

Transformational Leadership, Job Satisfaction on Employee Performance and the Mediating Role of Organizational Learning Culture in PT. NOVA Plantation

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ABSTRACT

This study sets out to examine the bearing of transformational leadership and job satisfaction on employee performance, and in the instance of PT. NOVA Plantation, to evaluate the mediating role of an organizational learning culture. A quantitative cross-sectional survey was the method of choice for this end. Data from the employees were collected with a five-point Likert scale questionnaire and subjected to partial least squares structural equation modeling (PLS-SEM) in SmartPLS 3.0. The measurement model that emerged had the requisite internal consistency reliability and was valid in both convergent and discriminant terms. The structural model explains 50.6% of the variance in employee performance and 32.5% in the organizational learning culture. Transformational leadership has a decidedly positive effect on the latter ($\beta = 0.296$, $p < 0.001$), not unlike job satisfaction ($\beta = 0.405$, $p < 0.001$). These two variables are positively reflected in employee performance as well; the values for transformational leadership and job satisfaction being $\beta = 0.273$ ($p < 0.001$) and $\beta = 0.156$ ($p = 0.006$) respectively. Yet the strongest direct predictor of performance is the organizational learning culture ($\beta = 0.454$, $p < 0.001$), serving in part as a mediator between performance and be it job satisfaction ($\beta = 0.184$, $p < 0.001$) or transformational leadership ($\beta = 0.134$, $p < 0.001$). In short, the findings indicate that through the creation of a conducive workplace, leadership and job satisfaction will improve performance, one way or another

INTRODUCTION

The global business landscape has become increasingly dynamic and competitive, driven by the pace of digital and technological change, a more varied workforce and shifting customer expectations. For an organization to hold its own over the long term, it is imperative to improve operational efficiency, adaptability and innovation. (Atiku et al., 2023)

When it comes to securing a sustainable edge, human resources are without question the most valued asset. Employees are ultimately the ones who will decide whether or not strategic goals are achieved. This makes leadership an essential component of performance; good leadership is what builds the capacity of staff and engenders the kind of commitment that is needed to get results.

In the field of Human Resource Development (HRD), transformational leadership is now regarded as one of the pre-eminent approaches to making an organization more effective. This stands in contrast to the transactional style which is more concerned with the give and take between leader and follower. Transformational leaders put forward a vision that inspires, act as ethical exemplars, offer support on an individual basis and spur innovation so as to get employees to go beyond what is normally expected (Bass, 1985; Bass & Avolio, 1993, 1994; Burns, 1978). Bass and Avolio would describe this in terms of “four dimensions of behavior: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.” In doing so, these leaders see to it that employees grow personally and professionally and become more committed to the goals of the organization.

Empirical work has borne out the positive effect of transformational leadership on a range of organizational outcomes. (Piri & Abdi 2025; Ursa et al., 2025; Hai et al., 2021; Joon et al., 2025) Studies from Indonesia have linked it with more innovation, better organizational learning, greater citizenship behavior and improved employee performance and commitment (Udin, 2023; Virgiawan et al., 2021; Islam et al., 2024; Nurjanah et al., 2020). In short, transformational leaders put in place an environment where staff are more engaged and motivated. Yet research also shows that the link between leadership and performance is seldom a direct one; there are usually psychological or organizational mechanisms at play in how leadership behaviors are made to yield results.

Job satisfaction is perhaps the most salient of these. An employee's assessment of his or her work, be it in terms of colleagues, compensation, the nature of the job or supervision, will generally dictate the level of motivation and performance, as well as turnover intentions. (Locke, E. A., 1978; Spector, P. E., 1997; Atmaja, S. N. C. W., & Hanny, R., 2026) In Indonesia, transformational leadership has been found to raise job satisfaction and with it, employee performance (Siswanto & Yuliana, 2022; Nurjanah et al., 2020; Islam et al., 2024), indicating that by engendering a positive psychological state, leaders can indirectly elicit performance that is above and beyond the minimum.

Then there is the matter of organizational culture. The norms, beliefs and values that underpin how an organization makes decisions and solves problems are a powerful force for consistency, collaboration and commitment. (Schein, E. H., & Schein, P. A., 2017; Hofstede, G., 1998) Studies have shown organizational culture to be a significant contributor to performance and often a mediator in the relationship with leadership (Virgiawan et al., 2021; Udin, 2023; Idme et al., 2026; Stratone, M.-E., & Scoarță, C., 2025).

While there is ample research on transformational leadership in public and educational institutions, healthcare and SMEs in Indonesia, little empirical evidence has been put forward for private plantation companies. Such firms present a particular set of circumstances: geographically spread-out operations, a hierarchy of management and a need to keep up operational efficiency without losing the engagement of a varied workforce. PT. NOVA Plantation is well placed to be studied in this regard. As a private entity in a competitive market, it relies on a conducive culture and good leadership for high performance. Insights into how transformational leadership functions here would be of use to HRD practitioners and organizational leaders alike.

PT. NOVA Plantation provides an appropriate setting to examine these relationships. As a private plantation company operating within Indonesia's increasingly competitive business environment, the organization depends heavily on effective leadership, job satisfaction, and a supportive organizational culture to achieve high employee performance. Understanding how transformational leadership contributes to employee performance within this organizational context will provide valuable insights for both organizational leaders and HRD practitioners responsible for leadership development and organizational improvement.

Some of the inconsistencies in earlier studies point to the fact that the direct effect of transformational leadership on performance can be rendered insignificant once mediating variables are part of the structural model (Udin, 2023; Grossi et al., 2022). What is needed is a closer look at the processes involved. Accordingly, this study will make use of Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS 3.0 to put some empirical weight behind the direct and indirect ties between the variables at PT. NOVA Plantation. The intention is to add to the HRD literature in Indonesia and put forward some practical advice for the private plantation sector.

The objective is to test the impact of transformational leadership on the performance of PT. NOVA Plantation's employees, bringing job satisfaction and organizational culture into the structural model. The research questions to be addressed are whether or not transformational leadership and job satisfaction have a significant bearing on employee performance, with the organizational learning culture at PT. NOVA Plantation acting as a mediator.

METHODS

A quantitative-descriptive and exploratory approach was taken for this study. From a population of 176 mid and senior level managers, 156 were put forward by means of purposive sampling to form the final sample, an 88.6 per cent representation of the target group. These respondents are profiled in terms of gender, age, education and years of service.

An online Google Forms questionnaire served as the instrument for data collection; it had 46 items apportioned as follows: 13 on transformational leadership, 14 on job satisfaction, 10 on organizational culture and 9 on employee performance. (Siswanto & Yuliana, 2022; Islam et al., 2024; Udin, 2023; Virgiawan et al., 2021; Nurjanah et al., 2020)

A five-point Likert scale was employed for every item, with 1 meaning “strongly disagree” and 5 “strongly agree”.

SmartPLS 3.0 was the tool of choice to tabulate and run the analysis, which entailed descriptive statistics, tests for validity and reliability and PLS-SEM to look at inter-variable relationships; a $p < 0.05$ threshold was set for statistical significance. While it is presumed that those who responded did so in good faith and with an understanding of the questions, the fact that the data is self-reported and has been gathered at a single point in time means the results can only be applied to the setting and respondents of this particular study. (Hair et al., 2014; Ghazali, I., & Latan, H., 2015; Ghazali, I., 2021; Chin, W. W., 1998)

Research Framework

The research framework based on the hypotheses developed is as follows:

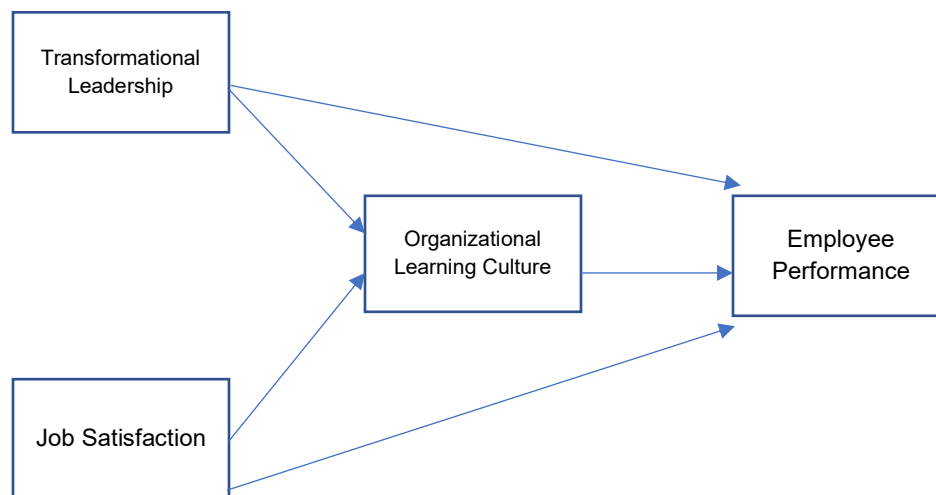


Figure 1. Research Framework

RESULTS AND DISCUSSION

Demographics

Table 1. Characteristics of Respondents

Characteristic	Category	Frequency	Percentage
Gender	Male	97	62.20%
	Female	59	37.80%
	Total	156	100%
Age	Below 25 years	24	15.40%
	25-34 years	65	41.70%
	35-44 years	42	26.90%
	45-54 years	16	10.30%
	Above 55 years	9	5.80%
	Total	156	100%
EDUCATION	Senior high/ vocational school	45	28.80%
	Diploma, including D3 and D4	12	7.70%
	Bachelor's degree (S1)	91	58.30%
	Master's degree (S2)	5	3.20%
	Doctoral degree (S3)	2	1.30%
	Professional education	1	0.60%
	Total	156	100.00%
Length of Service	Less than 1 year	25	16.00%
	1-3 years	71	45.50%
	4-6 years	13	8.30%
	7-10 years	8	5.10%
	More than 10 years	39	25.00%
	Total	156	100.00%

Of the respondents in the sample, 97 or 62.2%, were male and the other 59 (37.8%) female. The 25-34 year old cohort was the most numerous with 65 respondents (41.7%), then came the 35-44 age bracket at 26.9% (42); in all they made up 68.6% of the sample. On the education front, 91 respondents held a bachelor's degree, representing 58.3%, while 45 (28.8%) were graduates of senior high or vocational school; any others had professional, doctoral, master's or diploma credentials. As for tenure, 71 of the respondents (45.5%) put in between one and three years with the company, but 39 had been there over ten years. In that way the sample was composed of some fairly new staff as well as a good number of people with considerable experience in the organisation.

Structural Model

Evaluation of Measurement Model (Outer Model)

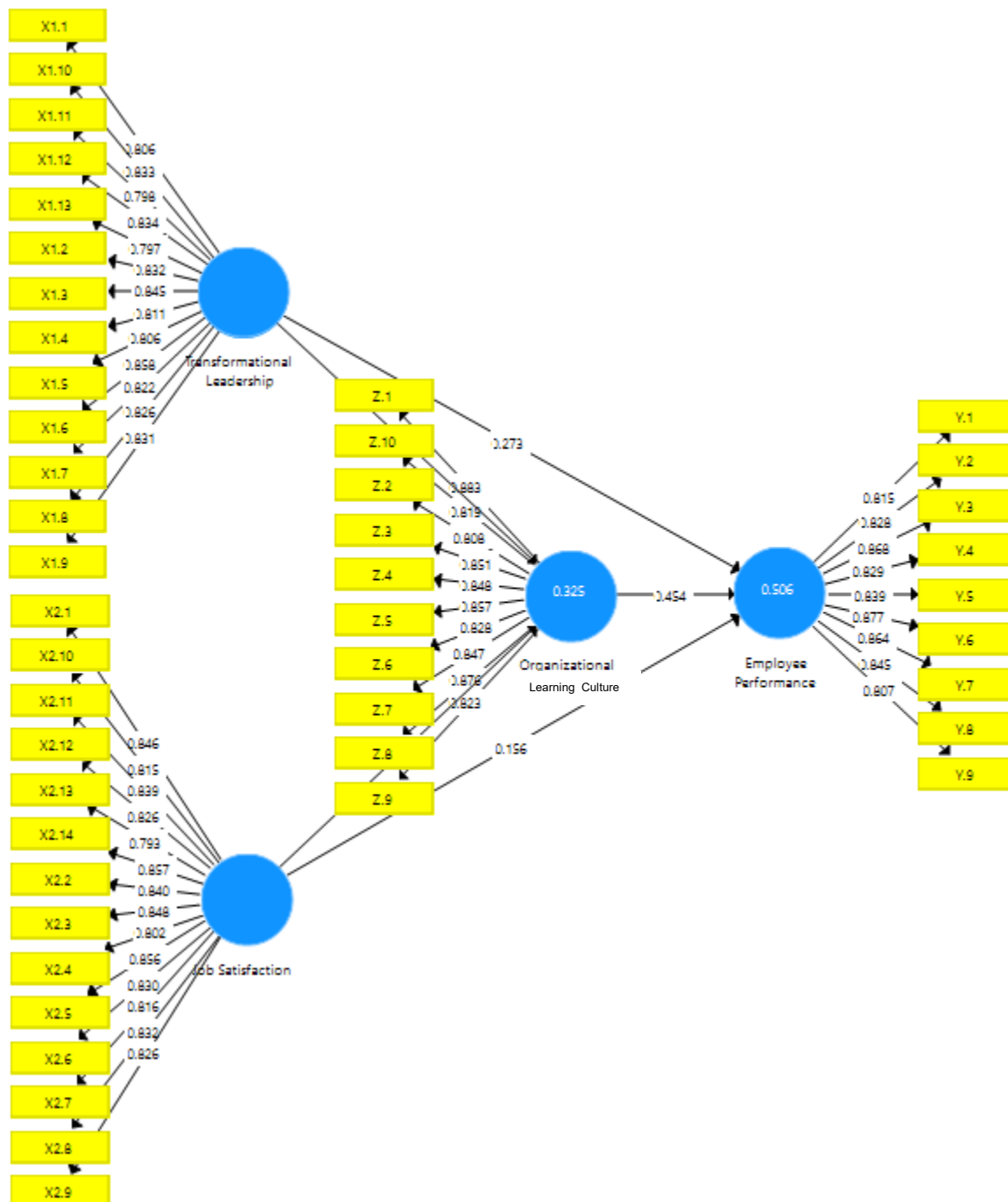


Figure 2. SmartPLS 3.0 Measurement Model

Table 1. Convergent Validity

Variable	Item	Outer Loadings	AVE
Transformational Leadership	X1.1	0.806	0.677
	X1.2	0.832	
	X1.3	0.845	
	X1.4	0.811	
	X1.5	0.806	
	X1.6	0.858	
	X1.7	0.822	
	X1.8	0.826	
	X1.9	0.831	
	X1.10	0.833	
	X1.11	0.798	
	X1.12	0.834	
	X1.13	0.797	
Job Satisfaction	X2.1	0.846	0.690
	X2.2	0.840	
	X2.3	0.848	
	X2.4	0.802	
	X2.5	0.856	
	X2.6	0.830	
	X2.7	0.816	
	X2.8	0.832	
	X2.9	0.826	
	X2.10	0.815	
	X2.11	0.839	
	X2.12	0.826	
	X2.13	0.793	
	X2.14	0.857	
	Z.1	0.883	

Organizational Learning Culture	Z.2	0.808	0.713
	Z.3	0.851	
	Z.4	0.848	
	Z.5	0.857	
	Z.6	0.828	
	Z.7	0.847	
	Z.8	0.876	
	Z.9	0.823	
	Z.10	0.819	
	Y.1	0.815	
Employee Performance	Y.2	0.828	0.708
	Y.3	0.868	
	Y.4	0.829	
	Y.5	0.839	
	Y.6	0.877	
	Y.7	0.864	
	Y.8	0.845	
	Y.9	0.807	

resource: Data Processed through SmartPLS 3.0 Program

Based on the data processing results in Table 1, it can be seen that all outer loading values for each indicator of each variable are above 0.5. Which shows that all indicators are in keeping with the requirements for convergent validity. For instance, indicator EP1 has the top outer loading at 0.883 and JC13 the bottom at 0.793. The AVE (Average Variance Extracted) is in excess of 0.5 across the board for every variable; Organizational Learning Culture registers the highest figure at 0.713 and Transformational Leadership the lowest at 0.677. One can therefore say that the variables in this study satisfy the criteria for convergent validity. (Hair et al., 2014; Ghozali, I., & Latan, H., 2015)

Table 2. Discriminant Validity Test

Item	Employee Performance (Y)	Job Satisfaction (X2)	Organizational Learning Culture (Z)	Transformational Leadership (X1)
X1.1	0.413	0.239	0.373	0.806

X1.2	0.478	0.371	0.405	0.832
X1.3	0.475	0.324	0.338	0.845
X1.4	0.361	0.111	0.262	0.811
X1.5	0.361	0.237	0.347	0.806
X1.6	0.479	0.287	0.420	0.858
X1.7	0.425	0.228	0.329	0.822
X1.8	0.455	0.257	0.359	0.826
X1.9	0.491	0.271	0.368	0.831
X1.1	0.332	0.204	0.296	0.833
0				
X1.1	0.380	0.215	0.270	0.798
1				
X1.1	0.353	0.257	0.297	0.834
2				
X1.1	0.403	0.240	0.376	0.797
3				
X2.1	0.450	0.846	0.427	0.248
X2.2	0.389	0.840	0.494	0.326
X2.3	0.434	0.848	0.383	0.266
X2.4	0.363	0.802	0.404	0.231
X2.5	0.368	0.856	0.404	0.210
X2.6	0.341	0.830	0.339	0.318
X2.7	0.411	0.816	0.420	0.303
X2.8	0.338	0.832	0.403	0.230
X2.9	0.370	0.826	0.411	0.1990
X2.1	0.306	0.815	0.390	0.219
0				
X2.1	0.343	0.839	0.407	0.224
1				
X2.1	0.438	0.826	0.425	0.227
2				
X2.1	0.384	0.793	0.393	0.291
3				
X2.1	0.437	0.857	0.440	0.291
4				
Y.1	0.815	0.387	0.529	0.396
Y.2	0.828	0.397	0.547	0.450
Y.3	0.868	0.439	0.578	0.498
Y.4	0.829	0.362	0.539	0.377
Y.5	0.839	0.394	0.516	0.482
Y.6	0.877	0.409	0.535	0.483
Y.7	0.864	0.364	0.578	0.386
Y.8	0.845	0.413	0.543	0.391
Y.9	0.807	0.352	0.528	0.403

Z.1	0.631	0.441	0.883	0.424
Z.2	0.516	0.368	0.808	0.347
Z.3	0.556	0.456	0.851	0.370
Z.4	0.531	0.369	0.848	0.356
Z.5	0.610	0.461	0.857	0.324
Z.6	0.486	0.453	0.828	0.359
Z.7	0.523	0.396	0.847	0.361
Z.8	0.521	0.399	0.876	0.401
Z.9	0.543	0.377	0.823	0.271
Z.10	0.520	0.457	0.819	0.329

(resource: Data Processed through SmartPLS 3.0 Program)

The data processing in the preceding section shows a correlation value for every indicator with its construct that is in excess of what is found with any of the other constructs. In other words, an indicator is more apt to be a representation of its latent variable than of the rest. One can therefore say the model satisfies the requirements for discriminant validity as evidenced by the cross-loading values. (Hair et al., 2014; Ghazali, I., & Latan, H., 2015)

Table 3. Fornell-Larcker Criterion

Item	Employee Performance	Job Satisfaction	Organizational Learning Culture	Transformational Leadership
Employee Performance	0.842			
Job Satisfaction	0.465	0.831		
Transformational Leadership	0.512	0.309	0.421	0.823
Organizational Learning Culture	0.646	0.496	0.844	

(resource: Data Processed through SmartPLS 3.0 Program)

According to Fornell and Larcker (1981) in Imam Ghazali (2021), good discriminant validity is indicated by the square root value of the Average Variance Extracted (AVE) for each construct which is greater than the correlation between constructs in the model.

Table 4. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
Employee Performance	0.948	0.956
Job Satisfaction	0.965	0.969

Organizational Learning Culture	0.955	0.961
Transformational Leadership	0.960	0.965

(resource: Data Processed through SmartPLS 3.0 Program)

According to Imam Ghozali (2021), in reliability testing, the Cronbach's Alpha and Composite Reliability values must be greater than 0.7. Based on Table 3, the variables Employee Performance, Job Satisfaction, Organizational Learning Culture, and Transformational Leadership demonstrate a good level of reliability. Thus, overall, this research instrument is considered reliable and suitable for use in further analysis.

Table 5. R-Square Test

Variable	R-Square
Employee Performance	0.506
Organizational Learning Culture	0.325

(resource: Data Processed through SmartPLS 3.0 Program)

Performance variable was 0.506. This indicates that Transformational Leadership, Job Satisfaction, and Organizational Learning Culture variables can explain 50% of the Employee Performance variable, while the remaining 50% is explained by other variables outside this research model. According to Imam Ghozali (2021), an R-square value of 0.50 is considered moderate, so a value of 0.597 can be categorized as a model with strong explanatory power.

The next test of goodness of fit is the Q-Square test. A Q-Square value greater than 0 indicates that the research model has predictive relevance, while a Q-Square value less than 0 indicates that the research model lacks predictive relevance. (Erdiansyah & Imaningsih, 2021)

The results of the Q-Square calculation are presented as follows:

$$\begin{aligned}
 \text{"Q-Square formula} &= 1 - \{(1 - R21) \times (1 - R22)\} \\
 &= 1 - \{(1 - 0,496) \times (1 - 0,316)\} \\
 &= 1 - \{(0,504) \times (0,684)\} \\
 &= 1 - 0,34477 \\
 &= 0,65523
 \end{aligned}$$

Based on the research results above, the Q-Square value was obtained at 0.65523. This value means that 65.5% of the diversity in the research data can be explained by the research model. Meanwhile, the remaining 34.5% is explained by other factors outside the research model. It can be concluded that this research model can be said to have a good goodness of fit value.

Hypothesis testing in this study was conducted using the t-statistic test with the assistance of SmartPLS 3.0 through the bootstrapping method. This test aimed to determine the influence

between latent variables in the research model. The testing criteria used refer to Hair et al. (2022), namely:

“a. If the t-statistic value is > 1.96 or the p-value is < 0.05 , then the hypothesis is accepted (significant).”

“b. If the t-statistic value is ≤ 1.96 or the p-value is ≥ 0.05 , then the hypothesis is rejected (not significant).”

The t-statistic value of 1.96 indicates a significance level of 5% ($\alpha = 0.05$) in the two-tailed test.

Table 6. Statistical t-test

<i>Hipotesis</i>	<i>Path</i>	<i>Coefficients</i>	<i>T-Value</i>	<i>P-Value</i>	<i>Supported</i>
H1	TL $\rightarrow$ OLC	0.296	4.028	0.000	Accepted
H2	TL $\rightarrow$ EP	0.273	4.580	0.000	Accepted
H3	JS $\rightarrow$ OLC	0.405	7.064	0.000	Accepted
H4	JS $\rightarrow$ EP	0.156	2.763	0.006	Accepted
H5	OLC $\rightarrow$ EP	0.454	6.734	0.000	Accepted

(resource: Data Processed through SmartPLS 3.0 Program)

The variable relationships are explicated in the following manner, drawing on the SmartPLS 3.0 Structural Model Summary (Table 6):

There is a positive effect of Transformational Leadership (TL) on Organizational Learning Culture (OLC). The SmartPLS 3.0 tests return a path coefficient for the Original Sample of 0.296, testifying to this positive influence. With a T-Statistic of 4.028 (above the 1.96 critical value) and a P-Value of 0.000 (under the 0.05 level of significance), Hypothesis 1 (H1) is accepted. One can therefore conclude that TL has a significant and positive bearing on OLC; in fact, the 0.296 coefficient suggests that an organization with more effective transformational leadership will see its learning culture improve. Such leaders have the means to put forward a vision, be inspirational and foster innovation, and in so doing motivate their staff to develop their competencies. In short, it is a key element in the making of a learning culture.

Transformational Leadership (TL) also exerts a positive effect on Employee Performance (EP). An Original Sample of 0.273 is derived from the analysis, pointing to a positive relationship. A T-Statistic of 4.580 and a P-Value of 0.000 confirm that H2 is accepted and that the effect of TL on EP is both positive and significant. Put another way, as the quality of transformational leadership improves, so does employee performance. Where leaders offer support and

motivation and attend to individual development, they are apt to get more out of their employees in terms of productivity and the attainment of organizational objectives.

As for Job Satisfaction (JS), the test results indicate a positive influence on Organizational Learning Culture (OLC) with an Original Sample of 0.405. The T-Statistic stands at 7.064 and the P-Value at 0.000, well within the parameters to accept H3 and declare the effect of JS on OLC to be significant and positive. The 0.405 path coefficient would seem to show that the stronger the job satisfaction felt by an employee, the more robust the organizational learning culture. Satisfied employees are more disposed to put themselves into the learning process, whether by training or knowledge sharing.

Job Satisfaction (JS) is found to have a positive effect on Employee Performance (EP) as well. The relationship yields an Original Sample of 0.156. At 2.763 the T-Statistic is in excess of 1.96 and the P-Value of 0.006 is less than 0.05, so H4 is accepted. Even if 0.156 is the lowest path coefficient in the model, it still holds that better performance outcomes are to be had from higher job satisfaction, which serves to raise morale and the sense of responsibility one has towards one's work and the organization.

Finally, the analysis shows Organizational Learning Culture (OLC) to have a positive effect on Employee Performance (EP). The Original Sample is 0.454 and the T-Statistic 6.734, surpassing 1.96, while the P-Value of 0.000 is below 0.05. This leads to the acceptance of H5 and the conclusion of a significant positive effect. The 0.454 coefficient is telling: a culture that is conducive to learning will do much to lift employee performance. By encouraging innovation and the development of competencies, an organization produces a workforce that is more adaptable and able to perform at an optimal level. Of the direct relationships in this study, none is as strong as that of OLC on EP, underlining the importance of an organizational learning culture in this regard.

Table 7. Mediation Test

Variable	Original Sample	T Statistic	P Value	Description
Transformational Leadership → Organizational Learning Culture → Employee Performance	0,093056	3.770	0.000	Accepted
Job Satisfaction → Organizational Learning Culture → Employee Performance	0,127778	4.486	0.000	Accepted

(resource: Data Processed through SmartPLS 3.0 Program)

The influence of Transformational Leadership (TL) on Employee Performance (EP) is mediated by an Organizational Learning Culture (OLC). Test results from the "Summary of Mediation Effects" in SmartPLS 3.0 yield an Original Sample (β) of 0.134, a figure that speaks to the positive indirect effect TL has on EP by way of OLC. The T-Statistic comes in at 3.770, well above the 1.96 critical value, and the P-Value is 0.000, under the 0.05 mark for significance.

These findings warrant acceptance of Hypothesis 6 (H6) and support the view that OLC is a significant mediator in the relationship between transformational leadership and employee performance. A coefficient of 0.134 means that as one puts transformational leadership into practice more effectively, an organizational learning culture will develop and in time see employee performance rise. In this way transformational leadership does more than have a direct bearing on performance; it also augments it by putting in place a culture conducive to learning and the building of employee competency and innovation. Earlier testing confirmed the direct effect of TL on EP to be significant (P-Value = 0.000, β = 0.273) as is the indirect one via OLC (P-Value = 0.000, β = 0.134), so OLC can be considered a partial mediator. Put simply, the direct improvement in performance brought about by transformational leadership is bolstered by the presence of an organizational learning culture.

In a similar vein, OLC mediates the effect Job Satisfaction (JS) has on Employee Performance. An Original Sample (β) of 0.184 is returned for the indirect link between JS and EP through OLC, denoting a positive effect. With a T-Statistic of 4.486 (the 1.96 threshold is surpassed) and a P-Value of 0.000, Hypothesis 7 (H7) is accepted; Organizational Learning Culture is shown to be a significant mediator of the impact of job satisfaction on performance.

The 0.184 coefficient suggests that where there is greater job satisfaction among employees, the organizational learning culture is all the better for it and performance is correspondingly improved. Satisfied employees are more disposed to put their competencies to use, work with colleagues and partake in the sharing of knowledge and other learning activities for optimal results. Given that the direct path from Job Satisfaction to Employee Performance is also significant (β = 0.156; P-Value = 0.006), as is the indirect one (β = 0.184; P-Value = 0.000), OLC is a partial mediator. Job satisfaction therefore enhances performance both directly and by way of a superior organizational learning culture.

CONCLUSION

The results of this study put to rest any doubt as to what drives employee performance at PT. NOVA Plantation: it is the confluence of transformational leadership, job satisfaction and an organizational learning culture. With all seven hypotheses finding support, we can see that transformational leadership and job satisfaction have a positive direct bearing on performance while also bolstering the organization's learning culture. But it is from the latter that the most pronounced direct effect on performance comes; in other words, for individual performance to be sustained there has to be a workplace where one is encouraged to be innovative, share

knowledge, collaborate and build competency. The model has moderate explanatory power, accounting for 50.6 per cent of the variance in performance and thus a good measure of the differences between employees can be attributed to these three factors.

What the study contributes by way of mediation is of primary importance. The data show organizational learning culture to be a partial mediator of the impact of both job satisfaction and transformational leadership on performance. It is not enough for a leader to exert a direct influence or for an employee to be in a state of psychological contentment; these are more effective when they are made part of the organizational routine so as to foster the development of competencies and better ways of working. In a private plantation context then, organizational learning culture is the link between leadership, attitudes and what can be observed in the way work is done.

From a practical standpoint PT. NOVA Plantation would do well to view leadership development, organizational learning and employee satisfaction as an integrated whole rather than discrete programs. It is incumbent on managers to be trained in the art of putting forward a vision and providing the sort of individualized support and feedback, delivered in a constructive manner, that will put people at ease to put forth new ideas. The organization has an obligation as well to ensure the conditions for job satisfaction exist, from equitable rewards and avenues for development to amicable relations with one's peers in a supportive supervisory environment. One can give this foundation by way of formal recognition for improvements made, by means of cross-unit learning, after-action reviews or mentoring. One should take into account the limitations of the study before drawing conclusions from the findings. The cross-sectional nature of the design and the fact that it is confined to a single organization using self-reported questionnaires precludes any causal inference and limits how far the results can be generalized. A longitudinal approach (Atiku, et al., 2023) involving several plantation companies would be warranted in future work to see if the relationships hold up over time and in different settings, and to consider such variables as the level of management, the work environment and organizational commitment.

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