC can take the initiative to create and maintain a safe and healthy work environment.

The Research Problem

The problem to be investigated in this study is: are work training, work motivation, leadership and communication predictors of work environment in employees at Westchester Community College in New York?

In the model Figure 1, the theoretical model is identifying the possible relationships among independent variables, and the dependent variable is presented.

Hypothesis

To provide statistical evidence and scientifically support the conclusions, this investigation states the following hypothesis:
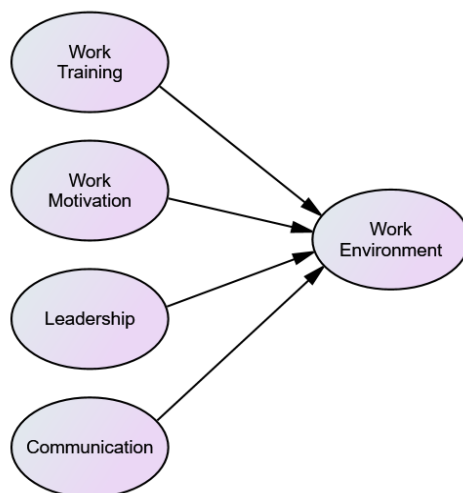
Figure 1. Theoretical Model for Work Environment.

H_1: The empirical model in which work training, work motivation, leadership and communication are predictors of work environment in employees at Westchester Community College in New York.

Research Objectives

In the following section, some research objectives are presented.

1. Assess the variables involved in the study: work training, work motivation, leadership, communication, and work environment.

2. Evaluate the goodness of the proposed model in explaining and evaluating the theoretical relationship between constructs.

3. Build questionnaires for measuring work training, work motivation, leadership, communication and work environment.

Justification

For the most part, individuals dread and retreat from confrontation. They dread direct articulation of perceived or real differences. There is a tendency to shy away from topics that will lead to conflicts, such as religion, politics, and the like, because it renders them defenseless against responses and threatening acceleration that they will be unable to control. Every effort is made to refrain from instigating contention (Autesserre, 2014).

Creating and maintaining environs that enable people to invest wholeheartedly in their work, manage a strategic distance from pessimistic results, lessen expenses, and cultivate a steady culture are objectives that should be an organization's primary concern. Work environment is considered to be a physical facility, office location, or

area that directly or indirectly or in a roundabout way impacts workers' prosperity and their profitability exhibitions. Work environment is a spot or office where workers invest a great deal of energy, where the physical condition impacts their prosperity and specifically impacts their work execution and efficiency (Kamarulzaman, et al., 2011).

Various studies demonstrated that workplace affect performance. To execute the activity successfully and proficiently, require the presence of a workplace equipped for supporting usage of work legitimately.

So, it is necessary to establish work environments for employees to let them be able to perform their jobs optimally in better physical, emotional, and social conditions to carry out the goals and objectives for the company on a consistent basis.

It ought to be understood, additionally, that monetary foundations underpin the employee and finally improve their gainfulness and execution. During political change, globalization and high societal solicitations, with the ultimate objective to achieve-increase to the bottom line, public enterprises, such as community colleges need to organize their thought towards the most beneficial resource accessible to them -the living, breathing capital- people (Chandra, & Priyono, 2015; Garg & Talwar, 2017; Olukayode, 2017; Tao, et al., 2017; Trad, & Johnson, 2014).

In major industrialized nations, for example, the United States, access to hurtful gadgets that perpetrate mass setbacks is widespread. In business organizations, particularly in instruction institutions, killings happen substantially more than the populace can tally. Moreover, eruptions of violence and other negative display of emotions have jeopardized employee and employer safety and well-being. In education institutions, leaders devote little attention to the emotional and sometimes physical well-being of

employees, which has resulted in a negative impact on the organizations precisely and to a greater extent to the society. Consequently, security in work environments is a noteworthy issue in economies social orders in the world. In some developing nations, for instance, those in the Caribbean, blades, firearms and different weapons cause damage and bear significant delays in economic development (Zeitzoff, 2014).

People are social creatures who need to feel that they are required and esteemed. However, in particular business establishments, there are budgetary limitations and resources are not earmarked for environmental work security. This investigation will, therefore, serve as a benchmark in the identification of variables that contribute to the work environment.

Limitations

The study has the following limitations:

1. This study is only being developed for the full-time employees at Westchester Community Colleges in Westchester County, Valhalla, New York.

2. The study is unable, theoretically, to evaluate the relationships, together, of all variables in the model.

3. The application of the instrument requires the participation of third parties.

Delimitations

The following are delimitations of this study:

1. This study does not present a representative sample of all community colleges in New York. It provides a non-random sample from only full-time employees at Westchester Community College in New York.

2. It excludes adjuncts, hourly, seasonal and part-time employees at Westchester Community College in New York.

3. It is an examination with a quantitative, transversal, exploratory, descriptive, informative and correlational observational structure; in this way, it does not take care of issues that emerge during the investigation.

Assumptions

This study highlights the following assumptions:

1. Only full-time employees completed the questionnaire.

2. It is expected that not all full-time employees completed and fully participated in answering all questions in the survey.

3. The theoretical basis of relations between constructs are based on authors who know the subject areas.

4. The research used as the basis of relationships between constructs for this investigation are empirical studies, prepared with scientific rigor and significantly acceptable.

Philosophical Background

This section will reveal how the theme for this investigation adjusted itself with the Scriptures. In all things, animate and inanimate, there is a mold. God spread out the model for all examinations to follow. This philosophical framework outlines how God's Word shaped the study of the work environment balanced itself to the components of work training, work motivation, leadership, and communication.

Before the passageway of wrongdoing, Adam appreciated open fellowship with

his Creator. However, since man isolated himself from God by offense, humanity was cut off from the great benefit. Nevertheless, by the arrangement of recovery, a way has been opened whereby the occupants of the earth may, in any case, have an association with paradise (White, 1903). Numerous variables influence the exhibition of employees at work, among them, working condition. To accomplish activity adequately and productively requires the presence of a workplace fit for supporting the execution of work (Chandra, & Priyono, 2015).

Furthermore, the workplace represents a significant arena in life for most adults. A distressing or hurtful event at the workplace may, therefore, have profound consequences for employees (Skogbrott Birkeland, et al., 2015). Consequently, a friendly, safe and cheerful workplace, where everyone is accurate and consistent, is an essential requirement for employees. All these sentiments contribute to trust, particularly in the leadership, and after that, in colleagues, students, and all stakeholders (Kars, & Inandi, 2018). The empirical model in which work training, work motivation, leadership, and communication as predictors of work environment is the focus of this investigation. Safe and secure work environs contribute enormously to employee development. The theme for this investigation adjusted itself with the Scriptures. God's Word shaped the study of how the work environment balanced itself to the components of work training, work motivation, leadership and communication.

God, from nothing, talked the world into being. "For He spoke, and it was done; He commanded, and it stood fast" (Psalm 33:9). God, from the residue of the earth and inhaled into his nose, breath, and the man turned into a living soul (Genesis 2:7). From that exclusive, God played out the primary medical procedure when He shaped woman

(Eve) from a rib from Adam's chest and brought her to the man" (Genesis 2:22). From this first pair came all the nations of the earth. "But now, O Lord, Thou art our Father; we are the clay, and Thou our Potter; and we are the work of Thy hand" (Isaiah 64:8). When God created the heavens and the earth, He provided all the resources that man would ever require. Be-that-as-it may; insatiability replaced altruistic love. God intended the lives to fill in as examples of His propitiative love.

Notwithstanding, created beings have strayed extremely distant from His initial plan. With all the misery and cataclysmic occasions occurring in the reality, in what manner can Christians be diverted from contemplating suffering to the luxury of studying phenomenon? The appropriate response is just that Christians need to engage in scholarship to further their witness. They engage in scholarship to be compelling specialists for God recuperating Kingdom. God provided for Adam and Eve the capacity to develop and create in an environment that was safe and conducive to furthering their education. Despite the change of the original learning environment, by acquiring aptitudes and capacities that will be of advantage to neighbors, companions and the individuals encountered in everyday life, the broadcasting of adoration for God, by being a friend to man, is satisfying God's directions (Clinton, & Keaton, 2010).

Genuine education implies more than the examination of a specific course of study. It has to do with the entire being and with the whole time of presence conceivable to man. It is the amicable advancement of the physical, the psychological, and the spiritual powers. It readies the understudy for the service delight in this world and the higher delight of more extensive service in the world hereafter. Accordingly, "Higher than the highest human thoughts can reach is God's ideal for His children," hence the study in

Administration is vital because the obligation is to build up the body, soul, and psyche until Jesus comes again (White, 1903). Through the Theology of His Holy Word (Sola Scriptura), He has made known Himself and His love to all in the person of His only begotten Son, Jesus; the one who gave His life to accommodate all to God; and through Christ (Solus Christus), all have salvation through His shed blood. Authentic investigation through the perspective of Christian confidence, individuals have seen and encountered His radiant love (Hamilton, 2017). The Bible is a cognizant method for seeing life, of seeing the world particular from deism, naturalism and realism. The Christian perspective turns into a main thrust throughout everyday life, giving a sense of God's arrangement and reason for this world (Dockery, 2012). The Scriptural establishment overwhelms each area of the life of the Christian. In work, in worship, in social exercises, and scholarship. Discipleship is not just an inside state of devotees; it includes the dynamic appearance of an association with Jesus Christ (Knoetze, 2017). It will be seen, unmistakably, that the variables of this investigation adjust themselves to the Scriptural establishment.

Work Training: It is imperative to comprehend the various degrees of Moses' providential training. He was given every benefit of the rich and renowned. Trained in the typical specialty of war and leadership and finally given top regulatory duties by his grandfather, the king. His life turned chaotic when he needed to escape into the wild when he slaughtered a man to spare a slave's life. His retraining in the specialty of listening and humility started in the Midian desert, where he became a sheepherder while bearing in mind that an individual who controls first himself and next his assets is an individual who can leave an imprint on the planet (Tene, 2015).

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Following forty years learning and tending sheep, he met God at a bramble that consumed yet not expended. God asked him to go up against the ruler from whom he fled forty years earlier, to free slaves. God was setting him up for One-on-one instruction with Himself (Knoetze, 2017). Accordingly, whether one works in a church or mainstream associations, they are to represent Christ in every way. Furthermore, with training one decides how he/she puts forth a concentrated effort and creativity. Jesus says, "I have glorified You on the earth. I have finished the work which You have given Me to do" (John 17:4).

Work Motivation: What is motivation? It is described as elements that empower, direct, and support human conduct toward a specific course of action. Motivation exhibits the desire to achieve a target and inciting goal-facilitated performance (Yaya, et al., 2016). God gave the inspiration needed. He sent His only Son to assume the fault for creation's disorder. He further propelled individuals when He guaranteed that through Abraham, every nation of the earth would be blessed. He sent His only Son to take the blame for creation's lawlessness. Motivation is emphatically impacted decidedly by the determinants of the reward framework (Corcaci, 2016). God spurred all to choose compliance over noncompliance to pick life over death. He encouraged all through His extraordinary love and wonderful kindheartedness. He propels all by being reliable. "How awesome are Thy works!" (Psalm 66:3). Consequently, motivation is an imperative in the zone of work and duty.

Leadership: Jesus, is the Great Leader, showed what it meant to lead by example. He was the most excellent "Servant" Leader the world had ever known. The Apostle Paul, in his letter to the Philippians, admonished all to "Let this mind be in you, which

was also in Christ Jesus. Who, being in the form of God, thought it not robbery to be equal with God; but made Himself of no reputation, and took upon Himself the form of a servant; and was made in the likeness of men" (Philippians 2:5-7). Jesus' life demonstrated that He did not want man to attend to His every need, but rather, He wanted to be of service to man. For instance, at the Last Supper, nobody wanted to do the humble assignment of washing dusty, filthy feet. Yet, the King of Rulers, took a towel, stooped down and washed the feet of His disciples (John 13:2-5). Jesus was a transformational leader because He emphasized individuals. The leaders are responsible not only for their own unsanctified mistakes, but for the errors of those who follow their example (White, 1985). Jesus trusted individuals with His extraordinary Gospel to tell the world. "But we have been approved by God to be entrusted with the Gospel" (I Thessalonians 2:4). Transformational leadership has been connected to an assortment of results, including coordinated reasoning, development, change, and the incitement of aggregate reactions to primary difficulties (Campbell, 2018). Jesus was a visionary leader, since He saw a long way ahead. Just before He returned to paradise, He prayed for His disciples, and for all who would accept Him through their messages (John 17:20). He was a group manufacturer. He took twelve tough men, gave them hands-on training and sent them out in pairs (Mark 6:7); knowing that broadly educating laborers can expand creation adaptability, assisting it to effectively convey a more extensive scope of items by developing aptitudes to cope with demands (Olivella, & Nembhard, 2016).

Communication: Jesus engaged and included people in conversations. Examples, such as the Samaritan woman (John 4:7-42) and the paralyzed man, by the pool of Bethesda (John 5:1-8), are examples of how Jesus engaged people in conversations.

Communication is defined as the giving of active thoughts, inspiring mental and enthusiastic reactions. It includes hearing, understanding, experiencing, tuning in and reacting just as talking and conveying. When the fore-parents failed to obey, they lost face-to-face communication with the Creator. Subsequently, the Kinsman Redeemer came, lived a perfect life of obedience, suffered and died a terrible death, but raised from death and reconnected the bridge that separated all from the Creator. Communication is a critical success factor as it relates to Christian living. Successful communication is the street to walk on to arrive at the goal (Gupta, & Pandey, 2015). There can be no action without communication. An essential aspect of communication is listening. "Then those who feared the Lord spoke to one another, and the Lord listened and heard them" (Malachi 3:16). God communicated His messages to His people in ages past through prophets, priests and kings. He talked through His written Word, visions, dreams, and even used a donkey to communicate to a stubborn prophet (Numbers 22:21-39). God ultimately demonstrated His love to us through Jesus Christ, His only begotten Son. In every work environment, be it religious or secular, good, effective communication is imperative.

Work Environment: Jesus is the perfect example of setting up suitable working environments. "The fear of God, the sense of his goodness, his holiness will circulate through every institution. An atmosphere of love and peace will pervade every department. Every word spoken, every work performed, will have an influence that corresponds to the influence of heaven" (White, 1932, p. 212).

In His Sermon on the Mount, the people gathered on the hillside—out in nature, where His listeners would not be distracted and give full attention to what He was

saying (Matthew 5-7).

Jesus also had a way of putting His listeners at ease so that they could listen to what He had to say. He started His teaching regarding judging one another by saying, "Do not judge, or you too will be judged. For in the same way you judge others, you will be judged; and with the measure you use, it will be measured to you (Matthew 7:1, 2). Jesus leveled the playing field by not elevating one person over the other. The conclusion of the Sermon on the Mount advanced toward proportions of profound consolation: "Ask, and it will be given you, search, and you will find; knock, and the door will be opened to you" (Matthew 7: 7, 8). These words, more likely than not, set His audience members at ease, recommending that petition is substantial, that God is tuning in. To be sure, all got a tempest of adages, advancing all toward the Golden Rule (Matthew 7:12). The ethic of work environment—treat others in the manner in which you would wish to be dealt with (Parini, 2018).

Jesus taught His disciples not to meddle into other peoples' business. "Peter turned and saw the disciple whom Jesus loved was following them. (This was the one, who had leaned back against Jesus at the Supper and had said, "Lord, who is going to betray you?") Jesus answered, "If I want him to remain alive until I return, what is that to you? You must follow Me" (John 21:20-22). Meddling in other peoples' affairs is one of the primary causes of discord in the work environment. God intended for all to work honestly with the gifts and talents that He has given to all—and honest day's work for fair pay. "And to make it our ambition to lead a quiet life: You should mind your own business and work with your hands" (1Thessalonians 4:11, 12).

Fostering and maintaining work environments that are conducive to work and

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meet the needs of employees, is that much more critical for leaders in business organizations, including schools, colleges and higher education institutions to bring into focus. Jesus led by example. He communicated His will to His workers so that there would be no ambiguity as to the requirements. God has spoken with men by His Holy Spirit, and celestial light has been bestowed to the world by disclosure to His selected workers (White, 1985). "Holy men of God spake as they were moved by the Holy Ghost" (1Peter 1:21). He always communicates with us through His Word and His Holy Spirit. "He leads me in the paths of righteousness for His name's sake" (Psalm 23:3).

God motivated by giving His love. He drove by preparing a home in paradise. "And He carried me away in the Spirit to a great and high mountain, and showed me the great city, the holy Jerusalem, descending out of heaven from God" (Revelation 21:10). As far as training is concerned, He took twelve rugged unlearned men, trained and put them to work. The Scriptural establishment overwhelms each area of the life of the Christian. In work, in worship, in social exercises, and scholarship.

Study Organization

This investigation is categorized in five chapters, as follows:

Chapter I incorporates historical information regarding the problem, meanings of terms, connections between the variables, problem articulation, examination, investigation hypothesis, Investigation questions, investigation objectives, justification, Limitations, limits and scope of the investigation questions and philosophical foundation.

Chapter II features an extensive survey of the literature on the work environment and its factors—work training, work motivation, leadership and communication.

Chapter III explains the methodology, the kind of research, the populace

considered, the population sample, the instrument of measurement, and validity. It also described the reliability, operationalization of the variables, the null hypothesis, and operationalization of the null hypothesis, investigation questions, the information accumulation process, and the analysis of the gathered information.

Chapter IV displays the results, the description of the population and sample, the performance of the variables, validation of instruments, hypothesis testing, analysis of the confirmatory model, analysis of alternate model, along with additional analysis and qualitative results.

Finally, Chapter V presents the summary of the study, discussion of results, conclusion depictions, implications, and recommendations.

CHAPTER II

LITERATURE REVIEW

Introduction

In the second chapter of this investigation, a few items will be contemplated, such as the importance of the different variables, the study of their dimensions, and the different predictions that might exist amongst them.

Work Training

Importance

According to Du Plessis (2016), training in the workplace is important because the past has demonstrated that coaching is a necessary part of growing a cohesive and superb workforce. To be a high-quality crewmember in a work situation, all personnel must be absorbed in the organization's way of life and values and have an in-depth understanding of policies and methods.

In addition, Wilkes and Ward (2016) supported the idea that it is fundamental for libraries to give staff chances to propel their aptitudes and interests. Custodians can effectively band together with staff with the end goal to furnish them with staff improvement openings and to promote key library objectives. To a high degree, an equipped team is fundamentally crucial to financial recuperation and, furthermore, the monetary advancement of the states and locales that junior colleges serve. Verification of this would be that by 2020, sixty-five percent of occupations inside the United States would

drive some sort of postsecondary training (D'Amico, Morgan, Katsinas, & Friedel, 2015).

When looking ahead, employees need to be trained and pursue retraining if they are to compete in the global economy in the future (O'Lawrence, 2017).

Mpofu and Hlatywayo (2015) continued the argument that organizations must continue to train their employees if they want their employees to increase performance and thereby increasing their profit margins.

Besides, various examinations demonstrate that the adequacy of an organization continuing training, realigning the aptitudes and capacities of workers are critical segments if their companies are to be imaginative and advance (Borras & Edquist, 2015).

South African researchers (Obajemu, et al., 2012) concurred with the findings of other studies, which suggested that training and grooming that are conducted in the educational atmosphere is very critical, if organizations want to keep up with changing trends. Human advancement is dynamic; along these lines, it will be harming a company if their workers are not introduced to the developments and new employment systems. Training and coaching in educational spheres also can serve as a motivational force for employees to foster and engage in those activities that would propel them towards self-actualization and thereby increasing organizations' productivity.

While the company profit by the preparation and retraining of its workers, it additionally serves to help employees resolve and expand profitability, which is a definitive objective of organizations (Halawi, & Haydar, 2018).

Through the right training and advancement of laborers, the technique is to keep

the focus on individuals and advance the practice of particular aptitudes to perform in their employments (Akter, 2016).

<div align="center">Dimensions</div>

This section will present some of the dimensions that the variable work training could have:

Access to Training Programs

Around the world, successful organizations are enrolling their staff in training programs to enhance their skills, knowledge, and capabilities. Most of them facilitate the coaching through the development of programs with the power to satisfy their employees' desires (Halawi, & Haydar, 2018).

Studies have concluded that to become more productive; the organizations should have a motivational structure and partnerships with instructive networks to provide the training that will enable mature employees to increase their skills and abilities (Taha, Czaja, & Sharit, 2015).

Another area where employees should have access is ethics. This type of training looks to guarantee that workers turn out to be more mindful of moral issues looked at work, and to be better equipped with moral essential leadership aptitudes (Weber, 2015).

In some companies, there are gender inequalities with access to training. Aisa, Gonzalez-Alvarez, and Larramona (2015) found that females who need incentives from their companies will swing too freely financed continuing education or potentially self-financed education if access to employer training is more limited for them than for male

employees. In comparing researchers, Halawi and Haydar (2018), Taha, et al. (2015) and Weber (2015) regarding the need for employers to give their employees access to training programs (Halawi, & Haydar, 2018) emphasized that employers customize training programs to fit the employees' needs, and that the significance of such preparing projects be used to accomplish the requirements of the individual worker and that of the organization (Halawi, & Haydar, 2018).

Another basic territory where managers ought to give access to training is in digital security. Organizations are anxious about shielding their information from refined programmers and hacking gatherings. As hacking turns out to be increasingly progressive, organizations are getting increasingly on edge about the issue. Along these lines, coaching is basic. One way organizations can prepare staff to secure their information is by adjusting procedures that will not be effortlessly hacked, for example, broad encoding or encryption and enable workers to get comfortable with these procedures through coaching (Krishan, 2018).

Efficiency and Effectiveness

In the area of health services, one study found that training does not necessarily translate into effective or efficient workers. For example, two therapists may receive the same training and coaching in an identical program, but one therapist may operate vastly different from the other (Banham, & Schweitzer, 2016).

Nevertheless, there is little confusion that substantial training and coaching will produce productivity in companies (Obajemu, et al., 2012).

The ultimate goal of training is to enable company employees to perform at their very best by giving them the skills and abilities that are necessary for them to do their

jobs well and thereby bring high production to their organizations (Tan, & Mohd Rasdi, 2017).

It is important to note that in the area of unethical behavior among employees, these behaviors sometimes cast a black eye on the company and its goodwill. If employees are trained to develop the right moral principles, then it is unlikely that these employees will demonstrate unethical behaviors and bring reproach upon the organizations that they serve. Therefore, if employees are mandated to attend trainings and coaching programs that will instill in them good ethical attitudes, then these organizations will be much better off, and their employees will serve with moral values (Weber, 2015).

Conversely, training ought to be considered an asset, not a liability, also, effective coaching adds to the efficiency of organizations (Ngan, & Hong Duyen, 2017). Moreover, competency is among the top issues that affect global organizations either positively or negatively. The leaders of these companies are always thinking about ways to deal with problems that will have an impact on their bottom line (Guclu, & Guney, 2017).

Application of Skills

Kumleh, Roodposthi, Shahvarani, and Lotfi (2017) researchers, asked whether the skills that employees obtained could be translated into new work activities. To answer that question, they theorized that learning Mathematics would help employees solve financial issues in banking.

Additionally, it is always better for employees to have skills and abilities to answer customers' questions readily, rather than to have customers wait until less-skilled employees can confer with management or supervisors (Rozana, Mohd,

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Masdek, Abdul Aziz, & Wahidin Awang, 2011).

Pink-Harper and Rauhaus (2017) believed that it is also vital that employees in the public sector be inspired to accomplish goals and objectives. For example, in health-related environments, employees need continuous training and coaching that will increase their skills and abilities to enable them to help in providing optimal health-care services to relieve illness, pain and suffering.

Furthermore, the results of a recent study indicated that higher quality services are seen in companies where employees in various units of the company have a more extensive range of skills and abilities and are readily able to perform in other areas as the need arises (Škerlič, 2017).

Lindenlaub (2017) suggested that the best practice is to have employees be associated with the tasks that most aligned with their skills and abilities. That is because all employees do not possess the same cognitive skills and will often sift through jobs that fit with their particular expertise.

Work Motivation

Importance

Motivation is important because it is fundamental that employees are kept at the utmost level of performance so that the company can produce and meet their goals and objectives. So, employees need to be motivated to give their very best at all times. This can only take place if companies have skilled employees in the workforce (Gupta, & Pandey, 2015).

Additionally, inspiration factors, such as a feeling of fulfillment, acknowledgment for work accomplished in the organization, a sense of belonging to the company, work

that are in alignment with workers' skills and abilities will have a positive impact on employees well-being (Hina, 2014).

There is also a high correlation between the skills that employees possess and the motivation given to them. If employees do not have the skills and abilities to perform the job, no level of motivation will enable them to accomplish the tasks that are needed to have the company produce (Corcaci, 2016).

According to Guerci and Shani (2013), inspiration to improve human assets implies companies utilize unexpected incentives and performance to expand workers' motivation to advance their performance.

Furthermore, employees are encouraged to exert more significant effort when their organizations recognize and give them rewards for their efforts. Additionally, when employees are happy with the work they do in their organizations, along with the atmosphere in their work environments, they will exert effort to accomplish more for their organizations. Employees must be motivated to perform optimally in their jobs. Employee motivation and job performance are like two peas in a pod—they are inseparable (Dobre, 2013). Likewise, the performance philosophy of an organization is affected by the motivation of an organization's employees (Turner, & Cheng, 2017).

<div align="center">Dimensions</div>

In the next paragraphs, some dimensions of the variable work motivation will be presented:

Control

Within the individual employee perspective, there is a dynamic need between

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management and the perception of management, which is essential in predicting the desire for self-directed motivation (Amoura, Berjot, Gillet, & Altintas, 2014).

Furthermore, it was noted that employees tend to perform at a higher level if they take control or take ownership of their tasks. On the other hand, if employees show no desire to take ownership of their jobs, they will perform at a lower level than those who take control of their work (Ramsey, & Etcheverry, 2013).

Additionally, students gave individual stories explaining the reasons for their successes and failures. They said that if they think that they have power in a given situation, they are apt to do better than if they do not have control over a given condition (Gray, & Mannahan, 2017).

Qadri, Hassan, and Sheikh (2017) indicated that if the employees can judge what is right and wrong and act accordingly, they would be able to solve problems in their organizations. Consequently, employees who have a sense of their control over their daily tasks demonstrate imperative employee's agility and the connection to the availability of employment (Ahn, 2015).

Recognition

Amoatemaa and Kyeremeh (2016), also show that when work environments have a healthy and supportive atmosphere where employers adequately acknowledge their employees, complimented them for their good work; there is a higher level of productivity and dedication to the organization.

Besides, authors such as Kuvaas, Buch, Gagné, Dysvik, and Forest (2016) suggested that remuneration in increased income that excludes overtime or bonuses should be given more attention if employers want to increase employee commitment

and improved job performance.

Additionally, training and coaching initiatives should be constructed with the greatest attention that will permit employees to both obtain and administer training "modules" (Lee, McNamara, Pitt-Catsouphes, & Lee, 2014). Likewise, associations and administrators ought to urge equals to rouse workers in applying training aptitudes to their tasks by methods of remunerations and acknowledgment. Discoveries of one examination indicated that consolidated training proficiency and training importance empowered training members to secure information and abilities for application in the working environment (Nafukho, Alfred, Chakraborty, Johnson, & Cherrstrom, 2017). Consequently, among the factors predicting the transfer of training in the broad category of work environment, support is regarded as the most consistent and essential (Chauhan, Ghosh, Rai, & Shukla, 2016).

Therefore, studies and observed interactions furnished confirmation that recognition and performance are closely aligned; in that, employee recognition impacts their overall performance (Kosfeld, Neckermann, & Yang, 2017).

Growth

Data that demonstrate correlations between growth and motivation show convincing associations with at least one area of maturity (Bauer, Park, Montoya, & Wayment, 2015).

McKelvie, Brattström, and Wennberg (2017) suggested that for organizations to encourage growth, policies and procedures should include tasks and attitudes that lead toward innovation and modernization.

Consequently, Obajemu, et al. (2012) also established that if employees are

generously remunerated, they are very likely to give increased job performances to their organizations.

Additionally, employees who are motivated to embrace difficult situations and go after opportunities that will help them improve and grow, are less likely to be engaged in emotionally defensive maneuvers to escape responsibility for unsuccessful behaviors and mistakes (Keefer, Brown, McGrew, & Reeves, 2018) thereby, supporting the fact that the human factor is the most important and critical resource as it relates to newly formed companies (Koch, Späth, & Strotmann, 2013).

In support of growth endorsement, Enninful and his group of researchers suggested that managers ought to think of their employees as the primary factor for their organization's development; because, in the absence of employees that are motivated to produce, products and services will decline at an excessive rate (Enninful, Boakye-Amponsah, & Osei-Poku, 2015).

Influence

According to Frengki, Hubeis, and Affandi (2017), remuneration and other incentives had a measurably critical positive impact on work motivation and employees taking charge or control of their work.

Accordingly, if employees believe that the work that they do in a team have a positive influence in their organization, they are more likely to aim at higher job performance. Therefore, any resolution that would increase their effectiveness in completing work would be a significant asset to the organization (Maruping, & Magni, 2015).

It is also believed that the length of time that employees spend in their organizations, their age and gender tend to influence workers. Tenure, age, and gender have

been found to control whether they will advance and find new ways of doing things and their overall demeanor (Yidong, & Xinxin, 2013).

Also, the findings of a study done by Hou (2017), showed that actual negative leadership and young peoples' view of negative direction had a damaging effect on innovation and innovative conduct.

Leadership

Importance

Leadership is important because leaders are critical to the advancement of company goals and objectives. They encourage, inspire, and spearhead activities that fulfill productive organizational purposes. Leaders communicate to subordinates' organizations intentions and work towards accomplishing organizations' reasons for being. Simply put, leadership is a procedure by which an individual propels or influence others to achieve their company's objectives (Kesting, Ulhøi, Jiwen Song, & Niu, 2015).

For example, among the functions of a leader in a school, is to develop or hone in the leadership skills of employees from within, thereby providing prospects for teachers and other employees with leadership experience; and also, to fill positions that may become vacant by attrition or other means (Fisher, & Carlyon, 2014).

Therefore, high-quality leaders at various organization levels allow at every level nurturing employee involvement a principal objective. Notwithstanding that the goal of management is to accomplish work through employees even though management is about getting work accomplished through others, leadership is about motivating and inspiring those employees to work hard to achieve the organization goals and objectives. The more engaged an employee is, the more effort the employee will extend to fulfil the

organization's purpose (Fisher, & Carlyon, 2014).

Gillett-Karam (2017), emphasized that French diplomat de Tocqueville's perceptions stays appropriate, providing details about research discoveries features how getting ahead by ladies' capacities as leaders, which can enable thriving to develop in American junior colleges.

High-quality leadership is also essential for organizational success. Skilled leadership and other proficiencies are pivotal to good leadership. These attributes cannot be adequately measured. In healthcare organizations, for example, good leadership is essential to organizational functioning (Reed, 2017).

Studies revealed that there is no end in sight to the scarcity of good leaders in community colleges, which is, in part, due to attrition and the lack of inside development of employees (Rowan, 2012).

Dimensions

In the next paragraphs, some dimensions of the variable leadership will be presented:

Planning for Growth

Fink and Markholt (2017), in their study, have shown that managers and other leaders in academic institutions are motivated to acquire knowledge and grow when knowledge acquisition is associated with deficiencies in their leadership capabilities. When they feel safe to practice their leadership skills in an environment, it is reassuring.

So, creating leaders with the limit and coarseness to mediate unjust turnaround results for underrepresented youngsters and youth in dire work (Williams, 2018).

Another way to plan for growth in academic institutions, for example, is by concentrating on the organization as a place for knowledge and by extracting from the proficiencies of the community's practical knowledge will allow employees to grow beyond their expectations (Lake, Rico, & Whipps, 2018).

According to Ramirez (2014), research also shows that increasing a person's responsibility while allowing him/her to make decisions and assume additional challenging responsibilities will expand that person's knowledge and development.

Furthermore, proliferation, fragmentation and fast populace development have realized new conditions in urban areas and have along these lines involved the requirement for new ways to deal with forecasting (Rasoolimanesh, Badarulzaman, & Jaafar, 2013).

Internal Growth

Businesses are extensively competing against each other. It has become crucial for leaders and people who are in the administration of business to be knowledgeable and be willing to disseminate the knowledge so that employees can learn and then transfer that knowledge to others within the organization (Ramirez, 2014).

Notwithstanding, that leadership is based on the premise that leaders can alter the beliefs and behaviors of subordinates and get them to focus on organizational goals and objectives; authority can have essential yet barely noticeable roundabout consequences for reliable components that shape and change results. Transformational leadership is individualized thought—where the leader perceives the distinctive wants and needs of devotees and gives openings that empower their development (Moynihan, Pandey, & Wright, 2011).

Accordingly, transformational administration has regularly been referenced as a standout amongst the most surprising elements spurring voluntary activity and high open worker performance (Bellé, 2013).

Consequently, leaders who are life-changers can have a significant affirmative impact on employees within an organization. These leaders aim at reframing how employees see themselves and as such, how they see their roles within the organization. Motivating and leading these employees to see themselves as change agents have a positive impact in fortifying the connection between the leaders themselves and employees' job performance (Caillier, 2014).

Furthermore, transformational leaders motivate devotees to surpass their work desires by defining requesting objectives and going about as good examples to others (Bottomley, Mostafa, Gould-Williams, & León-Cázares, 2016).

Meanwhile, Zhao, Zhou, Liu, and Kang (2016), suggested that proactive people have a regulating effect on how they handle stressful situations. Proactive employees have the belief that they can handle challenges and complete their work amidst conditions that are less than perfect. Proactive employees function well in stressful situations. In other words, stressful situations expand the self-efficacy of proactive employees; but reduce the self-efficacy of less proactive employees. Therefore, this suggests that leaders can leverage and modestly increment the work worry of workers with a profoundly proactive identity to advance their inside professional development.

Consequently, while choosing the feat of inward progression arranging, administrators must comprehend what affect the procedure will have on the way of life and the worker populace (Zhao, et al., 2016).

Therefore, having a robust advertising approach can be essential in realizing and sustaining an internal marketing strategy that can be critical to achieving and maintaining the organization's employee job performance (Roberts-Lombard & Reynolds-de Bruin, 2017).

Moreover, leaders should inspire their employees, thereby giving them new impetus in performing their tasks that will ultimately have a significant effect on the employees performance and the organization's production (Elqadri, Priyono, Suci, & Chandra, 2015).

Relational Growth

Although transformational leadership is believed to increase followers' performance by motivating them to transcend self-interest, rhetoric alone may not be sufficient. Social occupation configuration can upgrade the inspirational impacts of transformational leadership (Grant, 2012).

Traditionally, when we think of relational growth in the workplace, it surrounds outcomes and the relationship that one thing has to do with another. However, the conversation should be diverted to include comprehensive awareness of employees' exchanges in companies. With a better understanding of how employees interact with each other, management will be better able to institute programs that will have a positive effect on employer-employee relationships and, ultimately, their job performance (Persson, & Wasieleski, 2015).

Additionally, self-control is a significant aspect of relational growth. Workers with better restraint capacity might have the ability to more likely control the troubles and

stresses they experience at work, which may assist them with gaining higher accomplishments with more rewards prompting more significant amounts of employment fulfillment. Also, assuming an essential job in a group and extraneous occupation fulfillment, for example, budgetary prizes and advancements, are both indispensable in clarifying the connection between poise and life fulfillment (Dou, Nie, Wang, & Liu, 2016).

According to Bennett, Chan, and Lam (2012), employees and customers working together can be invaluable partners in affirming that there is a secure link between the contribution that customer and employee self-efficacy and the value of their contributions and working cooperation.

Belenky, Clinchy, Goldberger, and Tarule (1986, cited in Sanford, Hopper, & Starr, 2015), stated, all-knowing and taking in originated from the human requirement for association with others and with the world. Therefore, relationship building is paramount in life. Given this knowledgeable position, it underscores that the associations intercede the insight into the world with everyone around us, especially those with whom we are generally connected.

Consequently, if workers are not able to carry out their job assignments for whatever reason, it is reasonable to say that their self-efficacy and their satisfaction with their role will be on a downward spiral. This is particularly true when employees are new to the company and have not yet formed bonds that will alleviate stressful situations, but contribute to higher levels of uneasiness (Carter, Murray, & Gray, 2011).

Satisfaction with Leadership

Good leaders ought to create work environments where employees feel that they

are achieving satisfaction and personal fulfilment and to embrace change. Leaders must focus on ensuring that their employees have a level of satisfaction during reorganizational processes. If employees feel satisfied with their organizations, they will be more apt to be embrace organizational changes. Also, their level of commitment to the organizations will undoubtedly increase (Wulandari, Mangundjaya, & Utoyo, 2015).

Therefore, if management forges good relationships with employees for employees to have good feelings about their organizations, they would be encouraged to give superior support in achieving the mission and goals of the organization (Tsai, 2011).

Nevertheless, in some cases, employees are at a disadvantage with leaders who are unmindful of employee allegiance and the impact of building good relationships between employees and the organization. These leaders fail to establish an environment where employees flourish and are optimistic about supporting the organizations' goals and objectives (Barnes, & Spangenburg, 2018).

Consequently, it is basic for advanced education initiatives to address factors that would draw in and hold on to foremost staff along these lines, decreasing or disposing of the unsteadiness, time, and cost-related with enrollment and maintenance. Therefore, management at various levels within the organization must be held responsible for fostering and preserving work environments that are conducive to employee growth and advancement. Also, resource allocation geared toward employee professional development is essential in employee satisfaction and performance (Harris, Hinds, Manansingh, Rubino, & Morote, 2016).

It should also be noted that moral or ethical leadership is in affirmative cognation with all dimensions of job contentment or satisfaction (Güngör, 2016).

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Satisfaction with Involvement

If an organization is to be successful, employees must be engaged. The level of employee involvement will determine the level of success that the organization achieves. When employees are involved in their organizations, they are more likely to exert more passion and eagerness to work toward accomplishing management initiatives. Besides, the inducements provided to employees will determine whether or not they use the type of enthusiasm necessary to perform tasks that will contribute to the organizations' success (Swarnalatha, & Sureshkrishna, 2013).

Furthermore, worker contribution and investment incorporate participative and consultative administration. It provides opportunities for articulation and compelling discourse among workers and their leaders. Thereby forging better comprehension of, and cooperation with working environment changes. In some organizations, employees who are keen on contributing to the "decision-making" process at the managerial level, are unable to find outlets to help. This sometimes is due to bureaucratic inflexibility and reduced organization involvement (Cheng, 2014).

According to Bakhshi and Gupta (2016), there is a vast and positive relationship between activity fulfillment and worker commitment at work. Committed, included and energetic workers are more inspired and happy with their duties, along these lines profiting the company in general.

Additionally, Cahill, McNamara, Pitt-Catsouphes, and Valcour (2015), suggested that managers who are in charge of human elements and other organizational leaders should develop initiatives that are geared toward improving the behaviors of employees so that they can become more effective in production environments. For

example, the negative impacts of high joblessness rates may be moderated by expanding worker comprehension of the company's push to shield their workers from automatic employment misfortune, for example, through upgraded corporate interchanges from company administration.

The results of another study indicated that if hotel employees are highly involved in an organization's activities, they will have positive sentiments in their work environments that will lead to them being more satisfied and thereby result in improved job performance (Yeh, 2013).

Satisfaction with Development

According to Ismail and Rishani (2018), profession advancement at work remains an exceptionally looked for component that workers search for in a vocation. This suggests that if organizations neglect to allocate resources toward building and improving employees' skills and abilities, the result will be unsatisfied and low performing workforce.

Furthermore, organizations must bear in mind that if employees are satisfied and feel fulfilled in their jobs, their attitudes will have a positive and novel effect on their job performance (Attiq, Wahid, Javaid, Kanwal, & Shah, 2017).

In a study conducted in 2014 by American and Japanese researchers, the findings confirmed the importance of the need for organizations to plan, allocate, and develop training programs for employees to give and receive training. This process will have a positive impact on employees attitudes when they are able not only to receive training that improves their skills, but also to provide training to others in their organizations (Lee, et al., 2014).

Therefore, because we live and work in dynamic societies, skills and abilities cannot be static. In every sector, there is a need for modernizing, revising and renovating. Heretofore adequate capabilities are no longer sufficient in "knowledge-intensive" economies. There is now a demand for highly qualified employees if organizations are to be successful (Kyndt, Dochy, Onghena, & Baert, 2012).

Theoretically, Hirschi (2012) supported the idea that a person's strong inner impulse toward a particular course of action has a positive impact on the organizations for which they work, because they have a sense of significance and relevance in their work. This sense of "calling" lead employees to more involvement, robustness, and commitment in their work and work environments.

Communication

Importance

Communication is important because activity at each dimension of an association must start with correspondence. Viable correspondence is an amazing power that incorporates undivided attention alongside plainly verbal and composed correspondence questions while focusing on workers in a positive, productive way with the goal that employees feel esteemed and acknowledged (Reed, 2017).

Besides, the faculty to transfer data precisely and in an unambiguously way for others to understand in the way that information was initially intended, is an essential ability for employment in societies around the globe. Both excellent written and verbal communication skills are crucial in the world, even more so, the world of work. Therefore, good communication skills cannot be ignored (Sarpparaje, 2016).

Moreover, the aptitude to communicate effectively and efficiently in organizations

foster solidarity and cooperation between employees. It advance company ideals, sponsor collaboration between employees, reduce misunderstandings, support work and employees, and enhance excellent client services in organizations. Good communication enables employees to reach goals and objectives and acquire the necessary tools to achieve their maximum-capacity (Ahlawat, Kaul, & Ahlawat, 2013).

Organizational leaders must have an inherent aptitude to transmit information to everyone, irrespective of their standing within the organization. Leaders must be able to communicate effectively so that that information can be received, cognized, and, if necessary, take action (Weinstein, 2015).

Oladapo (2014) affirmed that many employees prefer direct or up close and personal interactions with their managers and supervisors. This helps direct reports to feel acknowledged and respected.

Undoubtedly, it is crucial, therefore, to note that the various modes of communication in the world today, such as e-mail and the different social media platforms, help foster ease of communicating with others. Notwithstanding, many of these communicative devices are often abused; the ease of getting ideas and information to others is without parallel (Lear, Hodge, & Schulz, 2015).

<center>Dimensions</center>

In the next paragraph, some of the dimensions of communication will be presented:

Downward Communication

Without a doubt, managers and direct reports must understand each other to

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foster and maintain profitable relationships. For this to happen, listening and compre-

hension skills are crucial (Sharma, Lampley, & Good, 2015).

Indeed, Raina and Roebuck (2015) indicated that there is an emphatically note-

worthy connection between descending correspondence, worker fulfillment, authorita-

tive duty, and the worker's penchant to leave the company. The study further implied

that it is paramount for leaders to transmit job-related distinct, accurate, and prompt

directives, transmit productive and practical observations and assessments to subordi-

nates and utilize various methods by which to communicate to their subordinates.

These activities on the part of managers will augment employees. Taking these actions

will enhance organization loyalty and decrease the possibility of workers exiting their

companies.

Furthermore, Tan and Kramer (2012) examined the communication of Singa-

pore workers and found that employees who chose to leave their organizations, tell

their coworkers about their decisions to get responses, encouragements and some-

times endorsements in support of the decisions they have made and maybe are trying

to make, as it relates to their career choices. Some of these employees speak of their

choices to quiet other employees who may want to dissuade them for sticking to their

decision to leave. There are still others who may abstain from communicating about

their choice to avoid negative inputs.

Besides, in another study, results suggested that development and personal cor-

respondence are fundamental for any valid business establishment. The study also

found that inside transfer of information supportively affect moneymaking businesses.

By utilizing various modes of communication within the organization significantly

influences the innovative dreams of the organization (Suh, Harrington, & Goodman, 2018).

According to Almonaitiene and Zukauskas (2015), correspondence has been considered to be a significant part of a company's existence. Therefore, organizations ought to develop competent inside and outside communication practices in their effort to be successful.

Ascending Communication

For Botez (2018), communication as the consequence of the perpetual trade of messages, consequently creating by fitting the information about objectives, new ways, and methods for achieving these objectives. To develop upward communication, managers must develop avenues by which to engage employees. This entails face-to-face interaction with workers and investing more time close to them conversing regarding matters connected to their jobs. Moreover, relaxed conversation approaches have a central part in enabling employees to have their voices heard and articulate their thoughts (Adelman, 2012).

Nonetheless, Koc (2013), in another study, showed that employees working in Turkish lodging places sometimes use softened and ancillary terminologies to transmit issues of emergencies to their managers.

Furthermore, Burris (2012) noted that the conservative understanding is to inspire workers to share and contribute innovative ideas by compensating them for communicating and having leaders take into consideration the proposals and inputs of employees.

Horizontal Communication

Tkalac Verčič and Pološki Vokić (2017) "confirmed that internal communication satisfaction has a significant role in high employee engagement both as an inter-correlated concept and the antecedent" (p. 891).

Consequently, competent inside dialog is a preamble to business favorable outcomes. Companies must assess and enhance communication, particularly in these difficult financial times. These assessments and remedial exercises will forge deeper and healthier links amongst dialog that is directly connected to an employee's duties and the organization as a whole communication effectiveness. Dialog assessment links the value of workers voices built on them being knowledgeable and the detection of the company backing (Ruck, & Welch, 2012).

Furthermore, Jacobs, Yu, and Chavez (2016), in another study, noted that when workers are satisfied, inside communication facilitates the effects of inside assimilation; and outside communication facilitates the impact of outside assimilation. Furthermore, communication creates worker fulfilment or satisfaction.

Moreover, internal correspondence, regularly saw as an equivalent word for intra-authoritative correspondence, is frequently likened with worker correspondence. This was very clear in the information from the Delphi examination, which characterized inward correspondence basically as all types of correspondence inside a business establishment (Tkalac Verčič, Verčič, & Sriramesh, 2012).

Undoubtedly, internal communication supports organizational effectiveness since it contributes to positive internal relationships by enabling communication between senior managers and employees (Welch, 2012).

Work Environment

Importance

The workplace of staff must be appropriate concerning ventilation, cleaning, warmth, sogginess and light. When it is not suitable, it impacts workers unfavorably and might incite a decrease in their efficiency (Guclu, & Guney, 2017).

In particular, Lohela-Karlsson, Hagberg, and Bergström (2015), emphasized, that work environment is essential because negative issues as it relates to work areas hurt employees' aptitude to do their jobs to a high degree.

Without a doubt, employers must enhance the satisfaction of employees with their work environment because, in some cases, negative work environments negatively impact employee contentment in their jobs and thereby adversely affect performance results (Hoendervanger, Ernst, Albers, Mobach, & Van Yperen, 2018). Moreover, workplace fulfilment and employment fulfilment are emphatically connected (Inamizu, 2016).

For researchers Huangfu, Lv, Sheng, and Shi (2017), regardless of whether the working environment was spotless fundamentally impacted workers ethical judgment, showing that natural neatness may have had a figurative good impact.

Furthermore, Anjum, Ming, Siddiqi, and Rasool (2018), believe that the toxic work environment can cause uneasiness, push, sadness, medical issues non-appearance, work burnout, counterproductive work conduct, and at last corrupt efficiency.

Hence, a critical part of employees' work environment discernments is what is known as "Perceived Leader-part Exchange (LMX)," which identifies with the nature of the relations among leaders and gathering individuals or bosses and direct reports

(Chernyak-Hai, & Tzine, 2014, p. 2).

Moreover, social workers have an expert obligation to upgrade and keep up the psychosocial happiness of their customers, however with the end goal to achieve it, they require continuing education and a workplace that enables them to do as such (Bessaha, Schuler, & Moon, 2017).

Dimensions

In the next paragraph, some of the dimensions for communication will be presented:

Social Environment

The way of life inside a company is critical, assuming a substantial job depends on whether it is an upbeat and sound condition in which to work (Tsai, 2011).

Rukh, Choudhary, and Abbasi (2015), in their study, indicated that work fulfillment is mainly influenced by statistic, budgetary, and non-money related variables. Workers who are above five decades in years with more noteworthy experience and in higher administrative positions were happier with pay, advancement, work pressure, work condition and workplace. Consequently, disappointment can influence the hierarchical profitability and progress. Workers' objections can be extremely valuable if companies think of them as genuine and build up their methodologies and choices in like manner.

Furthermore, to fulfil the task competently and productively requires the presence of a workplace fit for supporting execution of work appropriately (Chandra, & Priyono, 2015).

Lohela-Karlsson, et al. (2015) believe that workers who revealed having encountered workplace issues, as well as reasonable authority, great social atmosphere, job lucidity, and control of choice, had altogether reduced levels of production misfortune. In contrast to the workers who detailed imbalance and high choice requests who announced fundamentally more elevated amounts of production troubles.

Ordinarily, the social condition advances out of the social associations, various leveled philosophy, and affiliations that are composed of the ordinary duty of the organization. This may diversely appear in the general population's sentiment of thriving, how individuals see their associates and supervisors; and managerial airs, and the legitimate perspective toward its HR office, may all express the social state of the association (Tzafrir, Gur, & Blumen, 2015).

Conversely, Odebode (2018) indicated that the impact of psychosocial factors on occupation execution of female educators in Ilorin city is negative.

Intellectual Environment

Management support of inventiveness coming about because of leader imaginative self-adequacy can impact devotees and advance innovativeness related practices (Huang, Krasikova, & Liu, 2016).

Moreover, studies show that significant workplace related components for getting and keeping up work in aggressive businesses incorporate supporting the businesses by giving careful consideration to managers' choices, work substance, coordination and work culture and occupation mentors (Ellenkamp, Brouwers, Embregts, Joosen, & Van Weeghel, 2016).

González-Gómez and Richter (2015) also found that there is predictable help

for the directing impact of contact with imaginative group conditions.

In addition, Koseoglu, Liu, and Shalley (2017), also found a positive connection between managers' innovativeness and their subordinates' inventiveness through the subordinates' imaginative job personality.

Accordingly, Byrge and Tang (2015), determined what effects creativity training would have on employees, showed a critical increment in imaginative self-viability and also inventive creation.

In addition, Koseoglu, et al. (2017), in support of Byrge and Tang (2015), found a positive connection between managers' innovativeness and their subordinates' in-ventiveness through the subordinates' imaginative job personality.

Physical Environment

According to Khan and Baloch (2017), both the workplace physical condition and the psychosocial work qualities have critical constructive outcomes on occupation fulfillment. Meanwhile, the workplace furniture befuddle causes the reduction of worker fulfillment, and along these lines influence work execution.

Furthermore, Tang, Liu, M. S., and Liu (2017), supported previous research by Tsai (2011), that indicated that if employees experience fun in the work environment, fun decidedly identifies with employees' activity execution.

Consequently, all employees need a physical work environment that is free from all types of aggressive behaviors. This also includes talking about others in negative and destructive ways. Therefore, organizations should endeavor to construct proficient channels for data trade, subsequently diminishing the probability of negative chatter spreading (Wu, Kwan, Wu, & Ma, 2018).

Importantly, employers should provide the necessary tools so that employees can do their jobs efficiently. A recent study indicated that Individuals diminish their level of exertion and execution when they are presented with signs of environmental asset shortage (Pitesa, &Thau, 2018).

Especially, grown-ups with mental imbalance range issue recognized that social exchanges, states of mind, and the physical or tangible condition affected view of work fulfillment and execution (Pfeiffer, Braun, Kinnealey, Derstine Matczak, & Polatajko, 2017).

Research About the Prediction Between Variables

Work Training and Work Environment

Investigations demonstrate that the types of work association described by moderately abnormal amounts of worker caution and learning received in countries with wide-based frameworks of instruction and training, recognized the importance of both scholastic and professional training to have greater likelihood of success (Lorenz, Lundvall, Kraemer-Mbula, & Rasmussen, 2016).

Saks and Burke-Smalley (2014) training and development professions, inferred that, in-house was the most potent and effective form of coaching that allow employees to help other employees to learn new skills and help each other. These outcomes feature the significance of exchange of work training for company performance and recommend that significant organizational results can be gotten by actualizing work training programs.

Also, the outcome of another study by Lorenz, et al. (2016), point to the need to adjust approaches intended to expand tertiary instruction rates with a responsibility of assets at both the European Union and national levels to create full and comprehensive

frameworks of extended-lasting learning.

Essentially, the more educated an employee is in the nuances of his/her job, the more job security he/she will have in the workplace. Researchers Saiful, Noorlida, Abdul Rahman, and Mohd (2017), affirmed that training has a significant impact on workplace qualities and viability (β = 0.238; p < .05). The study investigated how environmental work factors influenced the effectiveness of training among public employees. The investigation embraced a quantitative methodology with a sample of 205 staff members, including supervisors from different government divisions who attended at least one public service training program. The survey included at least two segments. Section A asked demographical data, while Part B contained 20 yes/no inquiries and utilized a five-point Likert scale. Besides, the researcher (Akter, 2016), hypothesized that if workers have more training, they are likely to act better in the work environment. The study utilized the inferential methodology and quantitative analysis using questionnaires to gather the data. Three hundred and eighty-five questionnaires were distributed to employees in a garment industry. Three hundred and seventy-seven or 94.25% of the surveys were completed and returned. Outcomes of the study demonstrated that there is a high level of positive connections between worker training and conduct in the workplace (β = 0.89; p < .000).

Accordingly, one basic accomplishment in working environments is for a member of staff to have the capacity to utilize competently the materials, aptitudes, and virtues that match the necessities of his/her job, fulfill the requests of his manager, and add to the in general accomplishments of institutional objectives. Examination of the immediate and incidental impacts of working environment condition on training, found

that working environment conditions straightforwardly impacted training transmission. The researchers surveyed, by way of a questionnaire, 110 employees and 110 employers from 25 government agencies in the Philippines in both employability skills—fundamental skills and teamwork skills (Na-nan, Chaiprasit, & Pukkeeree, 2017).

Abas and Imam (2016), in their study, revealed that the workplace condition factors influenced the training transmission, conduct of the members and that the working environment is essential to inspiration to transmit training to others. To improve training transmission adequacy, organizations should consider the commitments related to every condition factor in the structure and execution of training programs.

Furthermore, Møller and Malling (2019), proposed that the work environment is a vital aspect for seeing how clinical relational abilities training happens; and that therapeutic relational abilities should be fortified after some time, all together not to fall apart. The examination investigated the impression of doctors in four clinical offices who took an interest in a working environment-based communication-training venture. Its particular center was the connection between collegial relations and learning relational abilities. The examination applied a subjective plan utilizing an ethnographic technique, for example, meetings and perceptions. Situating hypothesis was utilized as the hypothetical system. Results verified that training relational abilities with associates in the real working environment setting was esteemed by the members who experienced still mote sharing of communication challenges, rather than as something private one would not impart to partners. Be-that-as-it-may, collegial relations were likewise boundaries for giving basic criticism, particularly from junior doctors to their seniors. The situation both fortified the relational abilities training and obstructed it. The relational abilities instructive

model had a level, non-ranked structure, which aggravated the various leveled arrangement of the work environment.

<p style="text-align:center">Work Motivation and Work Environment</p>

The negative impacts of school-workplaces ruled by high-stakes testing on instructors' inspiration for educating were directed by the degree of self-governance backing given by the school leadership (Corkin, Ekmekc, & Parr, 2018).

Hasanuddin, Iqbal, Mohd, Ghazilla, and Erwan (2019), in their study dealing with the atmosphere in a work area, found that with no cooling, it makes poor air course in the working room. The physical working condition above fundamentally influences the work focus on conveying workers' obligations.

Inspiration is a major predictor for an instructor to work in a specific school in light of its scholarly way of thinking and work atmosphere. The information originated from 716 educators in Catholic schools in three Dioceses. All instructors in these areas were asked to complete an anonymous survey. The number of educators from every area differed significantly; 63%, 29%, and 8%, respectively. Among the measured variables was "school motivation," comprising of two questions that measured the degree to which the school's condition and scholarly way of thinking pulled the instructors to work there. The school's condition and the educators' affection for instructing were high stimulus' for proceeding to instruct in a Catholic school for both Catholic and non-Catholic instructors (β = .087; p < .01) (Convey, 2014, p. 18).

Moreover, frames of mind towards vulnerability is a significant indicator to showing motivation in a school environment. Another investigation determined that there was a connection between future instructors' frames of mind towards vulnerability and

their inspiration in educating. The examination was directed with a correlational model. It utilized exploratory and predictive connection systems. The investigation gathering contained 396 fourth grade students. The Uncertainty Scale is a specially created instrument that was organized to uncover the degree of vulnerability of future instructors. The questions shaping the scale contained negative frames of mind. This outcome showed that potential educators' negative feelings towards vulnerability adversely influence instructing inspiration in the education environment. When the instructors' degree of vulnerability expands, their degree of training motivation diminished (β = -.048; p < .000) (Şenol, & Akdağ, 2018, p. 6). Furthermore, various other investigations (Abas, & Imam, 2016; Arifin, 2014; Bodenhausen, & Curtis, 2016; Octaviannand, Pandjaitan, & Kuswanto, 2017; Olusola, 2011), have shown that work motivation have a huge constructive impact on workers in the workplace.

Leadership and Work Environment

According to Lundgren, Ernsth Bravell, Börjesson, and Kåreholt (2019), in their study, expressed the idea that leadership elements are related to the psychosocial workplace and that there are relationships between the psychosocial workplace and care beneficiary fulfillment.

In addition, an earlier study by Dussault and Frenette (2015), it was also suggested that value-based or transformational leadership is more likely to foster a work environment that makes harassing more uncommon than under a negative or inactive leadership.

Researchers, Stander, Beer, and Stander (2015), sought to determine if the leadership style that incorporates positive leadership capabilities and a development of

hierarchical authority workplace could predict hopefulness and trust in the workplace among an enormous group of workers in different capacities in public medical environments and facilities. A suitable sample of 633 public medical workers from different capacities inside 27 public medical centers was utilized. A cross-sectional plan was actualized, and a quantitative method utilized. The investigation uncovered that bona fide leadership was a noteworthy predictor of idealism and trust in the workplace. Furthermore, bona fide leadership was found to be a critical indicator (β = 0.45; p <.001) and accentuates cheerfulness and belief in the company and good faith and reliance in the organization.

Further, it is imperative to comprehend the components that conceivably affect the maintenance of medical caretakers at the beginning of their vocation. According to Lavoie-Tremblay, Fernet, Lavigne, and Austin (2016, p. 586), it has been discovered that transformational leadership practices impact workers in nursing facilities. Results from the regression examination, revealed that transformational leadership practices positively and significantly predicted quality of care in nursing facilities (β =. 21; p < .001). It also showed that transformational authority exercises possibly lead to top-notch care, and feeble aim to stop working at medical care establishments. On the other hand, oppressive leadership practices conceivably lead to more unfortunate quality consideration and solid aim to stop working in these environments and the nursing profession. This investigation utilized a cross-sectional structure where 541 nursing professionals with under five years of nursing familiarity completed the self-directed survey.

To explore the effect of effective leadership on workers' mental resources, work

fulfillment, work uncertainty, and expectations to stop working in the environment, examinations, along with restrictive procedure investigations, were done utilizing information gathered from a seaward establishment. A survey was utilized to collect personal data. Authentic leadership was estimated through 14 statements on a five-point Likert scale. Various scales were utilized to quantify work assets, trust in the association, and work commitment. Discoveries demonstrated that workers' who saw their managers as being true revealed more occupation fulfillment and less work uncertainty and aims to stop working in the associations. Results additionally demonstrated a subsidiary impact of the superiors' credibility, which did not shift contingent upon whether the manager was the workers' direct supervisor or not. Furthermore, genuine leadership predicted leaving place of employment and fulfillment (β = .33; p < .000).

Consequently, the outcomes pointed toward the significance of having leaders that are viewed as bona fide. The capacity of real leaders to build up workers is thusly significant from the point of view of the workers prosperity. Second, worker work fulfillment could be fundamental for wellbeing. A protected work environment is essential for workers to be content (Olaniyan, & Hystad, 2016, p. 6). Besides, Ilyas and Abdullah (2016), in their investigations, have shown that ingenuity of leadership is the necessary power for any company's prosperity, and there is a constructive coordinate outcome of management toward performance.

Communication and Work Environment

Communication is fundamental in working relationships, in interfacing staff members and empowering enterprises to accomplish their goals. Compelling communication helps in boosting workers' work fulfillment and improve job execution (Musah,

Zulkipli, & Ahmad, 2017).

Undoubtedly, a collapse of communication in a work environment can lastingly affect diverse worker roles and the target of every office. Communication researchers and specialists characterized and examined variables that hinder free communication; and hypothesized that regardless of being profitable, a few practices hamper the exchange of communication and befuddle the stream of data (Gonzales, 2014).

Additionally, an investigation to determine the connection between communication aptitude and workplace discord was directed on 217 instructive managers working in head branches of instructive establishments in eight urban communities of Turkey. Information was gathered utilizing the "Communication Competences Scale" and "Organizational Conflict Scale." The findings uncovered that communication fitness is a critical predictor of institutional discord. It very well may be said that as the heads of training bosses' communication ability expands, the work environment clash diminishes considerably (β = - .61; p < .000) (Üstüner, & Kiş, 2014, p. 34-35). A moderate negative degree of relationship was found between communication fitness and hierarchical discord levels of heads of instructive directors. Communication fitness was found to anticipate hierarchical discord fundamentally. Further, it was discovered that compassion capability, one of the communication skills, is a critical indicator of intergroup and individual discord, and bolster ability is a huge indicator of inside gathering struggle. Furthermore, job uncertainty is a significant predictor of strain inside the work environment and has the capability of delivering negative company results (β = - 0.19; p < .01) (Yousefi, & Abdullah, 2019, p. 570). Additional investigations by Ben (2012), concluded that inventiveness in leaders and giving and exchanging information effectively, primarily

identify with their jobs in their workplaces.

At the end of the day, as the negative variables influencing communication (β = -.30) in the scholastic condition rises, the nature of work-life decays, announcing that communication perpetually affects frames of mind, the sentiment of fulfillment and work fulfillment in the working environment (Öztürk, et al., 2019, p. 283.).

Consequently, viable communication needs to happen between the College leaders and their instructors before an attractive objective can be achieved. The way of passing data among people and individuals is called communication. In a work environment, it is a method for inspiring and affecting the cooperation between individuals. Giving and exchanging information is an indicator of occupation performance because relatively few leaders comprehend the real and full ramifications of their communication designs at the workplace (Fashiku, 2016).

CHAPTER III

METHODOLOGY

Introduction

In the second chapter, the author audits and examine the question along with the goals and objectives. The motivation behind this third chapter is to depict the techniques and systems utilized in responding to the examination questions and for testing the speculations previously highlighted in this investigation. By the proposals of Halawi and Haydar (2018) and concurred by Federer (2018), chapter three gives sufficient particulars that diverse analysts can comprehend and without quite a bit of a stretch grasp and apply the methodology to similar examinations.

The fundamental focus of this investigation is to review the cause and effect that may exist amongst the predictors work environment as it relates to work training, work motivation, leadership, and communication on the full-time employees at Westchester Community College (WCC).

The arrangement of chapter three takes the following format: (a) the type of investigation, (b) the population examined, (c) the sample, (d) the measurement instruments, (e) the null hypotheses, (f) information gathering or data collection, and (g) the analysis of the information.

Type of Investigation

The research is quantitative, explanatory, and cross-sectional. Quantitative

analysis is widely portrayed by the assessment of recognizable and observational order to systemize the information by using authentic measures and numerical techniques, example, the Likert scale (Yilmaz, 2013). The author further inferred that quantitative analysis seeks its measurement of the number of, rather than the quality, and very well may be characterized as research that discloses wonders as indicated by numerical information, which are broken down by methods of scientifically-based strategies, particularly measurements.

This research is also explanatory; in that, it seeks to uncover why incidents arise and extend, expand upon or test a theory or hypothesis. Explanatory research enables the exploration and testing of specific theories and offer some sort of compensation to past speculations. Most explanatory studies are concerned about what we know already and how to improve on current circumstances. Conversely, explanatory research seeks to utilize experimental discoveries to create a new hypothesis (Decoteau, 2017).

Additionally, this research is likewise cross-sectional—meaning that there are distinctive classes of the populace, who might be diverse in attributes, yet share other areas. For instance, staff versus faculty, staff and faculty have peculiar obligations, however share a similar work environment and have the same leaders (Nunes, Alves, Gonçalves, & Silva, 2017).

This research included the utilization of organized numerical information and the use of measurable investigations to set up crucial affiliation structure hypothesis. This is an action research, which the intercession appears as endeavors to change the estimation of the free variable to bring about an ideal estimation of the reliant variable. In other words, change the independent variable to give ideal outcome for the dependent

variable (Durcikova, Lee, & Brown, 2018).

This cross-sectional or prevalence study is a kind of observational investigation that dissects information from a populace, or an agent subset, at a particular point in time. This approach allows the analyst to concentrate on a particular populace to comprehend the big picture (Shpak, 2013). The instruments for this investigation issued amid three months, December 2018 to February 2019. Cross-sectional surveys gather information from at least two segments of a sample, and it is dependent on contrasts (Taguchi, 2018).

Population

For this research, the population is classified as a whole group about which some data discovery is required (Banerjee, & Chaudhury, 2010). Although a measurable population need not comprise of just individuals, for this investigation, the population comprise of individuals who make up approximately 450 full-time employees at WCC, in New York. Furthermore, this study population is characterized by age range, gender, longevity at Westchester Community College, highest education level, and role at Westchester Community College.

Although there are other employees at WCC, such as adjuncts, hourly, part-time, seasonal, contractual, etc., only full-time (35 hours per week) were in the group of the populace examined. The population frame for this research consisted of 283 individuals to whom the survey questionnaires were given.

Sample

Sample is any part of the completely characterized populace (Banerjee, &

Chaudhury, 2010). Further, the sample is choosing delegates from a portion of a people to draw assumptions or inferences about the qualities of the entire populace. It is also expected that the researcher gathers data on a sample that is formally illustrative of its objective populace (Stuart, Dong, & Lenis, 2016).

For this research, the sample is the number of respondents who completed and returned the survey questionnaires. Moreover, since tests seldom gather their samples utilizing arbitrary determination to address outside validity issues, and structure decisions, ongoing examinations have concentrated on other areas (Tipton, 2013). Of the sampling frame, 131 became the actual sample, which is a 30.66% response rate of the population.

This sample utilized the non-probability method, which simply means that non-likelihood selection and does not include irregular choice.

Measurement Instruments

This segment of the investigation will consider numerous essential issues, to include; the variables utilized in the investigation, the advancement of the instruments, the content validity, the construct validity and the reliability of the instruments.

Krishnan and Idris (2018) described a measuring instrument as a gadget that analysts utilize for estimation. The gadget or instrument can be a review, survey, questionnaire, poll, or test. In research activities, an instrument is the gadget or device utilized to gather data Instruments are helpful apparatuses used to inquire about purposes.

Variables

To put it succinctly, a variable is a component whose significance fluctuates. A

variable is a fundamental element of any accurate data. It is a part of a given model or populace, which is distinctive and can differentiate in quantity. Variables are autonomous (independent) and reliant (dependent). Furthermore, variables are qualities that a researcher controls and manipulates (Kaliyadan, & Kulkarni, 2019).

The following are variables utilized in this investigation: (a) independent variables: work training, work motivation, leadership and communication, and (b) dependent variable: Work environment.

Instrument Development

To decide if an instrument has high-quality measurement properties, quality and legitimacy should be evaluated utilizing standardized criteria. A good instrument is determined by its reliability, validity, and responsiveness (Scholtes, Terwee, & Poolman, 2011). Furthermore, an instrument is dependable when it keeps up consistency in various settings, and the estimation outcomes can be generalized to different experiments (Krishnan, & Idris, 2018).

To create the measurement instrument for this investigation, the researcher expounded below a portrayal of the procedure utilized:

1. Reviewed an assortment of historical work by choosing information in connection to the used ideas. To illustrate, the researcher used previous sections of this investigation to demonstrate the connections to the utilized ideas by characterizing such variables as work training, work motivation, leadership communication, and work environment in Chapter II.

2. Additionally, in Chapter II, the researcher utilized historical work to demonstrate the relationships between independent and dependent variables. Consequently,

the instruments formulated with contributions from masters in their respective areas of expertise.

3. In an effort to approve the substance of the instruments regarding significance and legitimacy, an assessment apparatus indicating the names of the variables and the dimensions utilizing a five-point Likert scale was applied. To survey for pertinence and clearness, the instruments submitted to eight specialists; including, a human resource executive, a dean of institutional effectiveness and research, two university professors, a commissioner of health services, an economist, a statistician and a business admin-istrator.

4. After the importance test, the researcher incorporated the suggestions sub-mitted by the experts and submitted it to the chief research Advisor for approval.

5. With the approval of the chief Advisor, the researcher created and utilized the instruments in the investigation. The instrument comprised seven segments: (a) gen-eral directions and demographical information; (b) variable work training, with 16 as-sertions; (c) variable work motivation, with nine assertions; (d) variable leadership, with 30 assertions; (e) variable communication, with 12 assertions; and (f) variable work environment, with 13 assertions.

6. Collection of data was set to begin; however, before the researcher could begin the data collection process, it was necessary to secure endorsement from Westchester Community College (WCC) Internal Review Board (IRB). The process in-clude: (a) presenting an application to the IRB; (b) the IRB assessment of the application and instruments to determine whether the assertions in the survey were intrusive and would infringe on employees' privacy; (c) after several weeks, the IRB's audit consistently

discovered that the instruments met all the security rules and their endorsement verified for the instrument's dispersion to the full-time salaried employees of Westchester Community College (WCC); and (d) the instruments disseminated to 283 full-time employees (administrator, faculty, director, manager, supervisor and staff) at WCC in New York.

The instrument utilized for data accumulation in this investigation appears in Appendix A.

Instrument Validity

The discussion of the content validity and construct validity of the variables utilized in this investigation are contained in this segment.

Instrument validity alludes to the level of exactness accomplished by the instruments utilized in an investigation; what is more, the correctness of the deductions or choices produced using the outcomes created by the instrument is likewise of essential significance (Gates, Johnson, & Shoulders, 2018).

Instrument legitimacy or validity is as a result of the particular circumstance and subjects in which the instrument is given; consequently, it is anything, but a one size fits all procedure. That is, an instrument might be valid in one zone and not legitimate under another condition (Gates, et al., 2018).

Content Validity

Content validity portrayed as translations and reactions of the individuals and the confirmation of reply issues utilized to determine or demonstrate it. Content validity is set up by means of a board of specialists who analyzed the instrument to determine

if agreement existed between the instrument's items and the substance on which the instrument was proposed to survey subjects (Mertens, Moser, Verbunt, Smeets, & Goossens, 2017).

The following illustrates the content validity process utilized for this investigation:

1. Conferences with individual and group of advisors to discover their conclusion on the appraisal of the variables.

2. The writing audited in various databases on the variables of work training, work motivation, leadership, communication and work environment.

3. The chief Advisor completed consultations and audits of the research.

4. Clarity and significance assessed with the assistance of eight specialists; regarding the instrument's constructs, dimensions and assertions.

5. The instruments organized and, in conjunction with inputs from the research Advisor, the instruments created.

Construct Validity

Construct validity alludes to whether a scale or test evaluates the construct satisfactorily. In other words, construct validity is an operation to determine whether the operational meaning of a variable mirrors the genuine hypothetical significance of an idea. It is how much a definite measure sufficiently captures the speculative construct of interest; or how well a test estimates what it should quantify (Bedford, & Speklé, 2018).

To decide if the operational importance of work training, work motivation, leadership, communication and work environment sufficiently reflect the theoretical essentialness, the factorial analysis technique was utilized to assess their validity in

this investigation. As such, for this study, construct validity completed by establishing relationships.

This section displays the measurable assessments of the factor analyses of the constructs (see Appendix B).

Work Training

The instrument of work training comprised of three dimensions: (a) access to training programs (WTATP1 to WTATP8), (b) efficiency and effectiveness (WTEE9 to WTEE10), and (c) application of skills (WTAS11 to WTAS16).

The Statistical Package for the Social Sciences (SPSS) application, version 24, was utilized to perform factorial analysis to assess the validity of the construct and its dimensions (see Appendix B). An analysis of the degree to which the items correlates in the correlation matrix, found that all sixteen items have a remarkable degree of commonality between them, with a coefficient range of greater than .3, which is above the required score.

The sample adequacy measurement revealed (KMO = .854), which is a demonstration of enough relationship between the construct statements. Bartlett's sphericity coefficient analysis revealed outcome to include (X^2 =1,178.701, *df* = 120, *p* = .000) and are noteworthy in significance because it is below the 0.5% acceptance range.

An examination of the anti-image covariance matrix indicated that transversely, the values are altogether more noteworthy than zero (greater than 7), ranging between .733[a] at the lowest and .922[a], at the highest. It implies the significance of the correlation between the items in the construct, and as such, factor analysis is applicable.

The primary component extraction discovered communality statistics as follows:

(Com_{min} = .349, Com_{max} = .799); this suggests that all 16 items are greater than the communality minimum criteria value of (Com = .300).

The total variance explained suggests that three components explained 60% of the total variance. This value is higher than 50%. The three factors explained somewhat over 60% of the construct.

Concerning the rotated factorial arrangement, applying the Varimax rotation strategy to isolate the features of the statements, Table 1 illustrates comparisons on the convergence of each indicator for the three factors.

Factor number one, comprised of six indicators and was ascribed the name "efficiency and effectiveness." The following are the indicators: "Accomplish tasks in timely manner (WTAS1)", "Ability to plan day's work (WTEE1)", "Achieve proposed objectives (WTAS2)", "Correct processes to perform tasks (WTEE2)", "Manner in which work is planned (WTAS4)", and "Communicate efficiently in writing (WTATP2)".

Factor number two comprised of seven indicators and was ascribed the name "application of skills." The indicators are as follows: "Identify advantages when making decisions (WTATP7)", "Identify disadvantages when making decisions (WTATP8)", "Ability to focus on the root of the problems to solve them (WTATP6)", "Value the treatment receive from colleagues (WTAS6)", "Quality of work valuable to the organization (WTAS5)", "Know how to respond kindly to aggressive situations from the population served (WTATP5)", and "Good feeling of accomplishment that work provides (WTAS3)".

 Factor number three comprised of three indicators and ascribed the name, "access to training programs." The indicators are the following: "Trained to use equipment (machines, instruments, tools, computers, etc.) for work (WTATP3)", "Trained to

evaluate each of the tasks (WTATP4)" and "Can communicate efficiently verbally (WTATP1)". In essence, the components shifted around for a better fit for the indicators.

Work Motivation

The instrument of work motivation comprised of two dimensions. They are: (a) control (WMC1 to WMC5) and (b) recognition (WMR6 to WMR9).

Factorial analysis utilizing the SPSS tool to assess the validity of the construct and its dimensions performed (see Appendix B). An analysis of the degree to which the items correlates in the correlation matrix, uncovered that of the original four measurements and eighteen unique items in the area of Work Motivation, two dimensions and

Table 1

Rotated Component Matrix of Work Training

Indicators	Factor/Loading		
	1	2	3
I accomplish my tasks in a timely manner (WTAS1).	**.831**		.322
I have the ability to plan the day's work (WTEE1).	**.762**	.276	
I achieve proposed objectives (WTAS2).	**.733**	.360	.168
I know the correct processes to perform my tasks (WTEE2).	**.693**	.121	.409
The manner in which I plan my work (WTAS4).	**.591**	.289	
I can communicate efficiently in writing (WTATP2).	**.496**	.160	.480
I can identify advantages when making decisions (WTATP7).	.367	**.814**	
I can identify disadvantages when making decisions (WTATP8).	.367	**.775**	
I have the ability to focus on the root of the problems to solve them (WTATP6).	.262	**.766**	.124
I value the treatment I receive from my colleagues (WTAS6).		**.596**	.202
The quality of work that I do is valuable to the organization (WTAS5).		**.557**	.304
I know how to respond kindly to aggressive situations from the population that I serve (WTATP5).	.288	**.548**	.380
I have a good feeling of accomplishment that my work provides (WTAS3).	.334	**.468**	.137
I am trained to use equipment (machines, instruments, tools, computers, etc.) for work (WTATP3).		.112	**.876**
I am trained to evaluate each of the tasks that I do (WTATP4).		.239	**.811**
I can communicate efficiently verbally (WTATP1).	.395	.322	**.513**

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nine items discarded, leaving two measurements and nine statements. The analysis of the component matrix of the remaining two measurements and nine items revealed a noteworthy degree of commonality between them, with a coefficient range of greater than .3, which is above the required score.

The sample adequacy measurement revealed KMO = .852, which is a demonstration of enough relationship between the construct statements. Bartlett's sphericity coefficient analysis revealed the outcome to include ($X^2 = 641.103, df = 36, p = .000$) and are noteworthy in significance because it is below the 0.5% acceptance range.

An examination of the anti-image covariance matrix indicated that transversely, the values are altogether more noteworthy than zero (greater than 8), ranging between .835[a] at the lowest and .885[a], at the highest. It implies the significance of the correlation between the items in the construct, and as such, factor analysis is applicable.

The primary component extraction discovered communality statistics as follows: (Com_{min} = .540, Com_{max} = .762). It suggests that all nine items are greater than the communality minimum criteria value of (Com = .300).

The total variance explained suggests that the two components explained 67% of the total variance. This value is greater than 50%. The two factors explained somewhat over 67% of the construct.

For the rotated factorial arrangement, the Varimax rotation strategy applied to isolate the features of the statements. Table 2 depicts comparisons of the convergence of each indicator for the two factors.

Factor number one, comprised of five indicators and maintained its original name of "control." The indicators are as follows: "Job provides me with the opportunity

to improve on my own expectations (WMC2)", "Can set goals on the job (WMC3)", "Job allows me to do new things and be innovative WMC5)", "Work is in line with ability (WMC1)", and "Position gives prestige (WMC4)".

Factor number two comprised of four indicators and retained its original name of "recognition," with the following indicators: "Immediate supervisor values work (WMR2)", "Receive fair treatment on the job (WMR1)", "Acknowledged as a valuable asset to the organization (WMR4)", and "Organization values ideas and contributions (WMR3)".

Although the items loaded in order of importance, there was no major realignment among the components.

Leadership

The instrument of leadership comprised of six dimensions. They are: (a) planning for growth (LPG1 to LPG5), (b) internal growth (LIG6 to LIG11), and (c) relational

Table 2

Rotated Component Matrix for Work Motivation

Indicators	Factor/Loading	
	1	2
My job provides me with the opportunity to improve on my own expectations (WMC2).	**.821**	.239
I can set goals on my job (WMC3).	**.815**	.213
My job allows me to do new things and be innovative (WMC5).	**.796**	.272
The work I do is in line with my ability (WMC1).	**.776**	.190
I believe that my position gives me prestige (WMC4).	**.653**	.352
My immediate supervisor values my work (WMR2).	.147	**.838**
I receive fair treatment on my job (WMR1).	.296	**.821**
I am acknowledged as a valuable asset to the organization (WMR4).	.256	**.817**
The organization values my ideas and contributions (WMR3).	.440	**.588**

growth (LRG12 to LRG16), (d) satisfaction with leadership (LSWL16 to LSWL20), (e) satisfaction with involvement (LSWI21 to LSWI25), and (f) satisfaction with development (LSWD26 to LSWD30).

Factorial analysis to assess the validity of the construct and its dimensions performed utilizing the SPSS tool (see Appendix B). An analysis of the degree to which the items correlates in the correlation matrix, found that all thirty (30) items have a remarkable degree of commonality between them, with a coefficient range of greater than .3, above the required score.

The sample adequacy measurement revealed KMO = .932, which is a demonstration of enough relationship between the construct statements. Bartlett's sphericity coefficient analysis revealed outcome to include (X^2 = 3,599.343, df = 435, p = .000) and are noteworthy in significance because it is below the 0.5% acceptable range.

An examination of the anti-image covariance matrix indicated that transversely, the values are altogether more noteworthy than zero (greater than 8) ranging between .826[a] at the lowest and .968[a], at the highest. It implies the significance of the correlation between the items in the construct; and as such, factor analysis is applicable.

The primary component extraction discovered communality statistics as follows: (Com_{min} = .479, Com_{max} = .873). It suggests that all 30 items are greater than the communality minimum criteria value of (Com = .300).

The total variance explained suggests that four components explained 70% of the total variance. This value is greater than 50%. The four factors explained somewhat over 70% of the construct.

For the rotated factorial arrangement, it is applied the Varimax rotation strategy

to isolate the features of the statements. Table 3 delineates comparisons on the convergence of each indicator for the four factors.

Factor number one comprised of twelve indicators and assigned the name "internal growth." The indicators are: "Actions of organizations' leaders are consistent with their words (LIG5)", "Leaders in organization understand and contribute to its evolution (LPFG1)", "Leaders in organization give employees the information they need for their jobs (LIG4)", "Leaders in organization listen to feedback from employees without reprisals (LIG3)", "Leaders in organization have high integrity and facilitates trust building (LIG1)", "Leadership contribute to positive work culture (LSWL5)", "Feedbacks are taken seriously (LSWI1)". Also included are, "Leaders in my organization introduce new ways of thinking and doing things (LPFG2)", "Organization's leaders communicate visions that motivates (LSWD2)", "Meaningful relationships are protected by my organization (LRG1)", "Organization's decisions demonstrate that high quality is its top priority (LSWD5)", and "Kept informed about the organizations' happenings (LSWI5)".

Factor number two comprised of nine indicators and was renamed "relational growth." The indicators are: "Have opportunity to grow within the organization (LRG4)", "Have a clear career path (LSWL2)", "Can reach my full potential in the organization (LSWD1)", "Proud to work for the organization (LSWI3)", "Would encourage others to work in my organization (LSWL1)", "There are opportunities for professional growth in organization (LSWI2)", "Feel valued in organization (LSWL3)", "Motivated to go beyond what is expected (LSWI4)", and "Have access to learning and development needed to do job well (LSWD3)".

Factor three, comprised of six indicators and assigned the name "planning for

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Table 3

Rotated Component Matrix for Leadership

	Factor/Loading			
Indicators	1	2	3	4
The actions of my organizations' leaders are consistent with their words (LIG5).	**.857**	.184	.254	
The leaders in my organization understand and contribute to its evolution (LPFG1).	**.835**	.203	.177	.113
The leaders in my organization give employees the information they need for their jobs (LIG4).	**.828**	.246	.137	
The leaders in my organization listen to feedback from employees without reprisals (LIG3).	**.797**	.188	.266	.235
The leaders in my organization have high integrity and facilitates trust building (LIG1).	**.758**	.245	.309	
The leadership contribute to positive work culture (LSWL5).	**.740**	.307	.286	.140
Feedbacks are taken seriously (LSWI1).	**.713**	.361	.258	.211
The leaders in my organization introduce new ways of thinking and doing things (LPFG2).	**.699**	.310	.201	.103
Organization's leaders communicate visions that motivates (LSWD2).	**.688**	.478	.205	
Meaningful relationships are protected by my organization (LRG1).	**.686**	.295	.216	.149
The organization's decisions demonstrate that high quality is its top priority (LSWD5).	**.640**	.506	.180	
I am kept informed about the organizations' happenings (LSWI5).	**.558**	.480	.284	
I have opportunity to grow within the organization (LRG4).	.268	**.758**		.172
I have a clear career path (LSWL2).	.114	**.748**	.212	.218
I can reach my full potential in the organization (LSWD1).	.355	**.743**	.243	.181
I am proud to work for the organization (LSWI3).	.346	**.741**	.202	.124
I would encourage others to work in my organization (LSWL1).	.268	**.715**	.322	
There are opportunities for professional growth in my organization (LSWI2).	.409	**.709**		.157
I feel valued in my organization (LSWL3).	.426	**.600**	.283	.243
I am motivated to go beyond what is expected (LSWI4).	.258	**.595**	.341	
I have access to learning and development needed to do my job well (LSWD3).	.402	**.437**	.404	.353
My manager creates an atmosphere for growth (LPFG5).	.228	.273	**.840**	.203
My manager makes decisions with employees' input (LPFG4).	.217	.213	**.826**	.167
My manager influence workers to be the best they can be (LIG2).	.291	.164	**.821**	.134
My direct manager is an excellent communicator (LPFG3).	.190	.132	**.767**	.212
I frequently receive recognition from my manager (LSWL4).	.268	.216	**.763**	.101
I trust my manager and coworkers (LRG5).	.268	.267	**.726**	
I know what to do to be successful in my role (LSWD4).			.284	**.768**
There is a healthy balance between my work and personal life (LRG3).	.258	.217	.134	**.679**
Recognition is meaningful when I receive it (LRG2).	.321	.290	.262	**.416**

growth". The indicators are: "Manager creates an atmosphere for growth (LPFG5)", "Manager make decisions with employees input (LPFG4)", "Manager influence workers to be the best they can be (LIG2)", "Direct manager is an excellent communicator (LPFG3)", "Frequently receive recognition from manager (LSWL4)", and "Trust my manager and coworkers (LRG5)".

The fourth factor contained three indicators and renamed "satisfaction with de-velopment." The indicators are: "Know what to do to be successful in role (LSWD4)", "There is a healthy balance between work and personal life (LRG3)", and "Recognition is meaningful when received (LRG2)".

Communication

The instrument of communication comprised of three dimensions: (a) downward communication (CDC1 to CDC4), (b) ascending communication (CAC5 to CAC8), and (c) horizontal communication (CHC9 to CHC12).

The researcher performed factorial analysis, utilizing the SPSS analytic tool to assess the validity of the construct and its dimensions (see Appendix B). An analysis of the degree to which the items correlates in the correlation matrix, found that all twelve items have a noteworthy degree of commonality between them, with a coefficient range of higher than .3, above the required score.

The sample adequacy measurement revealed KMO = .910, which is a demon-stration of enough relationship between the construct statements. Bartlett's sphericity coefficient analysis revealed outcome to include (X^2 = 1,087.085, *df* = 66, *p* = .000) and are noteworthy in significance because it is below the .5% acceptable range.

An examination of the anti-image covariance matrix indicated that transversely,

the values are altogether more noteworthy than zero (greater than 8) ranging between .875[a] at the lowest and .956[a], at the highest. It implies the significance of the correlation between the items in the construct, and as such, factor analysis is applicable.

The primary component extraction discovered communality statistics as follows: (Com_{min} = .567, Com_{max} = .799); this suggests that all 12 items are greater than the communality minimum criteria value of (Com = .300).

The total variance explained suggests that three components explained 74% of the total variance. This value is greater than 50%. The three factors explained somewhat over 74% of the construct.

For the rotated factorial arrangement, it was applied the Varimax rotation strategy in order to isolate the features of the statements. Table 4 delineates comparisons on the convergence of each indicator for the three factors.

Factor number one comprised of five indicators and assigned the name "horizontal communication." The indicators are: "Communication exists between other work areas for development of activities (CHC2)", "Working groups formed with colleagues from other areas to reach organizations' goals and objectives (CHC3)", "Teamwork is encouraged within the organization (CHC4)", "Memorandum, letters emails, etc., used to carry out joint activities within work areas (CHC1)", and "Meetings held to discuss issues and opinions are valued (CAC4)".

Factor number two consisted of five indicators and assigned the name "downward communication." The indicators are as follows: "Employees made aware of policies and procedures (CDC2)", "Administrative communication given to employees CDC1)", "Mission, vision, and values communicated to employees (CDC3)", "Top

Table 4

Rotated Component Matrix for Communication

Indicators	Factor/Loading		
	1	2	3
Communication exists between other work areas for the development of activities (CHC2).	**.821**	.314	.192
Working groups formed with colleagues from other areas to reach organizations' goals and objectives (CHC3).	**.810**	.328	.115
Teamwork is encouraged within the organization (CHC4).	**.781**	.313	.267
Memorandum, letters, emails, etc., used to carry out joint activities within work areas (CHC1).	**.774**	.193	.319
Meetings held to discuss issues and opinions are valued (CAC4).	**.560**	.430	.397
Employees made aware of policies and procedures (CDC2).	.210	**.843**	.246
Administrative communication given to employees (CDC1).	.289	**.822**	.215
The mission, vision, and values communicated to employees (CDC3).	.255	**.742**	.126
Top management informed regarding all activities (CAC1).	.399	**.640**	.296
Trainings and other educational activities scheduled often for employees' participation (CDC4).	.454	**.560**	.218
Employees give written or verbal complaints (CAC3).	.213	.216	**.885**
Employees give written or verbal suggestions to improve work (CAC2).	.381	.353	**.715**

management informed regarding all activities (CAC1)", and "Trainings and other educational activities scheduled often for employees' participation (CDC4)".

Factor number three consisted of two indicators and assigned the name "ascending communication." The indicators are "Employees give written or verbal complaints (CAC3)", and "Employees give written or verbal suggestions to improve work (CAC2)".

Work Environment

The work environment comprised of three dimensions. They are: (a) social environment (WESE1 to WESE4), (b) intellectual environment (WEIE5 to WEIE8), and (c) physical environment (WEPE9 to WEPE13).

Factorial analysis utilizing the SPSS tool in order to assess the validity of the construct and its dimensions performed (see Appendix B). An analysis of the degree to which the items correlates in the correlation matrix, uncovered that of the original three measurements and fourteen unique items in the area of Work Environment, three items discarded, leaving the three measurements and eleven statements. The analysis of the component matrix of the remaining three measurements and eleven items revealed a noteworthy degree of commonality between them, with a coefficient range of more than .3, above the required score.

The sample adequacy measurement revealed KMO = .898, which is a demonstration of enough relationship between the construct statements. Bartlett's sphericity coefficient analysis revealed (X^2 = 828.845, df = 55, p = .000) and are noteworthy in significance because it is below the .05 acceptance range.

An examination of the anti-image covariance matrix indicated that transversely, the values are altogether more noteworthy than zero (greater than 8) ranging between .857[a] at the lowest and .938[a], at the highest. It implies a significant correlation between the items in the construct; and as such, factor analysis is applicable.

The primary component extraction discovered communality statistics as follows: (Com_{min} = .644, Com_{max} = .802). It suggests that all 11 items are greater than the communality minimum criteria value of (Com = .300).

The total variance explained suggests that the two components explained 72% of the total variance. This value is greater than 50%. The two factors explained almost 73% of the construct.

The rotated factorial arrangement, it was applied the Varimax rotation strategy

utilized to isolate the features of the statements. Table 5 delineates comparisons on the convergence of each indicator for the three factors.

Factor number one consisted of four indicators and assigned the name "intellectual environment." The indicators are: "There are opportunities for professional training in my area of work (WEIE2)", "Organization gives high-level support towards the achievement of personal goals (WEPE4)", "High-quality atmosphere and culture in work environment (WEPE6)", and "Employees are motivated to complete assigned tasks (WEIE3)".

Table 5

Rotated Component Matrix for Work Environment

Indicators	Factor/Loading		
	1	2	3
There are opportunities for professional training in my area of work (WEIE2).	**.808**	.206	.151
My organization gives high-level support towards the achievement of personal goals (WEPE4).	**.786**	.153	.393
High quality atmosphere and culture in work environment (WEPE6).	**.716**	.354	.389
Employees are motivated to complete assigned tasks (WEIE3).	**.698**	.333	.286
Quality interpersonal relationships exists between coworkers (WESE2).		**.832**	.169
Quality interpersonal relations exists between supervisor and subordinates (WESE1).	.301	**.816**	.160
My supervisor's level of leadership is high (WESE4).	.406	**.717**	
The procedure for personnel/employee selection is fair (WESE3).	.472	**.583**	.291
Psychological safety is protected in my organization (WEPE2).	.147	.230	**.853**
High security in work areas (WEPE3).	.280	.103	**.745**
High-quality physical workplace environment (WEPE1).	.481	.142	**.716**

Factor number two consisted of four indicators and renamed the "social environment." The indicators are as follows: "Quality interpersonal relationships exists between coworkers (WESE2)", "Quality interpersonal relations exists between supervisor and subordinates (WESE1)", "Supervisor's level of leadership is high (WESE4)", and "The procedure for personnel/employee selection is fair (WESE3)".

Factor number three retained its name of "physical environment" and comprised of three indicators. The indicators are, "Psychological safety is protected in organization (WEPE2)", "High security in work areas (WEPE3)", and "High-quality physical workplace environment (WEPE1)".

Reliability of the Instruments

The quality examination is done to ascertain the internal consistency of the instruments by acquiring the Cronbach's Alpha coefficient for each scale. The Cronbach's alpha is regularly utilized to assess the consistency or interior dependability of a measure or assessment item (Nathan, Berahim, & Ramle, 2017).

Following are the Cronbach's Alpha coefficients for each variable: (a) work training, .894; (b) work motivation, .893; (c) leadership, .968; (d) communication, .935; and (e) work environment, .911. These Cronbach's alpha characteristics deemed as identifying with commendable quality measures for all variables (see Appendix B).

Operationalization of the Variables

Operationalization is the procedure of carefully characterizing variables into quantifiable components. The procedure characterizes vague ideas and enables them to be estimated observationally and quantitatively. In this section, the operational

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variables (or operationalizing definitions) allude to how the factors are characterized and gauged (Yount, 2006), particularly as utilized in this investigation- the predictive factors of the work environment.

An example of the operationalization of variable work training, demonstrated as such: Reading from left to right, the first column named the variable, in the second column, the applied definition mentioned. In the third column, the working definition indicated, and how the factor will be examined, and in the last column, the factor is systemized (see Table 6).

In Appendix C, the operationalization of all factors as they are contemplated and estimated explained.

Null Hypothesis

Simply stated experimentally, a hypothesis is an affirmation portraying the connection between subordinate (dependent) and the autonomous (independent) factors as proposed by a theory. Null Hypothesis (H_0), on the other hand, is the explanation that there is no measurable contrast between business-as-usual and the test condition. For example, the treatment being contemplated had no effect on the final product (Wienclaw, 2017).

H_0. The observational ideal where the following variables: work training, work motivation, leadership and communication are not predictors of work environment on employees at Westchester Community College in New York.

Operationalization of Null Hypothesis

Table 7 shows the operationalization of one of the null hypotheses of this investigation is presented.

Table 6

Work Training

Factor	Applied Definition	Working Definition	Systemized Factors
Work Training	Work Training is any work-based training formal or casual, that may include Work- shops, online skills set upgrades, seminars, peer education, that enables employees to secure hands-on aptitudes that will enable them to perform new assignments and improve the manner in which they perform current undertakings.	To what degree formal or casual training for the acquiring of new aptitudes influence work environment of employees at Westchester Community College in New York, was administered by the accompanying sixteen articulations, utilizing Likert Scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. I can communicate efficiently verbally. 2. I can communicate efficiently in writing. 3. I am trained to use equipment (machines, instruments, tools, computers, etc.) for work. 4. I am trained to evaluate each of the tasks that I do. 5. I know how to respond kindly to aggressive situations from the population that I serve. 6. I have the ability to focus on the root of the problems to solve them. 7. I can identify advantages when making decisions. 8. I can identify disadvantages when making decisions. 9. I have the ability to plan the day's work. 10. I know the correct processes to perform my tasks. 11. I accomplish my tasks in a timely manner. 12. I achieve proposed objectives. 13. I have a good feeling of accomplishment that my work provides/ 14. The manner in which I plan my work 15. The quality of work that I do is valuable to the organization. 16. I value the treatment I receive from my colleagues.	To measure the level of work training, data gathered from full-time, salaried employees at Westchester Community College through the measure of 16 articulations. The factor considered as metric. To quantify the level of work training, information accumulated from full-time, salaried employees at Westchester Community College through the evaluation of 16 statements. A metric element assigned to the factor. To meet the strategy of the findings of this investigation the accompanying proportionality was resolved for the utilized scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree

Table 7

Operationalization of the Null Hypotheses

Hypothesis	Factors	Level of Measurement	Test
H$_0$: Work training, work motivation, leadership and communication are not predictors of the work environment at Westchester Community College in New York.	Autonomous: 1) Work training 2) Work motivation 3) Leadership 4) Communication Subordinate: 5) Work environment	Metrics Metrics Metrics Metrics Metrics Metrics	For the examination of this theory, the measurable procedure of relapse analysis was utilized by the strategy of measurable procedures for evaluating the connections between factors for progressive advances. The acceptance rule of the hypothesis was for estimations of values where $p \leq .05$.

Data Collection

The information accumulation completed in the manner listed below:

1. The approval granted by the advisor to start data collection.

2. An application was completed and sent to the Chairman of Westchester Community College Internal Review Board (IRB), for permission to collect data from full-time salaried employees at Westchester Community College, in New York.

3. The IRB consisting of several heads of departments met and considered the application.

4. The researcher asked to write a formal Informed Consent Letter and attached it to the questionnaire and application.

5. The Informed Consent Letter sent to the Chairman of the IRB.

6. A preliminary email sent to the researcher advising that the instrument applied

to the subjects.

7. An Informed Consent Letter bearing the logo of the IRB was later sent to the researcher authorizing the dissemination of the instrument to the full-time salaried employees of the college.

8. The survey questionnaire personally delivered to employees and/or left in employees' mailboxes with return address for completed questionnaires.

9. Several reminders via telephone and letters to employees in an effort to maximize the return of completed questionnaires.

10. The completed questionnaires delivered via inter-office mail to the researcher's office.

Analysis of Information

The database initially framed in Microsoft Excel and later imported to SPSS for Windows, version 24, to execute the examination of the factors in SPSS. In this manner, the scores for individual factors acquired, following the procedure demonstrated in the operationalization of the factors. Enlightening insights such as proportions of focal propensity, changeability, ordinariness,, and identification of peculiar and missing information were utilized to clean the database, secure measurement information, and to analyze the conduct of the principal factors.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The focal point of this investigation is to consider the perception that full-time administrators, faculty, and staff of Westchester Community College (SUNY) a junior college within the State University of New York higher education system have. This research was utterly intended to investigate the causative connection between the factors, work training, work motivation, leadership, and communication to the work environment, in agreement to the theoretical model outlined in chapter one.

The framework for this section will adhere to the following pattern: (a) population and sample, (b) demographic description of the subjects, (c) arithmetic means of the constructs, (d) inference between demographic variables and constructs, (e) null hypotheses, and (f) summary of the chapter.

Population and Sample

The population for this investigation comprised of administrators, faculty, and staff who were full-time employees at Westchester Community College (WCC), in New York. The study group comprised of approximately 450 administrators, faculty, directors, supervisors and staff.

The study conducted by way of a survey questionnaire distributed among full-time employees comprised of the administrators, faculty and staff; and applied during

the period December 2018 through February 2019. The sample is the number of re-spondents who completed and returned the survey questionnaires. Of the sampling frame, 131 became the actual sample population, which is a 30.66% response rate of the sampling frame.

Demographic Description

The following section outlines the results: gender of the respondents, age range, the number of years at WCC, the level of education and the role of the respondents (see Appendix D).

Gender

The appropriation of the sample comprised of 39.7% (n = 52) male and 60.3% (n = 79) female. The audit suggests that female employees, to some degree, outnum-bered the males among the respondents.

Age Range

Table 8 delineates the distribution of the participants by age range. An analysis of the data revealed that 32.8% (n = 43) were between the ages of 46-55 years; this group represented the largest number of participants. The second largest group, 26.7% (n = 35) were between the ages of 56-62 years. The third largest group of participants 17.6% (n = 23) were in the 63 and over age group. The overall data suggested that Westchester Community College has a mature workforce.

Years at Westchester Community College

Table 9 delineates the distribution of respondents and their longevity at WCC.

Table 8

Distribution of Participants by Age Range

Age Range	n	%
26-35	13	9.9
36-45	17	13.0
46-55	43	32.8
56-62	35	26.7
63 and over	23	17.6
Total	131	100.0

Table 9

Distribution of Participants by Years at Westchester Community College

Type of Employee	n	%
10 years or less	60	45.8
11-20 years	36	27.5
21-30 years	23	17.6
31 years and over	12	9.2
Total	131	100.0

The observation revealed that 45.8% ($n = 60$), the majority of the respondents, have been serving at the college for ten years or less, and 27% ($n = 36$) serving between eleven and twenty years.

Academic Level

Table 10 depicts the distribution of the education level of the respondents. Observation suggests that the largest group, 32.8% ($n = 43$) of respondents have Master's degrees; 22.1% ($n = 29$) have Bachelor's degrees and 19.8% ($n = 26$) comprised those with Associate degrees.

Table 10

Academic Level of Respondents

Level of Education	n	%
High School	6	4.6
Associate	26	19.8
Bachelor	29	22.1
Master	43	32.8
Master's Plus	19	14.5
Doctorate	8	6.1
Total	131	100.0

Role at Westchester Community College

Table 11 delineates the distribution of participants based upon their role in the institution. It is observed that 53.4% (*n* = 70) fell into the staff category, while the next highest number of participants 30.5% (*n* = 40) were faculty members.

Arithmetic Means

Work Training

Table 12 shows the arithmetic mean for the Work Training variable. Observation

Table 11

Distribution of Respondents by Role in the Institution

Role at Westchester Community College (WCC)	n	%
Administrator	8	6.1
Faculty	40	30.5
Director	1	.8
Manager	7	5.3
Supervisor	5	3.8
Staff	70	53.4
Total	131	100.0

suggests that the items with the lowest arithmetic means are: "Trained to evaluate each of the tasks (3.82), "The manner in which work is planned (4.01)" and "Trained to use equipment (machines, instruments, tools, computers, etc. (4.21)". The items with the highest means are: "Communicate efficiently in writing (4.65)", "Communicate efficiently verbally (4.60)", and "The quality of work done for the organization is valuable (4.57)". The overall mean for the construct is 4.42, suggesting that employees are between in *agreement* and *strongly agreeing* with the training provided.

Work Motivation

Table 13 shows the arithmetic mean for the Work Motivation variable. Observation found that the items with the lowest arithmetic means are: "The position gives me

Table 12

Arithmetic Mean and Standard Deviation for Work Training

Item	M	SD
I can communicate efficiently verbally.	4.60	.653
I can communicate efficiently in writing.	4.65	.644
I am trained to use equipment (machines, instruments, tools, computers, etc.) for work.	4.21	.990
I am trained to evaluate each of the tasks that I do.	3.82	1.126
I know how to respond kindly to aggressive situations from the population that I serve.	4.43	.734
I have the ability to focus on the root of the problems to solve them.	4.53	.705
I can identify advantages when making decisions.	4.47	.672
I can identify disadvantages when making decisions.	4.45	.659
I have the ability to plan the day's work.	4.50	.695
I know the correct processes to perform my tasks.	4.53	.660
I accomplish my tasks in a timely manner.	4.40	.762
I achieve proposed objectives.	4.45	.682
I have a good feeling of accomplishment that my work provides.	4.43	.823
The manner in which I plan my work.	4.01	.846
The quality of work that I do is valuable to the organization.	4.57	.785
I value the treatment I receive from my colleagues.	4.36	.904
WT	4.42	.502

prestige (3.37)"; "The organization values my ideas and contributions (3.45)" and "Acknowledged as valuable asset to the organization (3.56)". The items with the highest means are: "The work that I do is in line with my ability (4.41)", "My immediate supervisor values my work (4.20)", and "The job provides me with the opportunity to improve my expectations."

The overall mean for the construct is 3.88, suggesting that employees are between neutral (*neither agree nor disagree*) and *agreeing* with the level of work motivation.

Table 13

Arithmetic Mean and Standard Deviation for Work Motivation

Item	M	SD
The work I do is in line with my ability.	4.41	.927
My job provides me with the opportunity to improve on my own expectations.	4.05	1.051
I can set goals on my job.	4.01	1.056
I believe that my position gives me prestige.	3.37	1.097
My job allows me to do new things and be innovative.	3.70	1.188
I receive fair treatment on my job.	3.73	1.142
My immediate supervisor values my work.	4.20	1.070
The organization values my ideas and contributions.	3.45	1.111
I am acknowledged as a valuable asset to the organization.	3.56	1.089
WM	3.88	.800

Leadership

Table 14 shows the arithmetic mean for the Leadership variable. Observation found that the items with the lowest arithmetic means are: "I have the opportunity to grow within the organization (2.95)", "The organization's leaders communicate visions that motivate (2.98)", and "There are opportunities for professional growth in my organization (3.05)". The items with the highest means are: "I am motivated to go beyond what

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Table 14

Arithmetic Mean and Standard Deviation for Leadership

Item	M	SD
The leaders in my organization understand and contribute to its evolution.	3.43	1.015
The leaders in my organization introduce new ways of thinking and doing things.	3.39	1.027
My direct manager is an excellent communicator.	3.90	1.208
My manager make decisions with employees' input.	3.84	1.169
My manager creates an atmosphere for growth.	3.65	1.289
The leaders in my organization have high integrity and facilitates trust building.	3.24	1.156
My manager influence workers to be the best they can be.	3.71	1.212
The leaders in my organization listen to feedback from employees without reprisals.	3.19	1.171
The leaders in my organization give employees the information they need for their jobs.	3.28	1.152
The actions of my organizations' leaders are consistent with their words.	3.12	1.170
Meaningful relationships are protected by my organization.	3.09	1.019
Recognition is meaningful when I receive it.	3.95	.952
There is a healthy balance between my work and personal life.	3.76	1.176
I have the opportunity to grow within the organization.	2.95	1.211
I trust my manager and coworkers.	3.87	1.033
I would encourage others to work in my organization.	3.52	1.126
I have a clear career path.	3.34	1.300
I feel valued in my organization.	3.37	1.230
I frequently receive recognition from my manager.	3.46	1.223
The leadership contributes to positive work culture.	3.11	1.248
Feedbacks are taken seriously.	3.11	1.152
There are opportunities for professional growth in my organization.	3.05	1.248
I am proud to work for the organization.	3.82	.935
I am motivated to go beyond what is expected.	3.94	1.128
I am kept informed about the organizations' happenings.	3.37	1.185
I can reach my full potential in the organization.	3.27	1.276
Organization's leaders communicate visions that motivate.	2.98	1.150
I have access to the learning and development needed to do my job well.	3.42	1.143
I know what to do to be successful in my role.	4.20	.759
The organization's decisions demonstrate that high quality is its top priority.	3.12	1.183
LED	3.51	.809

is expected (3.94)"; "Recognition is meaningful when it is received (3.98)"; and "I know what to do to be successful in my role (4.20)".

The overall mean for the construct is (3.51), which suggests that employees are between neutral (*neither agree nor disagree*) and *agreeing* with the level of the organization's leadership.

Communication

Table 15 shows the arithmetic mean for the communication variable. Observation found that the items with the lowest arithmetic means are: "Trainings and other educational activities scheduled often for employees (2.96)", "Employees give written or verbal suggestions to improve work (3.04)", and "Top management informed regarding all activities/Meetings held to discuss issues and opinions are valued (3.11)". The highest means are: "The mission, vision and values communicated to employees (3.66)", "Memorandum, letters, emails, etc., used to carry out joint activities within work areas (3.62)", and "Teamwork is encouraged within the organization (3.44)".

The overall mean for the construct is 3.27, which suggests that employees are between neutral (*neither agree nor disagree*) and *agreeing* with the organization's level of communication.

Work Environment

Table 16 shows the arithmetic mean for the Work Environment variable. Observation uncovered that the items with the lowest arithmetic means are: "My organization gives high-level support (2.80)", "High-quality physical workplace environment (3.08)", and "High-quality atmosphere and culture in the work environment (3.10)". The highest

Table 15

Arithmetic Mean and Standard Deviation for Communication

Item	M	SD
Administrative communication given to employees.	3.19	1.053
Employees made aware of policies and procedures.	3.35	1.095
The mission, vision, and values communicated to employees.	3.66	.974
Trainings and other educational activities often scheduled for employees' participation.	2.96	1.153
Top management informed regarding all activities.	3.11	.900
Employees give written or verbal suggestions to improve their work.	3.04	1.070
Employees give written or verbal complaints.	3.22	1.047
Meetings held to discuss issues and opinions are valued.	3.11	1.072
Memorandum, letters, emails, etc., used to carry out joint activities within work areas.	3.62	1.011
Communication exists between other work areas for the development of activities.	3.17	1.046
Working groups formed with colleagues from other areas to reach organizations' goals and objectives.	3.35	1.015
Teamwork is encouraged within the organization.	3.44	1.060
COM	3.27	.797

means are: "Quality interpersonal relationships exist between coworkers (3.91)", "My supervisor's level of leadership is high (3.80)", and "Quality interpersonal relationships exist between supervisor and subordinates (3.57)".

The overall mean for the construct is 3.37 suggests employees are between neutral *(neither agree nor disagree)* and *agreeing* with their perception of the work environment.

Inference Between Demographic Variables and Constructs

Table 17 shows the Kolmogorov Test of normality ($n > 50$, $p > .05$) and the Shapiro Wilks Test ($n \leq 50$, $p > .05$). For the analysis of the normality of the constructs, the following demographics variables were used. Age (26-35, 36-45, 46-55, 56-62 63 & over). Gender (male and female), Years at WCC (YAWCC) (10 years or less, 11-20,

Table 16

Arithmetic Mean and Standard Deviation for Work Environment

Item	M	SD
Quality interpersonal relations exist between supervisor and subordinates.	3.57	1.1770
Quality interpersonal relationships exist between coworkers.	3.91	.9070
The procedure for personnel/employee selection is fair.	3.19	1.1770
My supervisor's level of leadership is high.	3.80	1.2370
There are opportunities for professional training in my area of work.	3.22	1.2300
Employees are motivated to complete assigned tasks.	3.61	1.0120
High-quality physical workplace environment.	3.08	1.1940
Psychological safety is protected in my organization.	3.39	1.1540
High security in work areas.	3.40	1.1070
My organization gives high-level support towards the achievement of personal goals.	2.80	1.1790
High-quality atmosphere and culture in the work environment.	3.10	1.2080
WE	3.37	.8355

21-30, 30 & over). Highest Education Level (HEL) (High School, Associate Degree, Bachelor, Master, Master's Plus, Doctorate). Role (Administrator, Faculty, Manager, Supervisor, Staff). The constructs compared with the demographics were WT, WM, LED, COM and WE (see Appendix E).

There was a difference between WT and Gender; the Mean Rank showed males had a rank of 52.78 and female 72.01. Another variable that revealed a difference was Role at WCC and the WT variable. The Mean Rank for administrator was 39.94, faculty, 29.91, director 33.00, manager 14.00 and supervisor 42.60.

Table 18 shows the difference between the constructs (WT, WM, LED, COM and WE) with that demographic variable. In the analysis, it was found that there was a difference between males and females (Mean Ranks for males was 52.78 and for female 72.01). Furthermore, there was a difference between Role at WCC and the WT variable; (Mean Rank for administrator was 39.94 faculty was 29.91, the director was 22.00, the

Table 17

Test of Normality

Variables	Kolmogorov Test	Statístics
Age – WT	No normal	Kruskal Wallis
Age – WM	No normal	Kruskal Wallis
Age – LED	No normal	Kruskal Wallis
Age – COM	Normal	ANOVA
Age – WE	Normal	ANOVA
Gender – WT	No normal	U de Mann-Whithey
Gender – WM	No normal	U de Mann-Whithey
Gender – LED	Normal	Independent *t* test
Gender – COM	Normal	Independent *t* test
Gender – WE	Normal	Independent *t* test
Years at WCC – WT	No normal	Kruskal Wallis
Years at WCC – WM	Normal	ANOVA
Years at WCC – LED	Normal	ANOVA
Years at WCC – COM	Normal	ANOVA
Years at WCC – WE	Normal	ANOVA
Academic level – WT	No normal	Kruskal Wallis
Academic level – WM	Normal	ANOVA
Academic level – LED	Normal	ANOVA
Academic level – COM	Normal	ANOVA
Academic level – WE	Normal	ANOVA
Role at WCC – WT	No normal	Kruskal Wallis
Role at WCC – WM	Normal	ANOVA
Role at WCC – LED	Normal	ANOVA
Role at WCC – COM	Normal	ANOVA
Role at WCC – WE	Normal	ANOVA

manger was 14.00 and supervisor was 42.60).

Multiple Regression Assumptions

The dataset was cleaned to ensure normality by the elimination of three data points, leaving the dataset at 128 data points.

For this research, the first criterion that was analyzed was the linearity through the graphs. The second criterion that was tested was the normality of the errors with the Kolmogorov-Smirnov statistic ($p > .05$), three atypical data were eliminated. In the

Table 18

Demographic and Construct Analysis

Variables	Significance	Interpretation
Age – WT	$p = .096$	Accept H_0
Age – WM	$p = .749$	Accept H_0
Age – LED	$p = .908$	Accept H_0
Age – COM	$p = .856$	Accept H_0
Age – WE	$p = .833$	Accept H_0
Gender – WT	$p = .004$	Reject H_0
Gender – WM	$p = .656$	Accept H_0
Gender – LED	$p = .782$	Accept H_0
Gender – COM	$p = .162$	Accept H_0
Gender – WE	$p = .208$	Accept H_0
Years at WCC – WT	$p = .811$	Accept H_0
Years at WCC – WM	$p = .319$	Accept H_0
Years at WCC – LED	$p = .115$	Accept H_0
Years at WCC – COM	$p = .072$	Accept H_0
Years at WCC – WE	$p = .073$	Accept H_0
Academic level – WT	$p = .657$	Accept H_0
Academic level – WM	$p = .420$	Accept H_0
Academic level – LED	$p = .896$	Accept H_0
Academic level – COM	$p = .708$	Accept H_0
Academic level – WE	$p = .690$	Accept H_0
Role at WCC – WT	$p = .025$	Reject H_0
Role at WCC – WM	$p = .072$	Accept H_0
Role at WCC – LED	$p = .486$	Accept H_0
Role at WCC – COM	$p = .557$	Accept H_0
Role at WCC – WE	$p = .726$	Accept H_0

third criterion, the independence of the errors was proved, using the Durbin-Watson test, whose value is very close to two, this indicates that the errors are not correlated and are independent. Finally, the homoscedasticity was analyzed, and it was proven that the errors have equal variances (see Appendix F).

Null Hypothesis

This section presents the null hypotheses to which the supporting statistical

tables are seen in Appendix F.

H0. The empirical model, in which work training, work motivation, leadership and communication are not predictors of work environment in employees at Westchester Community College (WCC), in New York.

Linear regression was utilized to test this hypothesis whereby the work environment was the dependent variable and work training, work motivation, leadership, and communication were the independent variables.

When applying the method of stepwise in the regression analysis, it shows that the best predictor was the independent variable leadership, because it explained 77.6% of the variance of the dependent variable, work environment (see Figure 2 and Table 19). Model 1 has an F value equal to 441.642 and p value equal to .000. As can be observed, the p value is less than .05; therefore, there is a positive and significant lineal correlation. Thus, the null hypothesis is rejected.

It was also observed that the independent variable communication, was a good predictor of the work environment-dependent variable. The value of R^2 adjusted was equal to .808, which means that these two variables explained 80.8% of the variance of the dependent variable, work environment (see Figure 3 and Table 19). Model 2 has an F
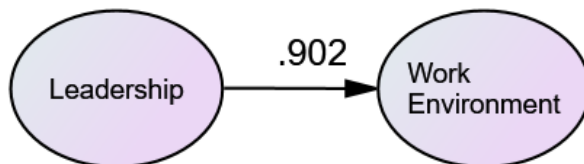
Figure 2. Model 1.

Table 19

Regression Results

Model	R	R Square	Adjusted R Square
1. Leadership	.882	.776	.776
2. Leadership and communication	.901	.808	.808
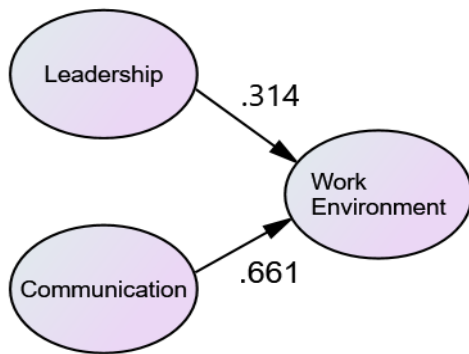
Figure 3. Model 2.

value equal to 268.568 and *p* value equal to .000. As can be observed, the *p* value is less than .05. Therefore, there is a positive and significant lineal correlation. Hence, the null hypothesis is rejected.

The values of the non-standardized *Bk* for each model are the following: (a) Model 1, B_0 equal to .195, B_1 equal to .902; (b) Model 2, B_0 equal to .011, B_1 equal to .661 and B_2 equal to .314.

The collinearity of the variables was also analyzed. It was observed that the factor of the inflation of the variance (FIV) of leadership and communication was less than ten, for which it was concluded that the work environment-dependent variable and the

aforementioned independent variables do not present collinearity.

Summary of Chapter

The chapter was quite extensive as it presented the results of the investigation. It showed the demographic data and the extent of its behavior. All the respective tests relevant to the confirmatory model were performed.

CHAPTER V

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

Introduction

The purpose of this investigation was to explore the causal relationship between the independent variables work training, work motivation, leadership, and communication to work environment as a dependent variable, according to the previously outlined theoretical model.

This research was deemed quantitative empirical, explanatory, transversal, descriptive, exploratory and field.

The independent variables were work training, work motivation, leadership, and communication, while the dependent variable was work environment. The demographic variables were gender, age range, years of service, academic level, and role in the institution.

The sample utilized in this investigation comprised of 131 full-time employees of Westchester Community College (WCC), in New York, USA.

Conclusions

This section provides the conclusions documented for this paper.

Linear regression was utilized by the method of stepwise regression. This discovered that the independent variable leadership was the best predictor; because it explained 77.6% of the variance of the work environment-dependent variable. Furthermore,

the communication independent variable was revealed to be also a good predictor of the work environment variable. Leadership and communication together influenced 80.8% of the work environment variable.

Discussions

The findings of this study inferred that leadership and communication are significant predictors of the work environment. When assessing the impact of the independent variables through standardized beta coefficients, it was discovered that the best predictor was leadership followed closely by communication, as together they explained 80.8% of the variance, while work motivation and work training, although indicators, were not predictors. The results concurred with (Blake, Leach, Robbins, Pike, & Needleman, 2013), who affirmed that viable leadership in a hospital setting fundamentally impacts nurses' choices about remaining in their present place of employment; while communication is associated with improving their efforts.

Besides, ethical leadership moderate the negative connection between moral authority and working environment disrespect (Taylor, & Pattie, 2014). Furthermore, workers who experienced high degrees of positive institutional communication habits declared positive results differentiated by workers who detailed lower levels of communication. In this way, establishments that try to communicate with workers may adequately safeguard conceivably negative results (Jiang, & Probst, 2014).

Consequently, the null hypothesis, which states that work training, work motivation, leadership, and communication are not predictors of work environment with employees at WCC in New York, was rejected.

Work Training

The items with the highest arithmetic means were: "communicate efficiently in writing," "communicate efficiently verbally," and "the quality of work done for the organization is valuable." Conversely, the items with the lowest arithmetic means were: "trained to evaluate each task," "the manner in which work is planned," and "trained to use equipment (machines, instruments, tools, computers, etc.). The result is supported by various researchers, including Na-nan, et al. (2017), who inferred that the working environment condition factors straightforwardly impacted the training transmission conduct. The overall mean for the work training variable was 4.42, implying that the employees generally agree and are confident in the way they perform as supported by (Bodenhausen, & Curtis 2016), the more skills and abilities to utilize those skills that an employee has, the more successful they will have.

Work Motivation

The total mean for the construct was 3.88, implying that employees at WCC are between *neutral* and *agreeing* with the level of motivation.

The items with highest arithmetic means were: "The work that I do is in line with my ability," "My immediate supervisor values my work," and "The job provides me with the opportunity to improve my expectations." Convey (2014), states that inspiration is a major predictor for an instructor to work in a specific school in light of its scholarly way of thinking and work atmosphere. It can be observed that the three items with the lowest means were: "The position gives me prestige," "The organization values my ideas and contributions" and "Acknowledged as valuable asset to the organization." The overall

mean for the variable was 3.88 (Şenol, & Akdağ, 2018) said that frames of mind towards vulnerability are a significant indicator to showing motivation in a school environment.

Leadership

The capacity of real leaders to build up workers is significant from the point of view of the workers' prosperity. Secondly, a worker's work fulfillment could be fundamental for wellbeing (Olaniyan, & Hystad, 2016). The items with the highest means were: "I am motivated to go beyond what is expected," "Recognition is meaningful when it is received", and "I know what to do to be successful in my role." The items with the lowest means were: "I have the opportunity to grow within the organization," "The organization's leaders communicate visions that motivate" and "There are opportunities for professional growth in my organization." The investigation uncovered that bona fide leadership was a noteworthy predictor of idealism and trust in the workplace. Furthermore, bona fide leadership was found to be a critical indicator and accentuates cheerfulness and belief in the company and good faith and reliance in the organization (Stander, et al., 2015).

Motivating and leading employees to see themselves as change agents have a positive impact in fortifying the connection between the leaders themselves and employees (Caillier, 2014). The overall mean for the construct was 3.51, which suggests that employees are between neutral (neither agree nor disagree) and agreeing with leadership. The results of this research revealed that leadership is a significant predictor of work environment.

Communication

Communication is important because activity at each dimension of an institution must start with conversation. Viable intercourse is an amazing power that incorporates undivided attention alongside plainly verbal and composed correspondence questions while focusing on workers in a positive, productive way with the goal that employees feel esteemed and acknowledged (Reed, 2017). The items with the highest arithmetic means were: "The mission, vision and values communicated to employees," "Memorandum, letters, emails, etc., used to carry out joint activities within work areas" and "Teamwork is encouraged within the organization." The items with the lowest means were: "Trainings and other educational activities scheduled often for employees," "Employees give written or verbal suggestions to improve work" and "Top management informed regarding all activities/Meetings held to discuss issues and opinions are valued." In this investigation, communication accounted for some of the lowest arithmetic means in the entire research process (3.27), which suggests that employees are between neutral (neither agree nor disagree) and agreeing with communication level.

Work Environment

The overall mean for the construct was 3.37; indicating that employees were between neutral (neither agree nor disagree) and agreeing with their work environment. Working environments that foster disrespect and impoliteness will not develop a beneficial scholastic condition. In actuality, workers will separate and try to discover relief from the work environment tormenting. Work environment tormenting harms personnel. By contrast, implementing anti-hostile and anti-tormenting strategies added to a sound scholastic workplace (Royer, & Latz, 2016). The three highest arithmetic means were:

"Quality interpersonal relationships exist between coworkers," "My supervisor's level of leadership is high" and "Quality interpersonal relationships exists between supervisor and subordinate." Conversely, though, the three lowest means were: "My organization gives high-level support," "High-quality physical workplace environment," and "High-quality atmosphere and culture in work environment".

Recommendations

As a result of this investigation, the following recommendations are proposed:

For Leadership and Administrators

1. It is incumbent upon the leadership of WCC, to forge and foster an atmosphere of trust between leaders and employees. This can be achieved by having general staff meetings between Trustee, administration, and employees. In the leadership variable, one item with the lowest arithmetic means was: "Top management informed regarding all activities/Meetings held to discuss issues and opinions are valued." This suggests that employees are concerned with the opportunities to interact with leadership. By providing forums where employees and leadership can interact will foster open communication between leaders and subordinates.

2. Implement leadership and management trainings for administrators and supervisors. Some administrators were grandfathered into senior positions without the requisite managerial training. Among the lowest arithmetic means are items such as, "The organization values my ideas and contributions" and "Acknowledged as valuable asset to the organization." Implementing employee training programs, will enable management, supervisors, and lower level employees to interact which will foster mutual

respect between leaders and employees.

3. Employees are generally dissatisfied with the work environment at WCC. The findings highlighted leadership and communication as significant indicators. Among the lowest arithmetic means are items such as, "The organization's leaders communicate visions that motivates" and "There are opportunities for professional growth in my organization." Therefore, leadership should look at the factors that are contributing to leadership and communication dissatisfaction with the WCC's work environment.

For Future Research

This section presents recommendations for future investigations.

1. The process of this investigation discovered various studies on variables included in this research. However, there was no discovery of a study that includes all the areas of this specific investigation. Therefore, there is a need to do more studies that will incorporate and expand on the combination of variables in this investigation.

2. Researchers can replicate this study at other junior colleges, universities, K-12 schools, and general businesses to identify factors that may be contributing to toxic work environments in the United States.

3. Researchers can also repeat the study at WCC and expand the study population to include all employees. And ascertain whether work training and work motivation are significant contributing factors to dissatisfaction, which will provide the necessary tools to promote and maintain healthy work environments.

4. Formulate a new model with additional variables, such as resources and self-actualization, to determine the dominant factors that lead to workplace toxicity and the eruption of violence.

APPENDIX A

INSTRUMENTS

The purpose of this research is to evaluate whether work training, work motivation, leadership and communication are significant predictors of the work environment. The survey aims to gather data to measure what impact, if any, work training, work motivation, leadership, and communication have on work environment have on employees at Westchester Community College in Valhalla, New York.

Your opinion is vital in determining the effect the variables mentioned above have on the work environment. The information you share is for academic dissertation, and your participation is **absolutely voluntary** and **completely anonymous**. Data and data analysis are held strictly confidential.

Your participation is very important and valuable. Therefore, your sincere participation is solicited. Please answer **all** questions, as partially completed questionnaires will, unfortunately, have to be discarded. After answering all the questions in the questionnaire, please return the completed survey.

Thank you very much for your support and participation.

Sincerely,

Doreen R. Howson, Researcher

II. DEMOGRAPHICS

INSTRUCTIONS: Please place an "X" in the box next to the answers that best represents you.

Age Range	☐16 – 25 ☐26 – 35 ☐36 – 45 ☐46 – 55 ☐56 – 62 ☐63 and over
Gender	☐ Male ☐ Female ☐ Other
Years of Service at WCC	☐ 10 years or less ☐ 11 – 20 ☐ 21 – 30 ☐ 30 and over
Highest Academic Level	☐ High School ☐ Associate Degree ☐ Bachelor ☐ Master ☐ Master's Plus ☐ Doctorate
Role	☐ Administrator ☐ Faculty ☐ Director ☐ Manager ☐ Supervisor ☐ Staff ☐ Other

III. WORK TRAINING

Thank you for your participation in the application of this survey. After reading each statement, please grade and mark an "X" next to the scale that best represents your perception.

Please use the following scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
1	2	3	4	5			

Statement		Rate				
How much do you agree or disagree with each of the following statements?	1	2	3	4	5
1	I can communicate efficiently verbally.					
2	I can communicate efficiently in writing.					
3	I am trained to use equipment (machines, instruments, tools, computers, etc.) for work.					
4	I am trained to evaluate each of the tasks that I do.					
5	I know how to respond kindly to aggressive situations from the population that I serve.					
6	I have the ability to focus on the root of the problems to solve them.					
7	I can identify advantages when making decisions.					
8	I can identify disadvantages when making decisions.					
9	I have the ability to plan the day's work.					
10	I know the correct processes to perform my tasks.					
11	I accomplish my tasks in a timely manner.					
12	I achieve proposed objectives.					
13	I have a good feeling of accomplishment that my work provides.					
14	The manner in which I plan my work.					
15	The quality of work that I do is valuable to the organization.					
16	I value the treatment I receive from my colleagues.					

IV.   WORK MOTIVATION

Thank you for your participation in the application of this survey. After reading each statement, please grade and mark an "X" next to the scale that best represents your perception.

Please use the following scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree			
1	2	3	4	5			

Statement		Rate				
How much do you agree or disagree with each of the following statements?	1	2	3	4	5
1	The work I do is in line with my ability.					
2	My job provides me with the opportunity to improve on my own expectations.					
3	I can set goals on my job.					
4	I believe that my position gives me prestige.					
5	My job allows me to do new things and be innovative.					
6	I receive fair treatment on my job.					
7	My immediate supervisor values my work.					

8	The organization values my ideas and contributions.					
9	I am acknowledged as a valuable asset to the organization.					

V. LEADERSHIP

Thank you for your participation in the application of this survey. After reading each statement, please grade and mark an "X" next to the scale that best represents your perception.

Please use the following scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
1	2	3	4	5	

Statement		Rate				
How much do you agree or disagree with each of the following statements?		1	2	3	4	5
1	The leaders in my organization understand and contribute to its evolution.					
2	The leaders in my organization introduce new ways of thinking and doing things.					
3	My direct manager is an excellent communicator.					
4	My manager makes decisions with employees' input.					
5	My manager creates an atmosphere for growth.					
6	The leaders in my organization have high integrity and facilitate trust-building.					
7	My manager influence workers to be the best they can be.					
8	The leaders in my organization listen to feedback from employees without reprisals.					
9	The leaders in my organization give employees the information they need for their jobs.					
10	The actions of my organizations' leaders are consistent with their words.					
11	Meaningful relationships are protected by my organization.					
12	Recognition is meaningful when I receive it.					
13	There is a healthy balance between my work and personal life.					
14	I have the opportunity to grow within the organization.					
15	I trust my manager and coworkers.					
16	I would encourage others to work in my organization.					
17	I have a clear career path.					
18	I feel valued in my organization.					
19	I frequently receive recognition from my manager.					
20	The leadership contributes to positive work culture.					
21	Feedbacks are taken seriously.					
22	There are opportunities for professional growth in my organization.					
23	I am proud to work for the organization.					
24	I am motivated to go beyond what is expected.					
25	I am kept informed about the organizations' happenings.					
26	I can reach my full potential in the organization.					
27	Organization's leaders communicate visions that motivate.					
28	I have access to the learning and development needed to do my job well.					
29	I know what to do to be successful in my role.					
30	The organization's decisions demonstrate that high quality is its top priority.					

VI. COMMUNICATION

Thank you for your participation in the application of this survey. After reading each statement, please grade and mark an "X" next to the scale that best represents your perception.

Please use the following scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree		
1	2	3	4	5		

Statement		Rate				
How much do you agree or disagree with each of the following statements?		**1**	**2**	**3**	**4**	**5**
1	Administrative communication given to employees.					
2	Employees made aware of policies and procedures.					
3	The mission, vision, and values communicated to employees.					
4	Trainings and other educational activities often scheduled for employees' participation.					
5	Top management informed regarding all activities.					
6	Employees give written or verbal suggestions to improve work.					
7	Employees give written or verbal complaints.					
8	Meetings held to discuss issues and opinions are valued.					
9	Memorandum, letters, emails, etc., used to carry out joint activities within work areas.					
10	Communication exists between other work areas for the development of activities.					
11	Working groups formed with colleagues from other areas to reach the organization's goals and objectives.					
12	Teamwork is encouraged within the organization.					

VII. WORK ENVIRONMENT

Thank you for your participation in the application of this survey. After reading each statement, please grade and mark an "X" next to the scale that best represents your perception.

Please use the following scale

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree		
1	2	3	4	5		

Statement		Rate				
How much do you agree or disagree with each of the following statements?		**1**	**2**	**3**	**4**	**5**
1	Quality interpersonal relations exist between supervisors and subordinates.					
2	Quality interpersonal relationships exist between coworkers.					
3	The procedure for personnel/employee selection is fair.					
4	My supervisor's level of leadership is high.					
5	Quality compensation package (salaries, benefits, health, pensions, others, etc.) exists at my institution					
6	There are opportunities for professional training in my area of work.					

7	Employees are motivated to complete assigned tasks.					
8	High-quality physical workplace environment.					
9	I have quality working/office equipment and/or tools.					
10	High security in work areas.					
11	My organization gives high-level support towards the achievement of personal goals.					
12	There are opportunities for promotion.					
13	High-quality atmosphere and culture in the work environment.					

APPENDIX B

CONSTRUCT VALIDITY

Cronbach's Alpha for Work Training

Reliability Statistics

Cronbach's Alpha	N of Items
.894	16

KMO and Bartlett's for Work Training

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.807
Bartlett's Test of Sphericity	Approx. Chi-Square	615.964
	Df	120
	Sig.	.000

Communalities for Work Training

Indicators	Initial	Extraction
I can communicate efficiently verbally (WTATP1).	1.000	.523
I can communicate efficiently in writing (WTATP2).	1.000	.502
I am trained to use equipment (machines, instruments, tools, computers, etc.) for work (WTATP3).	1.000	.787
I am trained to evaluate each of the tasks that I do (WTATP4).	1.000	.720
I know how to respond kindly to aggressive situations from the population that I serve (WTATP5).	1.000	.527
I have the ability to focus on the root of the problems to solve them (WTATP6).	1.000	.671
I can identify advantages when making decisions (WTATP7).	1.000	.799
I can identify disadvantages when making decisions (WTATP8).	1.000	.737
I have the ability to plan the day's work (WTEE1).	1.000	.662
I know the correct processes to perform my tasks (WTEE2).	1.000	.662
I accomplish my tasks in a timely manner (WTAS1).	1.000	.797
I achieve proposed objectives (WTAS2).	1.000	.695
I have a good feeling of accomplishment that my work provides (WTAS3).	1.000	.349
The manner in which I plan my work (WTAS4).	1.000	.433
The quality of work that I do is valuable to the organization (WTAS5).	1.000	.407
I value the treatment I receive from my colleagues (WTAS6).	1.000	.397

Total Variance Explained for Work Training

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumula-tive %	Total	% of Variance	Cumulative %
1	6.629	41.434	41.434	6.629	41.434	41.434	3.589	22.429	22.429
2	1.608	10.051	51.485	1.608	10.051	51.485	3.540	22.127	44.556
3	1.430	8.941	60.425	1.430	8.941	60.425	2.539	15.869	60.425
4	1.297	8.108	68.533						
5	.986	6.164	74.698						
6	.642	4.015	78.713						
7	.582	3.635	82.348						
8	.537	3.355	85.703						
9	.484	3.024	88.727						
10	.436	2.722	91.449						
11	.330	2.064	93.513						
12	.310	1.938	95.451						
13	.248	1.550	97.001						
14	.210	1.310	98.311						
15	.174	1.087	99.399						
16	.096	.601	100.000						

Cronbach's Alpha for Work Motivation

Reliability Statistics

Cronbach's Alpha	N of Items
.893	9

KMO and Bartlett's for Work Motivation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.852
Bartlett's Test of Sphericity	Approx. Chi-Square	641.103
	df	36
	Sig.	.000

Communalities for Work Motivation

Indicators	Initial	Extraction
The work I do is in line with my ability (WMC1).	1.000	.639
My job provides me with the opportunity to improve on my own expectations (WMC2).	1.000	.731
I can set goals on my job WMC3).	1.000	.710
I believe that my position gives me prestige (WMC4).	1.000	.551
My job allows me to do new things and be innovative (WMC5).	1.000	.708
I receive fair treatment on my job (WMR1).	1.000	.762
My immediate supervisor values my work (WMR2).	1.000	.724
The organization values my ideas and contributions (WMR3).	1.000	.540
I am acknowledged as a valuable asset to the organization (WMR4).	1.000	.733

Total Variance Explained for Work Motivation

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.876	54.180	54.180	4.876	54.180	54.180	3.370	37.442	37.442
2	1.221	13.565	67.746	1.221	13.565	67.746	2.727	30.304	67.746
3	.845	9.394	77.140						
4	.501	5.562	82.701						
5	.450	5.000	87.701						
6	.341	3.790	91.492						
7	.305	3.386	94.878						
8	.251	2.792	97.670						
9	.210	2.330	100.000						

Cronbach's Alpha for Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.968	30

KMO and Bartlett's for Leadership

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.932
Bartlett's Test of Sphericity	Approx. Chi-Square	3599.343
	df	435
	Sig.	.000

Communalities for Leadership

Indicators	Initial	Extraction
The leaders in my organization understand and contribute to its evolution.	1.000	.782
The leaders in my organization introduce new ways of thinking and doing things.	1.000	.636
My direct manager is an excellent communicator.	1.000	.688
My manager makes decisions with employees' input.	1.000	.803
My manager creates an atmosphere for growth.	1.000	.873
The leaders in my organization have high integrity and facilitate trust-building.	1.000	.736
My manager influence workers to be the best they can be.	1.000	.803
The leaders in my organization listen to feedback from employees without reprisals.	1.000	.797
The leaders in my organization give employees the information they need for their jobs.	1.000	.771
The actions of my organizations' leaders are consistent with their words.	1.000	.835
Meaningful relationships are protected by my organization.	1.000	.627
Recognition is meaningful when I receive it.	1.000	.429
There is a healthy balance between my work and personal life.	1.000	.592
I have the opportunity to grow within the organization.	1.000	.682
I trust my manager and coworkers.	1.000	.676
I would encourage others to work in my organization.	1.000	.687
I have a clear career path.	1.000	.665
I feel valued in my organization.	1.000	.681
I frequently receive recognition from my manager.	1.000	.710
The leadership contributes to positive work culture.	1.000	.744
Feedbacks are taken seriously.	1.000	.749
There are opportunities for professional growth in my organization.	1.000	.701

I am proud to work for the organization.	1.000	.726
I am motivated to go beyond what is expected.	1.000	.537
I am kept informed about the organizations' happenings.	1.000	.624
I can reach my full potential in the organization.	1.000	.769
Organization's leaders communicate visions that motivates.	1.000	.749
I have access to learning and development needed to do my job well.	1.000	.641
I know what to do to be successful in my role.	1.000	.679
The organization's decisions demonstrate that high quality is its top priority.	1.000	.703

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %	Total	% of Vari-ance	Cumula-tive %
1	15.701	52.338	52.338	15.701	52.338	52.338	8.051	26.837	26.837
2	2.492	8.308	60.646	2.492	8.308	60.646	5.932	19.772	46.609
3	1.845	6.150	66.796	1.845	6.150	66.796	5.217	17.391	64.000
4	1.056	3.521	70.316	1.056	3.521	70.316	1.895	6.316	70.316
5	.883	2.943	73.259						
6	.820	2.732	75.992						
7	.813	2.710	78.702						
8	.648	2.158	80.860						
9	.611	2.036	82.896						
10	.543	1.811	84.707						
11	.503	1.676	86.382						
12	.443	1.476	87.859						
13	.368	1.227	89.086						
14	.365	1.218	90.304						
15	.340	1.133	91.437						
16	.323	1.076	92.512						

17	.265	.884	93.397
18	.259	.865	94.262
19	.233	.776	95.038
20	.193	.644	95.681
21	.186	.621	96.303
22	.179	.596	96.899
23	.167	.557	97.456
24	.152	.508	97.964
25	.134	.446	98.411
26	.131	.438	98.849
27	.106	.354	99.203
28	.096	.319	99.522
29	.076	.254	99.776
30	.067	.224	100.000

Total Variance Explained for Leadership

Cronbach's Alpha for Communication

Reliability Statistics

Cronbach's Alpha	N of Items
.935	12

KMO and Bartlett's for Communication

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.910
Bartlett's Test of Sphericity	Approx. Chi-Square	1087.085
	df	66
	Sig.	.000

Communalities for Communication

Indicators	Initial	Extraction
Administrative communication given to employees (CDC1).	1.000	.806
Employees made aware of policies and procedures (CDC2).	1.000	.815

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The mission, vision, and values communicated to employees (CDC3).	1.000	.631
Trainings and other educational activities often scheduled for employees' participation (CDC4).	1.000	.567
Top management informed regarding all activities (CAC1).	1.000	.657
Employees give written or verbal suggestions to improve work (CAC2).	1.000	.781
Employees give written or verbal complaints (CAC3).	1.000	.875
Meetings held to discuss issues and opinions are valued (CAC4).	1.000	.656
Memorandum, letters, emails, etc., used to carry out joint activities within work areas (CHC1).	1.000	.738
Communication exists between other work areas for the development of activities (CHC2).	1.000	.809
Working groups formed with colleagues from other areas to reach organizations' goals and objectives (CHC3).	1.000	.776
Teamwork is encouraged within the organization (CHC4).	1.000	.779

Total Variance Explained for Communication

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.061	58.842	58.842	7.061	58.842	58.842	3.601	30.012	30.012
2	1.025	8.543	67.385	1.025	8.543	67.385	3.357	27.979	57.991
3	.805	6.710	74.095	.805	6.710	74.095	1.933	16.105	74.095
4	.660	5.497	79.592						
5	.525	4.378	83.970						
6	.388	3.234	87.204						
7	.340	2.829	90.034						
8	.325	2.711	92.745						
9	.298	2.482	95.227						
10	.245	2.040	97.267						
11	.175	1.456	98.723						
12	.153	1.277	100.000						

Cronbach's Alpha for Work Environment

Reliability Statistics

Cronbach's Alpha	N of Items
.911	11

KMO and Bartlett's for Work Environment

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
Bartlett's Test of Sphericity	Approx. Chi-Square	828.845
	df	55
	Sig.	.000

Communalities for Work Environment

Indicators	Initial	Extraction
Quality interpersonal relations exist between supervisor and subordinates.	1.000	.781
Quality interpersonal relationships exist between co-workers.	1.000	.722
The procedure for personnel/employee selection is fair.	1.000	.647
My supervisor's level of leadership is high.	1.000	.683
There are opportunities for professional training in my area of work.	1.000	.718
Employees are motivated to complete assigned tasks.	1.000	.679
High-quality physical workplace environment.	1.000	.764
Psychological safety is protected in my organization.	1.000	.802
High security in work areas.	1.000	.644
My organization gives high-level support towards the achievement of personal goals.	1.000	.795
High-quality atmosphere and culture in the work environment.	1.000	.790

Total Variance Explained for Work Environment

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.885	53.499	53.499	5.885	53.499	53.499	3.081	28.010	28.010
2	1.320	12.002	65.501	1.320	12.002	65.501	2.598	23.619	51.629
3	.822	7.471	72.972	.822	7.471	72.972	2.348	21.344	72.972
4	.562	5.108	78.080						

5	.505	4.589	82.669
6	.466	4.241	86.909
7	.411	3.732	90.642
8	.351	3.189	93.830
9	.277	2.519	96.349
10	.212	1.929	98.278
11	.189	1.722	100.000

APPENDIX C

OPERATIONALIZATION OF THE VARIABLES

Operacionalization of the variables

Factor	Conceptual Definition	Working Definition	Coded Factors
Work Training	Work Training is any work-based training formal or casual, that may include Work- shops, online skills set upgrades, semi-nars, peer edu-cation, which enables employ-ees to secure hands-on apti-tudes that will allow them to perform new as-signments and improve the manner in which they perform current under-takings.	To what degree formal or casual train-ing for the acquiring of new aptitudes influence work environment of employ-ees at Westchester Community Col-lege (WCC), in New York, was admin-istered by the accompanying sixteen articulations, utilizing Likert Scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. I can communicate efficiently ver-bally. 2. I can communicate efficiently in writ-ing. 3. I am trained to use equipment (ma-chines, instruments, tools, computers, etc.) for work. 4. I am trained to evaluate each of the tasks that I do. 5. I know how to respond kindly to ag-gressive situations from the population that I serve. 6. I have the ability to focus on the root of the problems to solve them. 7. I can identify advantages when making decisions. 8. I can identify disadvantages when making decisions. 9. I have the ability to plan the day's work. 10. I know the correct processes to perform my tasks. 11. I accomplish my tasks in a timely manner. 12. I achieve proposed objectives. 13. I have a good feeling of accom-plishment that my work provides/ 14. The manner in which I plan my work 15. The quality of work that I do is val-uable to the organization. 16. I value the treatment I receive from my colleagues.	To measure the level of work train-ing, data gathered from full-time, sala-ried employees at Westchester Com-munity College (WCC) through the measure of 16 ar-ticulations. The fac-tor considered as metric. To quantify the level of work training, infor-mation accumu-lated from full-time, salaried employees at Westchester Community Col-lege (WCC) through the evalua-tion of 16 state-ments. A metric el-ement assigned to the factor. To meet the strategy of the findings of this in-vestigation the ac-companying pro-portionality was resolved for the uti-lized scale: 1 = Strongly disa-gree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree
Work Moti-vation	Work Motivation is the dimension of energy with which leaders	The degree to which work motivation provided an impact on the work envi-ronment to the employees in Westchester Community College	To measure the level of work moti-vation, data gath-ered from full-time,

	arouse employees to consistently put forth their absolute best endeavors in doing current tasks and exercises and making progress toward different objectives both personally and professionally so that the employee may fulfil the goals and objectives of the organization and realize self-fulfillment as well.	(WCC) was administered by the accompanying nine statements, utilizing the Likert scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. The work I do is in line with my ability 2. My job provides me with the opportunity to improve on my own expectations. 3. I can set goals on my job. 4. I believe that my position gives me prestige. 5. My job allows me to do new things and be innovative. 6. I receive fair treatment on my job. 7.My immediate supervisor values my work. 8.The organization values my ideas and contributions. 9. I am acknowledged as a valuable asset to the organization.	salaried employees at Westchester Community College (WCC) through the measure of 9 articulations. The factor considered as metric. To quantify the level of work motivation, information accumulated from full-time, salaried employees at Westchester Community College (WCC) through the evaluation of 9 statements. A metric element assigned to the factor. To meet the strategy of the findings of this investigation the accompanying proportionality was resolved for the utilized scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree
Leadership	Leadership is coordinating and helping workers in manners that will change their frames of mind and practices so as to complete the objectives and goals of the business and the organization in general.	The degree the level of leadership provided impact the work environment of employees at Westchester Community College (WCC) in New York, was administered by the accompanying thirty articulations, utilizing Likert Scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. The leaders in my organization understand and contribute to its evolution. 2. The leaders in my organization introduce new ways of thinking and doing things.	To measure the level of leadership, data gathered from full-time, salaried employees at Westchester Community College (WCC) through the measure of 30 articulations. The factor considered as metric. To quantify the level of leadership, information accumulated from full-time, salaried employees at

		3. My direct manager is an excellent communicator. 4. My manager makes decisions with employees' input. 5. My manager creates an atmosphere for growth. 6. The leaders in my organization have high integrity and facilitate trust-building. 7. My manager influence workers to be the best they can be. 8. The leaders in my organization listen to feedback from employees without reprisals. 9. The leaders in my organization give employees the information they need for their jobs. 10. The actions of my organizations' leaders are consistent with their words. 11. Meaningful relationships are protected by my organization. 12. Recognition is meaningful when I receive it. 13. There is a healthy balance between my work and personal life. 14. I have the opportunity to grow within the organization. 15. I trust my manager and coworkers. 16. I would encourage others to work in my organization. 17. I have a clear career path. 16. I feel valued in my organization. 17. I frequently receive recognition from my manager. 18. The leadership contributes to positive work culture. 19. Feedback is taken seriously. 20. There are opportunities for professional growth in my organization. 21. I am proud to work for my organization. 22. I am motivated to go beyond what is expected. 23. I am kept informed about the organizations' happenings. 24. I can reach my full potential in the organization. 25. Organization's leaders communicate visions that motivate. 26. I have access to the learning and development needed to do my job well. 27. I know what to do to be successful in my role.	Westchester Community College (WCC) through the evaluation of 30 statements. A metric element assigned to the factor. To meet the strategy of the findings of this investigation, the accompanying proportionality was resolved for the utilized scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree

		28. The organization's decisions demonstrate that high quality is its top priority.	
Communication	Communication is the way of giving and accepting data that is comprehended by both the sender and the receiver. For communication to be useful, the sender gives data, and the recipient gives input that confirms to the sender that the data is received and understood in the way that the sender expected	To what degree the level of communication transmitted influence work environment of employees at Westchester Community College (WCC), in New York, was administered by the accompanying twelve articulations, utilizing Likert Scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. Administrative communication given to employees 2. Employees made aware of policies and procedures. 3. The mission, vision, and values communicated to employees. 4. Trainings and other educational activities often scheduled for employees' participation. 5. Top management informed regarding activities. 6. Employees give written or verbal suggestions to improve their work. 7. Employees give written or verbal complaints. 8. Meetings held to discuss issues and opinions are valued. 9. Memorandum, letters, emails, etc., used to carry out joint activities within work areas. 10. Communication exists between other work areas for the development of activities. 11. Working groups formed with colleagues from other areas to reach organization's goals and objectives. 12. Teamwork is encouraged within the organization.	To measure level of communication, data gathered from full-time, salaried employees at Westchester Community College (WCC) through the measure of 12 articulations. The factor considered as metric. To quantify communication information accumulated from full-time, salaried employees through the evaluation of 12 statements. A metric element assigned to the factor. To meet the strategy of the findings of this investigation, the accompanying proportionality was resolved for the utilized scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree
Work Environment	Work environment is the physical, emotional, social, land area, forms, and procedural environment that an	To what degree work environment supports and contribute to the work environment of employees at Westchester Community College (WCC) in New York, was administered by the accompanying thirteen articulations, utilizing Likert Scale: 1 = Strongly disagree 2 = Disagree	To measure work environment, data gathered from full-time, salaried employees at Westchester Community College (WCC) through the

employee performs tasks and carry out the goals and objectives for a company on a consistent basis.	3 = Neither agree or disagree 4 = Agree 5 = Strongly agree 1. Quality interpersonal relations exist between supervisors and subordinates. 2. Quality interpersonal relationship exists between coworkers. 3. The procedure for personnel/employee selection is fair. 4. My supervisor's level of leadership is high. 5. Quality compensation package (salaries, benefits, health, pensions, others, etc.,) exists at my institution. 6. There are opportunities for professional training in my area of work. 7. Employees are motivated to complete assigned tasks. 8. High-quality physical workplace environment. 9. I have quality working/office equipment and/or tools. 10. High security in work areas. 11. My organization gives high-level support towards the achievement of personal goals. 12. There are opportunities for promotion. 13. High-quality atmosphere and culture in the work environment.	measure of 13 articulations. The factor considered as metric. To quantify the work environment information accumulated from full-time, salaried employees through the evaluation of 13 statements. A metric element assigned to the factor. To meet the strategy of the findings of this investigation, the accompanying proportionality was resolved for the utilized scale: 1 = Strongly disagree 2 = Disagree 3 = Neither agree or disagree 4 = Agree 5 = Strongly agree

APPENDIX D

DESCRIPTIVE TABLES

Statistics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	39.7	39.7	39.7
	Female	79	60.3	60.3	100.0
	Total	131	100.0	100.0	

Age Range

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-35	13	9.9	9.9	9.9
	36-45	17	13.0	13.0	22.9
	46-55	43	32.8	32.8	55.7
	56-62	35	26.7	26.7	82.4
	63 and over	23	17.6	17.6	100.0
	Total	131	100.0	100.0	

Statistics
Years at WCC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 years or less	60	45.8	45.8	45.8
	11-20	36	27.5	27.5	73.3
	21-36	23	17.6	17.6	90.8
	30 and over	12	9.2	9.2	100.0
	Total	131	100.0	100.0	

Statistics
Academic Level

		Frequency	Percent	Valid Per-cent	Cumulative Percent
	High School	6	4.6	4.6	4.6
	Associate Degree	26	19.8	19.8	24.4
	Bachelor	29	22.1	22.1	46.6
Valid	Master	43	32.8	32.8	79.4
	Master's Plus	19	14.5	14.5	93.9
	Doctorate	8	6.1	6.1	100.0
	Total	131	100.0	100.0	

Statistics
Role in the Institution

		Frequency	Percent	Valid Per-cent	Cumulative Percent
	Administrator	8	6.1	6.1	6.1
	Faculty	40	30.5	30.5	36.6
	Director	1	.8	.8	37.4
Valid	Manager	7	5.3	5.3	42.7
	Supervisor	5	3.8	3.8	46.6
	Staff	70	53.4	53.4	100.0
	Total	131	100.0	100.0	

APPENDIX E

INFERENCE STATISTICS

Tests of Normality

	AGERANGE	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
WT	26-35	.163	13	.200*	.941	13	.473
	36-45	.166	17	.200*	.919	17	.142
	46-55	.154	41	.016	.847	41	.000
	56-62	.200	34	.001	.881	34	.001
	63 and over	.127	23	.200*	.930	23	.112
WM	26-35	.239	13	.040	.816	13	.011
	36-45	.160	17	.200*	.901	17	.072
	46-55	.105	41	.200*	.951	41	.077
	56-62	.148	34	.056	.934	34	.040
	63 and over	.148	23	.200*	.902	23	.028
LED	26-35	.192	13	.200*	.931	13	.355
	36-45	.106	17	.200*	.952	17	.495
	46-55	.101	41	.200*	.971	41	.385
	56-62	.101	34	.200*	.961	34	.253
	63 and over	.137	23	.200*	.936	23	.147
COM	26-35	.244	13	.033	.945	13	.529
	36-45	.152	17	.200*	.948	17	.421
	46-55	.139	41	.044	.955	41	.109
	56-62	.104	34	.200*	.979	34	.727
	63 and over	.116	23	.200*	.958	23	.429
WE	26-35	.133	13	.200*	.953	13	.644
	36-45	.119	17	.200*	.953	17	.508
	46-55	.135	41	.058	.978	41	.606
	56-62	.142	34	.081	.967	34	.393
	63 and over	.111	23	.200*	.976	23	.827

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	GENDER	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
WT	1	.125	50	.050	.854	50	.000
	2	.152	78	.000	.874	78	.000
WM	1	.089	50	.200*	.952	50	.040
	2	.129	78	.003	.921	78	.000

		Statistic	df	Sig.	Statistic	df	Sig.
LED	1	.098	50	.200*	.970	50	.234
	2	.073	78	.200*	.977	78	.176
COM	1	.103	50	.200*	.987	50	.839
	2	.083	78	.200*	.982	78	.323
WE	1	.071	50	.200*	.976	50	.394
	2	.081	78	.200*	.985	78	.477

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	YAWCC	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
WT	10 years or less	.118	60	.037	.909	60	.000
	11-20	.166	34	.018	.773	34	.000
	21-30	.131	23	.200*	.923	23	.078
	30 and over	.155	11	.200*	.932	11	.428
WM	10 years or less	.108	60	.076	.938	60	.004
	11-20	.143	34	.075	.934	34	.042
	21-30	.237	23	.002	.873	23	.007
	30 and over	.165	11	.200*	.924	11	.356
LED	10 years or less	.078	60	.200*	.970	60	.151
	11-20	.145	34	.067	.952	34	.139
	21-30	.126	23	.200*	.969	23	.671
	30 and over	.181	11	.200*	.934	11	.451
COM	10 years or less	.070	60	.200*	.975	60	.250
	11-20	.094	34	.200*	.984	34	.876
	21-30	.134	23	.200*	.941	23	.185
	30 and over	.166	11	.200*	.919	11	.308
WE	10 years or less	.108	60	.079	.967	60	.101
	11-20	.143	34	.077	.969	34	.429
	21-30	.105	23	.200*	.973	23	.760
	30 and over	.162	11	.200*	.951	11	.655

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	HEL	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.

		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
WT	High School	.357	6	.016	.739	6	.015
	Associate Degree	.168	25	.067	.909	25	.029
	Bachelor	.183	28	.018	.877	28	.004
	Master	.169	43	.003	.767	43	.000
	Master's Plus	.174	18	.153	.930	18	.191
	Doctorate	.224	8	.200*	.859	8	.118
WM	High School	.247	6	.200*	.925	6	.544
	Associate Degree	.138	25	.200*	.948	25	.226
	Bachelor	.125	28	.200*	.952	28	.229
	Master	.151	43	.016	.919	43	.005
	Master's Plus	.187	18	.097	.835	18	.005
	Doctorate	.305	8	.028	.777	8	.016
LED	High School	.194	6	.200*	.916	6	.478
	Associate Degree	.104	25	.200*	.964	25	.510
	Bachelor	.126	28	.200*	.967	28	.494
	Master	.138	43	.040	.937	43	.021
	Master's Plus	.158	18	.200*	.965	18	.691
	Doctorate	.258	8	.125	.863	8	.130
COM	High School	.249	6	.200*	.814	6	.079
	Associate Degree	.118	25	.200*	.961	25	.444
	Bachelor	.102	28	.200*	.947	28	.166
	Master	.103	43	.200*	.988	43	.935
	Master's Plus	.202	18	.050	.912	18	.092
	Doctorate	.204	8	.200*	.900	8	.290
WE	High School	.195	6	.200*	.921	6	.514
	Associate Degree	.104	25	.200*	.969	25	.611
	Bachelor	.127	28	.200*	.963	28	.416
	Master	.161	43	.007	.956	43	.098
	Master's Plus	.095	18	.200*	.983	18	.979
	Doctorate	.238	8	.200*	.875	8	.168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality[c,d,e,f,g]

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	ROLE	Statistic	Df	Sig.	Statistic	df	Sig.
WT	Administrator	.200	8	.200*	.838	8	.072
	Faculty	.191	39	.001	.781	39	.000
	Manager	.272	7	.128	.847	7	.115

	Supervisor	.349	5	.046	.771	5	.046
	Staff	.127	68	.008	.909	68	.000
WM	Administrator	.307	8	.026	.739	8	.006
	Faculty	.150	39	.028	.907	39	.004
	Manager	.161	7	.200*	.931	7	.559
	Supervisor	.300	5	.161	.890	5	.355
	Staff	.098	68	.178	.959	68	.026
LED	Administrator	.208	8	.200*	.933	8	.548
	Faculty	.104	39	.200*	.955	39	.123
	Manager	.164	7	.200*	.925	7	.506
	Supervisor	.248	5	.200*	.914	5	.489
	Staff	.066	68	.200*	.975	68	.189
COM	Administrator	.162	8	.200*	.944	8	.647
	Faculty	.156	39	.017	.947	39	.065
	Manager	.202	7	.200*	.889	7	.270
	Supervisor	.265	5	.200*	.881	5	.314
	Staff	.059	68	.200*	.985	68	.580
WE	Administrator	.219	8	.200*	.864	8	.131
	Faculty	.080	39	.200*	.985	39	.885
	Manager	.252	7	.199	.921	7	.480
	Supervisor	.291	5	.194	.908	5	.455
	Staff	.099	68	.098	.970	68	.106

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. WT is constant when ROLE = Director. It has been omitted.

d. WM is constant when ROLE = Director. It has been omitted.

e. LED is constant when ROLE = Director. It has been omitted.

f. COM is constant when ROLE = Director. It has been omitted.

g. WE is constant when ROLE = Director. It has been omitted.

Analysis of Demographics and Constructs WT, WM, LED

Ranks			
	AGERANGE	N	Mean Rank
WT	26-35	13	49.46
	36-45	17	53.82
	46-55	41	45.52
	56-62	34	62.96
	Total	105	
WM	26-35	13	61.54

		N	Mean
	36-45	17	55.65
	46-55	41	48.39
	56-62	34	53.97
	Total	105	
LED	26-35	13	57.00
	36-45	17	55.82
	46-55	41	51.09
	56-62	34	52.37
	Total	105	

Test Statistics^{a,b}

	WT	WM	LED
Kruskal-Wallis H	6.349	2.131	.547
Df	3	3	3
Asymp. Sig.	.096	.546	.908

a. Kruskal Wallis Test

b. Grouping Variable: AGERANGE

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
COM	26-35	13	3.1410	.44146	.12244	2.8743	3.4078	2.42	4.08
	36-45	17	3.2892	.87951	.21331	2.8370	3.7414	1.08	4.67
	46-55	41	3.3862	.68813	.10747	3.1690	3.6034	2.25	5.00
	56-62	34	3.2157	.86142	.14773	2.9151	3.5163	1.00	5.00
	63 and over	23	3.2971	.97728	.20378	2.8745	3.7197	1.42	5.00
	Total	128	3.2871	.79373	.07016	3.1483	3.4259	1.00	5.00
WE	26-35	13	3.4545	.56408	.15645	3.1137	3.7954	2.64	4.64
	36-45	17	3.4385	1.05492	.25585	2.8961	3.9809	1.73	5.00
	46-55	41	3.4035	.75925	.11858	3.1639	3.6432	1.27	4.91
	56-62	34	3.2166	.91459	.15685	2.8975	3.5357	1.36	5.00
	63 and over	23	3.4032	.83357	.17381	3.0427	3.7636	1.73	5.00
	Total	128	3.3636	.83530	.07383	3.2175	3.5097	1.27	5.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
COM	Between Groups	.856	4	.214	.332	.856
	Within Groups	79.156	123	.644		
	Total	80.011	127			
WE	Between Groups	1.039	4	.260	.365	.833
	Within Groups	87.572	123	.712		
	Total	88.612	127			

Ranks

	GENDER	N	Mean Rank	Sum of Ranks
WT	Male	50	52.78	2639.00
	Female	78	72.01	5617.00
	Total	128		
WM	Male	50	66.32	3316.00
	Female	78	63.33	4940.00
	Total	128		

Test Statistics[a]

	WT	WM
Mann-Whitney U	1364.000	1859.000
Wilcoxon W	2639.000	4940.000
Z	-2.874	-.445
Asymp. Sig. (2-tailed)	.004	.656

a. Grouping Variable: GENDER

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
LED	Male	50	3.5376	.85581	.12103
	Female	78	3.4964	.79600	.09013
COM	Male	50	3.4100	.68426	.09677
	Female	78	3.2083	.85151	.09641
WE	Male	50	3.4800	.84246	.11914
	Female	78	3.2890	.82747	.09369

Independent Samples Test

		Levene's Test for Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
									Lower	Upper
LED	Equal variances assumed	0.457	0.5	0.277	126	0.782	0.04119	0.14852	-0.25272	0.3351
	Equal variances not assumed			0.273	99.034	0.785	0.04119	0.1509	-0.25823	0.34061
COM	Equal variances assumed	1.393	0.24	1.408	126	0.162	0.20167	0.14324	-0.08181	0.48514
	Equal variances not assumed			1.476	119.581	0.142	0.20167	0.1366	-0.0688	0.47214
WE	Equal variances assumed	0.003	0.957	1.265	126	0.208	0.19096	0.15097	-0.10781	0.48972
	Equal variances not assumed			1.26	103.223	0.211	0.19096	0.15157	-0.10964	0.49155

Ranks

	YAWCC	N	Mean Rank
WT	10 years or less	60	64.08
	11-20	34	68.53
	21-36	23	58.91
	30 and over	11	66.05
	Total	128	

Test Statistics[a,b]

	WT
Kruskal-Wallis H	.958
Df	3
Asymp. Sig.	.811

a. Kruskal Wallis Test

b. Grouping Variable: YAWCC

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
WM	10 years or less	60	3.9167	0.79347	0.10244	3.7117	4.1216	1.88	5
	20-Nov	34	4.0074	0.72948	0.1251	3.7528	4.2619	2.25	5
	21-36	23	3.6793	0.90046	0.18776	3.29	4.0687	1.38	5
	30 and over	11	3.6818	0.93935	0.28323	3.0508	4.3129	2.38	5
	Total	128	3.8779	0.81016	0.07161	3.7362	4.0196	1.38	5
LED	10 years or less	60	3.6587	0.75882	0.09796	3.4626	3.8547	2.04	5
	20-Nov	34	3.5329	0.87068	0.14932	3.2291	3.8367	1.52	4.92
	21-36	23	3.2209	0.79799	0.16639	2.8758	3.5659	1.64	4.88
	30 and over	11	3.2618	0.88243	0.26606	2.669	3.8546	1.72	4.48
	Total	128	3.5125	0.8168	0.0722	3.3696	3.6554	1.52	5
COM	10 years or less	60	3.4472	0.76082	0.09822	3.2507	3.6438	1.08	5
	20-Nov	34	3.2892	0.79805	0.13686	3.0108	3.5677	1.58	5
	21-36	23	3.0362	0.79369	0.1655	2.693	3.3794	1	4.42
	30 and over	11	2.9318	0.81293	0.24511	2.3857	3.478	1.75	4.33
	Total	128	3.2871	0.79373	0.07016	3.1483	3.4259	1	5
WE	10 years or less	60	3.5106	0.79484	0.10261	3.3053	3.7159	1.36	5
	20-Nov	34	3.4198	0.91923	0.15765	3.0991	3.7405	1.45	5
	21-36	23	3.0672	0.67599	0.14095	2.7749	3.3595	1.91	4.64
	30 and over	11	3.0083	0.92661	0.27938	2.3858	3.6308	1.27	4.45
	Total	128	3.3636	0.8353	0.07383	3.2175	3.5097	1.27	5

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
WM	Between Groups	1.990	3	.663	1.011	.390
	Within Groups	81.369	124	.656		
	Total	83.358	127			
LED	Between Groups	3.943	3	1.314	2.018	.115
	Within Groups	80.785	124	.651		
	Total	84.729	127			
COM	Between Groups	4.374	3	1.458	2.391	.072
	Within Groups	75.637	124	.610		
	Total	80.011	127			
WE	Between Groups	4.814	3	1.605	2.374	.073

Within Groups	83.798	124	.676
Total	88.612	127	

Ranks

	HEL	N	Mean Rank
WT	High School	6	85.33
	Associate Degree	25	62.58
	Bachelor	28	63.20
	Master	43	66.10
	Master's Plus	18	55.83
	Doctorate	8	70.31
	Total	128	

Test Statistics[a,b]

	WT
Kruskal-Wallis H	3.282
Df	5
Asymp. Sig.	.657

a. Kruskal Wallis Test

b. Grouping Variable: HEL

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
WM	Between Groups	3.281	5	.656	1.000	.421
	Within Groups	80.077	122	.656		
	Total	83.358	127			
LED	Between Groups	1.121	5	.224	.327	.896
	Within Groups	83.608	122	.685		
	Total	84.729	127			
COM	Between Groups	1.888	5	.378	.590	.708
	Within Groups	78.123	122	.640		
	Total	80.011	127			
WE	Between Groups	2.170	5	.434	.613	.690
	Within Groups	86.442	122	.709		
	Total	88.612	127			

Ranks

	ROLE	N	Mean Rank
WT	Administrator	8	39.94
	Faculty	39	29.91
	Director	1	33.00
	Manager	7	14.00
	Supervisor	5	42.60
	Total	60	

Test Statistics[a,b]

	WT
Kruskal-Wallis H	11.157
Df	4
Asymp. Sig.	.025

a. Kruskal Wallis Test

b. Grouping Variable: ROLE

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
WM	High School	6	3.9375	0.8615	0.35171	3.0334	4.8416	2.5	5
	Associate Degree	25	3.855	0.73923	0.14785	3.5499	4.1601	2.25	5
	Bachelor	28	3.7098	0.74229	0.14028	3.422	3.9976	1.88	4.88
	Master	43	3.8634	0.78339	0.11947	3.6223	4.1045	2	5
	Master's Plus	18	3.9444	1.09412	0.25789	3.4004	4.4885	1.38	5
	Doctorate	8	4.4219	0.5667	0.20036	3.9481	4.8956	3.13	5
	Total	128	3.8779	0.81016	0.07161	3.7362	4.0196	1.38	5
LED	High School	6	3.7133	1.11554	0.45542	2.5426	4.884	2.2	4.92
	Associate Degree	25	3.5984	0.89833	0.17967	3.2276	3.9692	1.72	4.92
	Bachelor	28	3.4071	0.76176	0.14396	3.1118	3.7025	2.08	4.88
	Master	43	3.5237	0.77178	0.1177	3.2862	3.7612	1.52	4.88
	Master's Plus	18	3.5556	0.89442	0.21082	3.1108	4.0003	1.64	5
	Doctorate	8	3.305	0.73038	0.25823	2.6944	3.9156	1.72	4.16
	Total	128	3.5125	0.8168	0.0722	3.3696	3.6554	1.52	5
COM	High School	6	3.5417	1.17704	0.48052	2.3064	4.7769	2.42	5
	Associate Degree	25	3.3133	0.82295	0.16459	2.9736	3.653	1.75	4.67
	Bachelor	28	3.2887	0.72983	0.13793	3.0057	3.5717	1.08	5
	Master	43	3.3314	0.72134	0.11	3.1094	3.5534	1.58	5
	Master's Plus	18	3.2407	0.96883	0.22836	2.759	3.7225	1	4.83
	Doctorate	8	2.875	0.62678	0.2216	2.351	3.399	1.67	3.5
	Total	128	3.2871	0.79373	0.07016	3.1483	3.4259	1	5
WE	High School	6	3.5455	1.26491	0.5164	2.218	4.8729	1.64	5
	Associate Degree	25	3.44	0.95009	0.19002	3.0478	3.8322	1.27	5
	Bachelor	28	3.3344	0.74353	0.14051	3.0461	3.6227	1.73	4.91
	Master	43	3.3404	0.78356	0.11949	3.0992	3.5815	1.36	4.82
	Master's Plus	18	3.4899	0.85345	0.20116	3.0655	3.9143	1.91	5
	Doctorate	8	2.9318	0.72524	0.25641	2.3255	3.5381	1.45	3.64
	Total	128	3.3636	0.8353	0.07383	3.2175	3.5097	1.27	5

Descriptives									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
WM	Administrator	8	4.2656	1.02521	0.36247	3.4085	5.1227	2	5
	Faculty	39	4.0929	0.72645	0.11632	3.8575	4.3284	1.88	5
	Director	1	4.875	.	.	.	.	4.88	4.88
	Manager	7	3.4107	0.68357	0.25836	2.7785	4.0429	2.5	4.25
	Supervisor	5	3.375	1.14905	0.51387	1.9483	4.8017	1.5	4.63
	Staff	68	3.7794	0.77662	0.09418	3.5914	3.9674	1.38	5
	Total	128	3.8779	0.81016	0.07161	3.7362	4.0196	1.38	5
LED	Administrator	8	3.65	0.91183	0.32238	2.8877	4.4123	2.04	4.76
	Faculty	39	3.5887	0.74692	0.1196	3.3466	3.8308	1.72	5
	Director	1	4.4	.	.	.	.	4.4	4.4
	Manager	7	3.0914	0.76375	0.28867	2.3851	3.7978	2.12	4.08
	Supervisor	5	3.168	0.67255	0.30077	2.3329	4.0031	2.08	3.84
	Staff	68	3.5082	0.85866	0.10413	3.3004	3.7161	1.52	4.92
	Total	128	3.5125	0.8168	0.0722	3.3696	3.6554	1.52	5
COM	Administrator	8	3.6771	0.57293	0.20256	3.1981	4.1561	2.92	4.5
	Faculty	39	3.2714	0.80494	0.12889	3.0104	3.5323	1.08	5
	Director	1	3.75	.	.	.	.	3.75	3.75
	Manager	7	3.1548	0.59595	0.22525	2.6036	3.7059	2	3.75
	Supervisor	5	2.85	1.12639	0.50374	1.4514	4.2486	1	4
	Staff	68	3.2892	0.80454	0.09756	3.0945	3.484	1.42	5
	Total	128	3.2871	0.79373	0.07016	3.1483	3.4259	1	5
WE	Administrator	8	3.6136	0.87028	0.30769	2.8861	4.3412	1.82	4.45
	Faculty	39	3.3683	0.82135	0.13152	3.102	3.6345	1.45	5
	Director	1	3.8182	.	.	.	.	3.82	3.82
	Manager	7	3.0519	0.87961	0.33246	2.2384	3.8655	1.36	4.18
	Supervisor	5	3.0182	0.77246	0.34545	2.059	3.9773	1.91	4.09
	Staff	68	3.3824	0.85202	0.10332	3.1761	3.5886	1.27	5

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Administrator	8	4.2656	1.02521	.36247	3.4085	5.1227	2.00	5.00
Faculty	39	4.0929	.72645	.11632	3.8575	4.3284	1.88	5.00
Manager	8	3.5938	.81763	.28908	2.9102	4.2773	2.50	4.88
Supervisor	5	3.3750	1.14905	.51387	1.9483	4.8017	1.50	4.63
Staff	68	3.7794	.77662	.09418	3.5914	3.9674	1.38	5.00
Total	128	3.8779	.81016	.07161	3.7362	4.0196	1.38	5.00

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.576	4	1.394	2.205	.072
Within Groups	77.782	123	.632		
Total	83.358	127			

APPENDIX F

NULL HYPOTHESIS

Test of linearity through the graphs
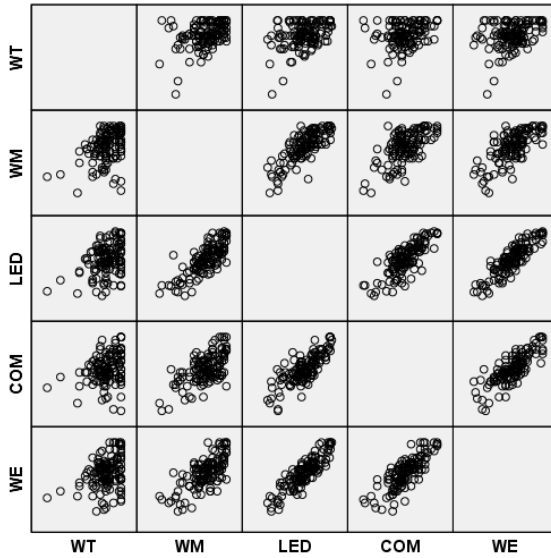
Test for normality of the errors with the Kolmogorov-Smirnov statistic ($P > .05$)

Normality Tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistical	Gl	Sig.	Statistical	gl	Sig.
Standardized Residual	.077	128	.058	.991	128	.616

a. Lilliefors significance correction

Scatterplot
Dependent Variable: WE

149
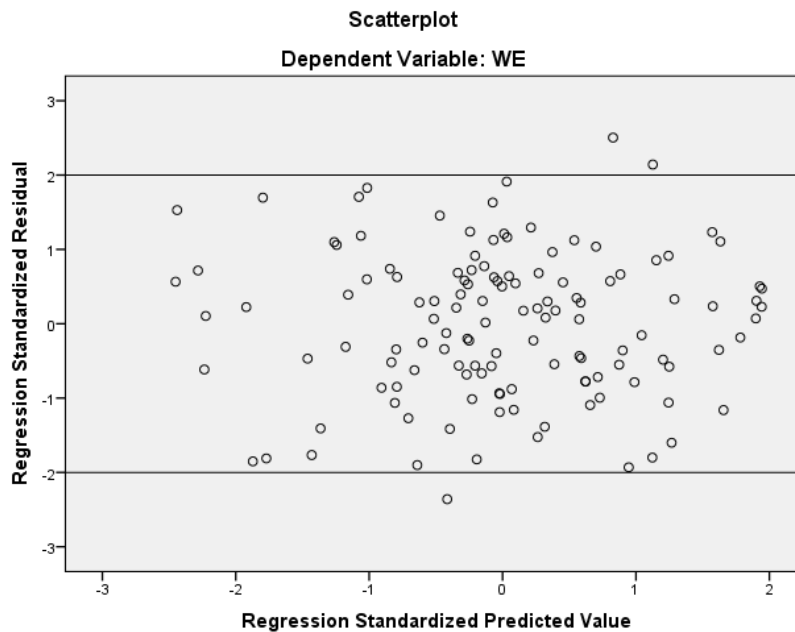
Model Summary[c]

Model	R	R Square	R Square Corrected	Std. Error of the Estimate	Durbin-Watson
1	.882[a]	.778	.776	.39510	
2	.901[b]	.811	.808	.36582	2.195

a. Predictors: (Constant), LED

b. Predictors: (Constant), LED, COM

c. Dependent Variable: WE

ANOVA[a]

Model		Sum of Squares	Gl	Mean Square	F	Sig.
	Regression	68.942	1	68.942	441.642	.000[b]
1	Residual	19.669	126	.156		
	Total	88.612	127			
	Regression	71.883	2	35.942	268.568	.000[c]
2	Residual	16.728	125	.134		
	Total	88.612	127			

a. Dependent Variable: WE

b. Predictors: (Constant), LED

c. Predictors: (Constant), LED, COM

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.195	.155		1.261	.210		
	LED	.902	.043	.882	21.015	.000	1.000	1.000
2	(Constant)	.011	.149		.077	.939		
	LED	.661	.065	.646	10.167	.000	.374	2.675
	COM	.314	.067	.298	4.688	.000	.374	2.675

a. Dependent Variable: WE

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	LED	COM
1	1	1.974	1.000	.01	.01	
	2	.026	8.749	.99	.99	
2	1	2.957	1.000	.01	.00	.00
	2	.032	9.607	.99	.08	.13
	3	.011	16.405	.01	.92	.87

a. Dependent Variable: WE

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CURRICULUM VITAE
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EDUCATION AND TECHNICAL PROFICIENCIES

Universidad de Montemorelos, Nuevo León, MX
Doctor of Business Administration
Expected: May 2020

Long Island University Greenvale, NY
Master of Science (MLIS) in Library and Information Sciences (American Library Association-ALA)
Awarded: May 2013

Pace University Purchase, NY
Master of Science in Counseling Education
Awarded: September 2002

Pace University White Plains, NY
Master of Science in Information Systems
Awarded: May 2001

Atlantic Union College, So. Lancaster, MA
Bachelor of Science in Management
Awarded: January 1991

PROFESSIONAL SYNOPSIS

OPERATIONS MANAGER - WESTCHESTER COMMUNITY COLLEGE, VALHALLA, NY
Managed and directed high volume Information Technology Center, to include, budget forecasting, program planning creation and implementation, program evaluation, strategic planning, scholarship awarding, formulation and implementation of policies and procedures
2001 - Present

ACADEMIC LIBRARIAN - MANHATTANVILLE COLLEGE, PURCHASE, NY
Managed and supervised activities in college library to include planning, vision casting, program evaluation and implementation
2012 – 2013

COUNSELOR - NATIONAL INSTITUTE FOR PEOPLE WITH DISABILITIES (YAI), MAMARONECK, NY

Led and provided success-based counseling and instruction to young adults with special need, to include advocating for and acquiring assistive technology devices, program planning and assessment, collaboration and team building
2003 – 2004

SITE COOORDINATOR - BUFFALO STATE COLLEGE, SATELITE CAMPUS, VALHALLA, NY
Coordinated and managed activities in college extension site, to include, program planning and assessment
2001 – 2002

INSTRUCTOR - PACE UNIVERSITY, WHITE PLAINS, NY
Classroom instructing to include program assessment and planning
2000 – 2001

LIAISION SERVICES FOR CHILDREN WITH DISABILITIES - WESTCHESTER COUNTY DEPARTMENT OF HEALTH, NEW ROCHELLE, NY
Analysis and budget projection, acquisition, policies and procedures, program planning, program development and implementation
1997 – 2001

PROFESSIONAL LICENSES/CERTIFICATIONS

New York State Public Librarian Certificate (#26787)

COMMUNITY SERVICE ACTIVITIES

Director Church Family Ministries Department
Coordinator/Teacher Bible School
School Board Member of Private K-12 School
Organizer and Vacation Planner
Event Coordinator/Promoter
Children's Book Author
Director of Couples' Enrichment Programs