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The Impact of Leadership Development Dimensions on Job Satisfaction and Job Performance: Evidence from Private Higher Education Institutions in Cambodia

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ABSTRACT

As the business landscape undergoes rapid transformation, leadership development has become an indispensable strategic priority for organizations seeking to maintain their competitive edge. Besides the impact of leader development on employee performance, little is known about its effect through a mediating variable, especially at the higher education level. Therefore, this study attempts to analyze the impact of leadership development on job performance through job satisfaction. The study used a survey questionnaire to collect data from 385 participants who were currently working at higher education institutions in Phnom Penh City. After running a structural equation modeling, the study found that coaching, training and development, and empowerment significantly affect job satisfaction, while participation and delegation do not. Moreover, the study found that training and development and empowerment significantly impact performance, while coaching and delegation do not. Nevertheless, participation has a negative and significant impact on job performance. Finally, job satisfaction has a positive and significant impact on job performance.

Keywords: CFA, Job Performance, Job Satisfaction, Leadership Development, SEM

INTRODUCTION

The Incheon Declaration for Education 2030 was adopted by more than 1,600 participants from 160 countries, which emphasizes the important contribution of education in achieving the Sustainable Development Goals (SDGs) (Mundial et al., 2016). In ensuring equal access in 2030, higher education and universities have an important role in educating future scientists, experts and leaders in all fields for sustainable development (Mundial et al., 2016). Leadership development is needed in higher education (Butler, 2020). In addition, in achieving the SDGs, growth, employment, equality and efficiency have been promoted by the Royal Government of Cambodia (RGC). As stated in Rectangular Strategy 1 (Phase IV 2014-2018) at the sixth legislature of the National Assembly, the RGC has focused on human capital development by improving the quality of education, science and technology; enhancing vocational training; improving public health care and nutrition; and strengthening gender equality and social protection (RGC, 2018). Under the Rectangular Strategy, the Ministry of Education, Youth and Sports (MoEYS) implemented the Higher Education Quality and Capacity Improvement Project (HEQCIP), which has improved the professional competencies of staff. At the same time, MoEC is also working with development partners to ensure effective education leadership and management at all levels.

Stakeholder engagement has an important role in building capacity and professional development. The government has opened up opportunities for the teaching profession through Continuing Professional Development (CPD), which allows teachers to meet standards (Doeur, 2022). Besides the government, higher education institutions have also made efforts to improve the education system, including leadership strategies (Hoeun et al., 2020). Positive change is necessary to improve a society from a small community such as higher education to a larger community. Leadership has a crucial role in the change process. It is important to offer leadership training and development to educators as they help produce future leaders, especially at the higher education level. Training designed to develop one's skills in providing feedback to others can be considered leadership development (Hughes et al., 2021). Leadership development improves organizational performance and increases job satisfaction. Besides the impact of leader development on employee performance, there have been few studies on leadership that focus on the effect of leadership behavior on employee performance by integrating mediating variables (Yukl, 2013). In Cambodia, there has been no research addressing mediator relationships such as job satisfaction between leadership development and employee performance, especially at the higher education level. Therefore, this research is attempted to analyze the impact of leadership development dimensions on job satisfaction and performance in higher education institutions in Cambodia. This research enhances awareness of

the importance of leadership development on job satisfaction and job performance for decision makers in higher education institutions in Cambodia. It also contributes to the implementation of effective leadership development programs in higher education institutions. In addition, this research helps to develop leadership skills in employees so that they can contribute to the development of Cambodian society.

LITERATURE REVIEW

The Definition of Leadership Development

According to Hughes et al (2021), leadership is both born and made. There is a relationship between leaders, leadership, and leadership development (Paais, 2022). Yukl (2013) refers to leaders as people with primary responsibility for carrying out specific leadership roles, and “leadership is the nature, behavior, influence, patterns of interaction, role relationships, and occupation of administrative positions” (p.2). From this perspective, Abdulla et al (2023) associate leadership development with each individual’s knowledge, skills, and abilities that lead to the creation of personal, social, and economic well-being.

Leadership development creates and mobilizes human and social capital to contribute to the systemic growth of the organization (Douglas et al., 2022). Leadership development strengthens abilities and creates perspectives to motivate and direct individuals towards set goals (Henarathgoda & Dhammika, 2016). The dimensions of leadership development consist of empowerment, training & development, coaching, participation, and delegation (Henarathgoda & Dhammika, 2016).

Theories related to Leadership Development

Although leadership development is not a new concept, there are still very few studies that examine its impact on performance through job satisfaction. The following figure illustrates the conceptual model of the impact of leadership development proposed by Abbas & Yaqoob (2009), who determined that leadership development dimensions such as coaching, training and development, empowerment, participation, and delegation have a significant and positive impact on employee performance.

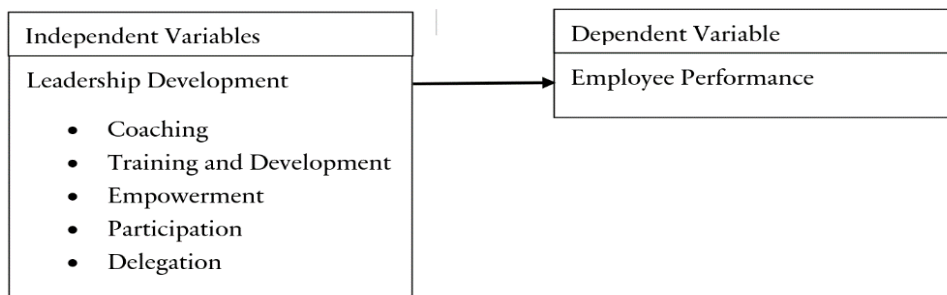


Figure 1. The Impact of Leadership Development on Job Performance
 Source: Abbas & Yaqoob (2009)

Search engines Google, Google Scholar, Scopus, ScienceDirect, Scimago, there is a lack of studies on the impact of leadership development on job satisfaction; however, some studies have examined some components of leadership development on job satisfaction. For example, Kua (2016) identified that employee training, teamwork, employee rewards and recognition, management and leadership, employee empowerment, and work-life balance affected employee job satisfaction in SMEs in Klang Valley, Malaysia.

Hypothesis Development

Leadership development focuses on how individual leaders need to contribute and enhance effective individual and organizational performance (Carroll, 2019). Leadership development has been quantified through training and development and executive coaching (Yukl, 2013). The dimensions of leadership development, which are coaching, training & development, participation, delegation, and empowerment, are proposed to affect job satisfaction and job performance.

Job satisfaction is a broad construct that has been defined differently. Prihadini (2021) cites that “job satisfaction is an effectiveness or emotional response to various aspects of work” (p.368). Montuori et al (2022) state that job satisfaction is “a pleasant or positive emotional state, which is generated from an assessment of one’s work experience” (p.1). Work performance, as a dependent variable, refers to behaviors directed toward the mission or purposes of the organization or the products and services that are generated from those behaviors (Hughes et al., 2021). Individuals may choose to perform a variety of behaviors at work or school, but this research determines performance only as behaviors related to the production of goods or services. According to Nguyen (2020), the work performance of employees is related to the completion of their jobs and their tasks assigned by senior management in the workplace.

Coaching on Job Satisfaction and Job Performance

When employees have complex problems or tasks, coaching is used to identify areas where employees may not have the clues to solve the problem. Coaching is the process of providing people with the tools, knowledge, and opportunities they need to develop and become more successful (Connor & Pokora, 2017). Coaching is an important activity in employee leadership development. Previous research proves that coaching has a positive impact on job satisfaction and performance; for example, managing coaching behaviors has a positive effect on workplace job satisfaction in insurance departments in Turkey (Kalkavan & Katrinli, 2014). In addition, coaching has been shown to have an impact on job performance (Abbas & Yaqoob, 2009; Mohammed et al., 2018). Therefore, this research proposes the following hypotheses:

H₁ : Coaching significantly impacts job satisfaction.

H₂ : Coaching significantly impacts job performance.

Training and Development on Job Satisfaction and Job Performance

Employees may not feel motivated and lack commitment due to lack of knowledge and skills, which can be provided to them through training. Thab et al (2022) noticed that employees who have been trained perform their jobs more efficiently than untrained employees. In addition, Khan et al (2016) proved that employees who were provided with proper training were highly satisfied and their performance improved. Therefore, it can be concluded that training and development improves job satisfaction and employee performance as proven by previous studies (Abbas & Yaqoob, 2009; Thab et al., 2022). Thus, this research proposes the following hypotheses:

H₃ : Training and development significantly impacts on job satisfaction.

H₄ : Training and development significantly impacts on job performance.

Participation on Job Satisfaction and Job Performance

Participative leadership involves leaders' efforts to enlist the help of others in making important decisions (Yukl, 2013). Participative leadership changes employee commitment (Fatima et al., 2017). In addition to changing employee commitment, participative leadership has a significant impact on job satisfaction (Ghaffari et al., 2017). In addition, participation improves employee job performance and low turnover. Bhatti & Qureshi (2007) proved that participation has a positive impact on job satisfaction and performance. Therefore, this research proposes the following hypotheses:

H₅ : Participation significantly impacts job satisfaction.

H₆ : Participation significantly impacts job performance.

Delegation on Job Satisfaction and Job Performance

Delegation describes various forms and levels of sharing power with individual subordinates (Yukl, 2013). Delegation often involves transferring primary responsibility for certain types of decisions to individuals or groups (Yukl, 2013). Previous research found that task delegation increases job satisfaction due to high levels of autonomy (Riisgaard et al., 2016) and job performance (Wabomba et al., 2022). Thus, this research proposes the following hypotheses:

H₇ : Delegation significantly impacts on job satisfaction.

H₈ : Delegation significantly impacts on job performance.

Empowerment on Job Satisfaction and Job Performance

Empowerment helps employees to make decisions independently. Yilmaz (2015) notes that empowerment offers employees control, freedom, and information to participate in decision making. Singh (2016) revealed a significant difference between empowerment and job satisfaction. In addition, previous research proves that there is a relationship between empowerment and job performance (Abbas & Yaqoob, 2009). Empowerment has a significant positive correlation with performance (Rajalingam et al., 2015; Singh, 2016). Therefore, this research proposes the following hypothesis:

- H₉ : Employee empowerment significantly impacts job satisfaction.
- H₁₀: Employee empowerment significantly impacts job performance.

Job Satisfaction on Job Performance

There is direct evidence of a relationship between job satisfaction and job performance (Hughes et al., 2021). Job satisfaction indicates quality work performance (Prihadini, 2021). There is a relationship between employee satisfaction and employee performance in the banking industry (Mishra et al., 2020). In addition, employee satisfaction mediates the relationship between training and development and job performance (Thab et al., 2022). Thus, this research proposes the following hypothesis:

- H₁₁: Job satisfaction significantly impacts job performance.

Proposed Conceptual Model

Based on a thorough review of previous studies, job performance is assumed to be the outcome of the leadership development dimensions of coaching, training, participation, delegation, and empowerment. Furthermore, job satisfaction is set as the mediating variable as represented in the following conceptual model.

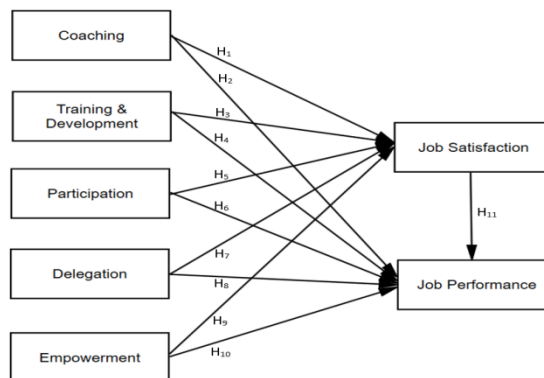


Figure 2. Proposed Conceptual Model in This Research
 Source: Processed Data by Researcher

RESEARCH METHODOLOGY

Sampling and Sample Frame

This research uses a correlational research with quantitative methods. It analyzed a casual relationship between leadership development dimensions and job satisfaction and job performance at private higher education institutions (HEIs) in Cambodia. The research used a survey questionnaire to collect data from 385 respondents working in private higher education institutions in Phnom Penh. The respondents were selected because they had been offered professional training and the opportunity to pursue an advanced degree, i.e. master's program or Ph.D program. Moreover, most of them had been promoted to higher positions. The research also used stratified random by dividing the respondents into subcategories such as gender, age, position, and years of experience in each position. Finally, the research used a simple random to make sure each employee had an equal chance of being selected into the sample.

Research Tool

The research designed the questionnaire into four main parts. The first part focused on the personal profile, while the second part focused on screening questions whether the participants had even gone through professional development or further training or not. The third part focused on the measurements of each construct by using 7-point Likert Scale; for instance, 1 equals to strongly disagree; 2 equals to disagree; 3 equals to somewhat disagree; 4 equals to neutral; 5 equals to somewhat agree; 6 equals to agree; and 7 equals to strongly agree. The research adopted the measurement of construct of all variables from the previous studies, namely five items of coaching (Ali et al., 2018), four items of training & development (Nguyen, 2020), eight items of participation (Yukl, 2013), eight items of delegation (Al-Jammal et al., 2015), eight items of empowerment (Ukil & others, 2016), four item of job satisfaction (Nguyen, 2020), and job performance (Nguyen, 2020). The final part was an open-ended question that sought comments or suggestions from the respondents.

Data Analysis

In order to test the proposed hypotheses, the research employed partial least squares structural equation modeling (PLS-SEM). According to Hair Jr et al. (2021), PLS-SEM allows the research to estimate complex cause-and-effect relationship model with both latent and observed variables. The latent variables are the unobserved ones, namely coaching, training, participation, delegation, empowerment, job satisfaction, and job performance. The observed variables are the responses to the measurement question on a questionnaire.

RESULT AND DISCUSSION

Research Results

According to the following table, most of the respondents were male, accounting for 55.60%. These male and female educators were between 18 and 50 years old, and most of their age gap was between 26 to 29, making up 33.20%. The majority of them held bachelor's degrees consisting of 56.60% and lecturer/teaching staff equalling 69.60%. The research selected the right respondents since all of them came across professional development or further training. However, 74.5% of them were promoted or went through job rotation.

Table 1. Characteristics of The Respondents

Demographic	Category (n=385)	Frequency	Percentage
Gender	Male	214*	55.6
	Female	171	44.4
Age gap	18-25 years old	49	12.7
	26-29 years old	128*	33.2
	30-39 years old	125	32.5
	40-49 years old	69	17.9
	Equal or Over 50 years old	14	3.6
Educational Background	Bachelor's degree	218*	56.6
	Master's degree	139	36.1
	Doctoral degree	28	7.3
Occupational Status	Director/Dean	21	5.5
	Deputy Director/Associate	22	5.7
	Dean	74	19.2
	Staff/senior staff	268*	69.6
	Lecturer/Teaching staff		
Years of Experiences	1-3 years	78	20.3
	4-6 years	123*	31.9
	7-9 years	47	12.2
	10-11 years	36	9.4
	12-14 years	44	11.4
	Over 15 years old	57	14.8
Professional Development/Further Training	Yes	385	100
	No		
Promotion/Job Rotation	Yes	287*	74.5
	No	98	25.5

Source: Processed Data by Researchers

Confirmatory Factor Analysis (CFA)

Norng (2022) cited that CFA had to meet the following criteria to ensure model fitness. Therefore, this research confirmed the fitness of the proposed Model as $CMIN/DF=1.841 \leq 2$ (good fit), $RMSEA=0.047 \leq 0.05$ (good fit), $NFI=0.937 \geq 0.95$ (good fit), $CFI=0.970 \geq 0.97$ (good fit), $GFI=0.932 \geq 0.90$ (acceptable fit), and $AGFI=0.906 \geq 0.90$ (good fit).

Table 2. Result of CFA

CMIN/DF (X2/df)	1.841	Good Fit
RMSEA	0.047	Good Fit
NFI	0.937	Acceptable Fit
CFI	0.97	Good Fit
GFI	0.932	Acceptable Fit
AGFI	0.906	Good Fit

Source: Processed Data by Researchers

Cronbach's Alpha and Construct Reliabilities

The following table shows Kaiser-Meyer-Olkin (KMO), Cronbach's alpha, and composite reliabilities. According to Glen (n.d.), the KMO Test is a way to check whether the data are good enough for factor analysis; and it measures how much of the variation in the data which common factors can explain. KMO scores shall range from 0.6 to 1 since a higher KMO score indicates that the data are better suited for factor analysis (Glen, n.d.). The following table shows that KMO ranges from 0.684 (CO) the lowest to 0.829 (TD) the highest. After running CFA, the Cronbach's alpha of all variables ranges from 0.791 for coaching to 0.881 for job satisfaction which are higher than 0.70. In addition, the of composite reliability or all variables reaches a high reliability value ranging from 0.798 for coaching to 0.938 from training & development.

Table 3. Cronbach's Alpha and Construct Reliabilities (CR)

Variable Names	Items	KMO	Cronbach's alpha	CR
Coaching (CO)	2	0.684	0.791	0.798
Training & Development (TD)	4	0.829	0.879	0.938
Participation (PA)	3	0.705	0.842	0.847
Delegation (DE)	3	0.686	0.838	0.846
Empowerment (EM)	3	0.690	0.758	0.763
Job Satisfaction (JS)	3	0.736	0.881	0.882
Job Performance (JP)	3	0.734	0.879	0.871

Source: Processed Data by Researchers

Factor Loadings

The following table illustrates the result of Variance Extracted (VE), which is then calculated into Average Variance Extracted (AVE). The VE for coaching, training & development, participation, delegation, empowerment, job satisfaction,

and job performance are 0.666, 1.289, 0.976, 0.974, 0.776, 1.070, and 1.039, respectively.

Table 4. Final CFA of All Variables

Variables	Items	Factor loadings	Loading Squared	Sum of the loadings squared	Sum Delta	Construct reliabilities	Variance extracted																																																																																		
Coaching	CO3	0.740	0.547	2.644	0.667	0.798	0.666																																																																																		
	CO4	0.886	0.785					Training & Development	TD1	0.800	0.640	10.317	1.420	0.879	1.289	TD2	0.805	0.649	TD3	0.813	0.660	TD4	0.794	0.630	Participation	PA3	0.845	0.714	5.837	1.047	0.848	0.976	PA4	0.835	0.697	PA7	0.736	0.541	Delegation	DE3	0.799	0.638	5.808	1.051	0.846	0.974	DE4	0.886	0.785	DE5	0.725	0.525	Empowerment	EM3	0.712	0.507	4.657	1.447	0.763	0.776	EM4	0.741	0.549	EM5	0.705	0.497	Job Satisfaction	JS1	0.792	0.627	6.411	0.859	0.881	1.070	JS2	0.886	0.785	JS3	0.854	0.729	Job Performance	JP1	0.839	0.704	6.230	0.920	0.871	1.039	JP2
Training & Development	TD1	0.800	0.640	10.317	1.420	0.879	1.289																																																																																		
	TD2	0.805	0.649																																																																																						
	TD3	0.813	0.660																																																																																						
	TD4	0.794	0.630																																																																																						
Participation	PA3	0.845	0.714	5.837	1.047	0.848	0.976																																																																																		
	PA4	0.835	0.697																																																																																						
	PA7	0.736	0.541																																																																																						
Delegation	DE3	0.799	0.638	5.808	1.051	0.846	0.974																																																																																		
	DE4	0.886	0.785																																																																																						
	DE5	0.725	0.525																																																																																						
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	JS2	0.886	0.785																																																																																						
	JS3	0.854	0.729																																																																																						
Job Performance	JP1	0.839	0.704	6.230	0.920	0.871	1.039																																																																																		
	JP2	0.864	0.746																																																																																						
	JP3	0.793	0.629																																																																																						

Source: Processed Data by Researchers

Discriminant Validity of Constructs

Hair et al (2017) suggest that a good discriminant validity existed as the average variance extracted (AVE) was greater than the squared inter-construct correlation (SIC). The following table revealed that each AVE value is more than the (SIC). Thus, discriminant validity theory was accepted, or multicollinearity was absent. In other words, each construct could be considered distinctively from one to another.

Table 5. Compare between SIC and AVE

	CO	TD	PA	DE	EM	JS	JP
CO	1						
TD	-0.65	1					
PA	-0.435	-0.868	1				
DE	-0.668	-0.921	-0.546	1			
EM	-0.602	-0.533	-0.521	-0.377	1		
JS	-0.656	-0.746	-0.819	-0.804	-0.54	1	
JP	-0.65	-0.75	-0.842	-0.779	-0.519	-0.378	1

Source: Processed Data by Researchers

Structural Equation Modeling

The following table shows the result of the regression analysis Path 1. According to the table, the result of the regression analysis showed that coaching (CO), training & development (TD), and empowerment (EM) had a significant positive effect on job satisfaction with a standardized regression weight of CO ($\beta=0.144$) at the level significance of (0.048), standardized regression weight of TD ($\beta=0.414$) at the level significance of (0.000), and standardized regression weight of EM ($\beta=0.420$) at the level significance of (0.000). However, delegation (DE) and participation (PA) were not statistically significant since the level of significance of both factors were greater than 0.05; for example, p-value of DE was 0.845 and of PA was 0.284.

Table 6. Regression Analysis Path 1

IV	Path	DV	Unstandardized Coefficient	Standardized	S.E.	C.R.	P-value
CO	→	JS	0.18	0.144	0.091	1.977	0.048
TD	→	JS	0.487	0.414	0.081	6.015	0.000
EM	→	JS	0.431	0.420	0.094	4.563	0.000
DE	→	JS	-0.02	-0.016	0.103	-0.196	0.845
PA	→	JS	-0.102	-0.09	0.095	-1.071	0.284

Source: Processed Data by Researchers

The following table shows the result of the regression analysis Path 2. According to the table, the result of regression analysis showed that training & development (TD) and empowerment (EM) had a significant positive effect on job performance with standardized regression weight of TD ($\beta=0.141$) at the level significance of (0.024), and standardized regression weight of EM ($\beta=0.192$) at the level significance of (0.023), whereas participation (PA) was statistically significant but had a negative effect on job performance $\beta=-0.146$) at the level significance of (0.047). However, coaching (CO) and delegation (DE) were not statistically significant since the level of significance of both factors was greater than 0.05; for instance, the p-value of CO was 0.142 and DE was 0.456.

Table 7. Regression Analysis Path 2

IV	Path	DV	Unstandardized Coefficient	Standardized	S.E.	C.R.	P-value
CO	→	JP	0.121	0.093	0.082	1.468	0.142
TD	→	JP	0.172	0.141	0.076	2.25	0.024
EM	→	JP	0.204	0.192	0.09	2.274	0.023
DE	→	JP	0.068	0.052	0.091	0.745	0.456
PA	→	JP	-0.171	-0.146	0.086	-1.988	0.047

Source: Processed Data by Researchers

The following table shows the result of the regression analysis Path 3. According to the table, the result of a regression analysis showed that job satisfaction (JS) had a significant positive effect on job performance with standardized regression weight of standardized regression weight of TD ($\beta=0.61$) at the level significance of (0.000).

Table 8. Regression Analysis Path 3

IV	Path	DV	Unstandardized Coefficient	Standardized	S.E.	C.R.	P-value
JS	→	JP	0.632	0.61	0.074	8.546	0.000

Source: Processed Data by Researchers

Summary of Hypothesis Testing

The following table showed that H₁, H₃, H₄, H₆, H₉, H₁₀, and H₁₁ were all supported at the significance level of (0.048), (0.000), (0.000), (0.024), (0.047), (0.023) and (0.000) respectively. However, H₂, H₅, H₇, and H₈ were rejected at the significance level of (0.142), (0.284), (0.845), and (0.456).

Table 9. Results of Hypothesis Testing

	Hypotheses	Significance Value	Statistical Significance
H ₁	Coaching has a significant and positive impact on job satisfaction at higher education institutions in Cambodia.	0.048*	Supported
H ₂	Coaching has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.142	Rejected
H ₃	Training has a significant and positive impact on job satisfaction at higher education institutions in Cambodia.	0.000**	Supported
H ₄	Training has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.024*	Supported
H ₅	Participation has a significant and positive impact on job satisfaction at higher education institutions in Cambodia.	0.284	Rejected

H ₆	Participation has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.047*	Supported
H ₇	Delegation has a significant and positive impact on job satisfaction at higher education institutions in Cambodia.	0.845	Rejected
H ₈	Delegation has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.456	Rejected
H ₉	Empowerment has a significant and positive impact on job satisfaction at higher education institutions in Cambodia.	0.000**	Supported
H ₁₀	Empowerment has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.023*	Supported
H ₁₁	Job Satisfaction has a significant and positive impact on job performance at higher education institutions in Cambodia.	0.000**	Supported

Source: Processed Data by Researchers

Research Discussions

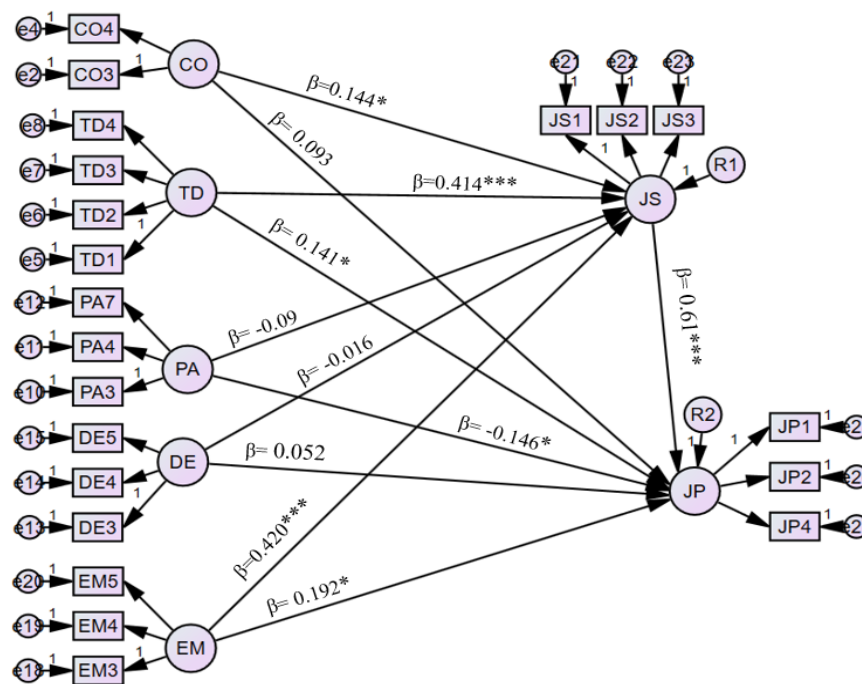


Figure 3. Result of The Proposed Conceptual Model in This Research

Source: Processed Data by Researchers

The proposed conceptual framework is developed based on the theoretical framework of the hypothesized model of Fatima et al (2017); Hughes et al (2021); Yukl (2013) on the impact of leadership development elements on job satisfaction and employee performance. According to this model, coaching, training and

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development, participation, empowerment, and delegation are considered independent variables, while job satisfaction is taken as a mediating variable. Second, job satisfaction has been observed as the independent variable, while job performance has been inspected as the dependent variable. Based on the result, the proposed conceptual model was statistically significant in the research of the impact of leadership development on job performance through job satisfaction in Cambodia's higher education level. The R Square equals 0.580 and the Adjust R Square changes slightly to 0.574; in other words, the proposed model explains 58% variability in the independent variable (job performance). This model is consistent with the statement of (Abbas & Yaqoob, 2009). The difference is that Abbas & Yaqoob (2009) do not examine the role of mediating variable such as job satisfaction; therefore, the proposed conceptual model of this research is regarded as pure research in the field of leadership development in Cambodia. The result shows that coaching has an impact on job satisfaction but not job performance. Moreover, training & development and empowerment have an impact on both job satisfaction and job performance. However, delegation does not have an impact on neither job satisfaction nor job performance. Likewise, participation does not have an impact on job satisfaction but impact negatively on job performance.

The Impact of Leadership Development on Job Performance through Job Satisfaction

To address the main objective, which focuses on the impact of leadership development on job performance through job satisfaction. According to the following figure, leadership development (LD) has a positive and significant impact on job satisfaction (JS) at $\beta=0.723$ with $p\text{-value}=0.000$ and job performance (JP) at $\beta=0.233$ with $p\text{-value}=0.000$, whereas the mediating variable job satisfaction (JS) has a positive and significant impact on job performance at $\beta=0.654$ with $p\text{-value}=0.000$. This result is consistent with the statement of Abbas & Yaqoob (2009).

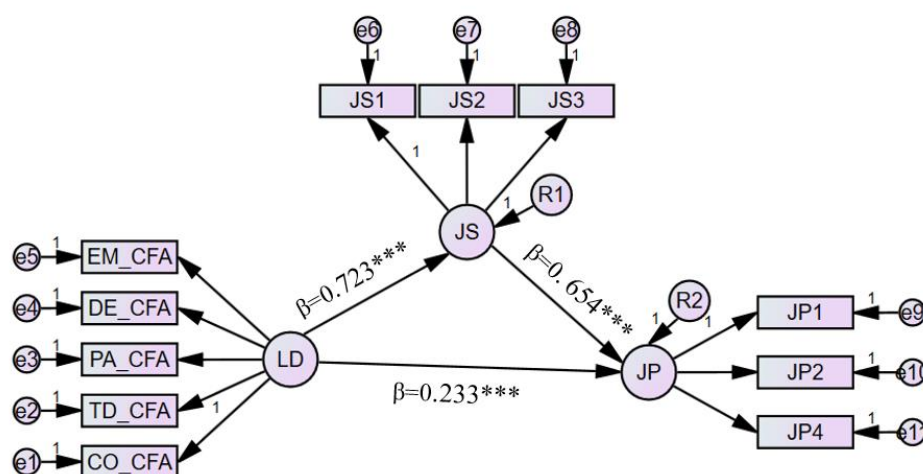


Figure 4. Result of Leadership Development on Job Performance
 Source: Processed Data by Researchers

Coaching

In the proposed conceptual model, the mean score of coaching after CFA is 5.957 with SD of 0.624. According to this statistical description, the participants agree that coaching is important. The result of this research supports H₁ which coaching influences job satisfaction. This means that coaching plays important role in leadership development since it improves job satisfaction. The result is consistent with the statement of Kalkavan & Katrinli (2014). However, this research does not prove H₂ which coaching influences job performance. This result contradicts with the statement of Abbas & Yaqoob (2009); Mohammed et al (2018), which found coaching influences job performance. In this case, training did not improve job performance and this could have occurred due to a lack of proper coaching methods.

Training & Development

In the proposed conceptual model, the mean score of training & development after CFA is 6.034 with SD of 0.598. According to this statistical description, the participants agree that training & development is important. The result of this research supports H₃ and H₄ which are consistent with Khan et al (2016) and Thab et al (2022) which proved the influence of training & development on job satisfaction and job performance. These findings are more likely true in the contact of higher education institutions in Cambodia as employees who are equipped with proper training are more likely satisfied and perform their tasks well.

Participation

In the proposed conceptual model, the mean score of Participation after CFA is 5.793 with SD of 0.573. According to this statistical description, the

respondents agree that leadership participation with followers is important. The result of this research does not support H₅ which contradicts the research of (Chan, 2019; Ghaffari et al., 2017). Nevertheless, this research supports H₆ which stated that participation has a significant but negative impact on job performance. This finding is not in line with Abbas & Yaqoob, (2009); Butali & Njoroge (2018) which proved a positive influence of participation on job performance. It is a question here that leadership participation in higher education in Cambodia less likely makes followers satisfied and negatively influences job performance. The reasons may come from both leadership and employees sides; for instance, employees may not have the time or resources to participate meaningfully. Moreover, employees may not feel comfortable participating since they are afraid of being judged or criticized. From the leadership side, leaders may not give employees enough time to participate; they may not be open to different ideas; and they may not follow through on their commitments.

Delegation

In the proposed conceptual model, the mean score of delegation after CFA is 5.859 with SD of 0.557. The result of this research neither supports H₇ nor H₈ which stated delegation has a significant and positive impact on job performance. The finding contradicts the research of Riisgaard et al (2016) and Al-Jammal et al (2015) which prove the relationship between delegation and job performance. This is more likely to exist in the context of higher education in Cambodia since the employees are given more responsibilities which are less likely to fit with their compensation; moreover, leaders delegate most difficult or time-consuming tasks to employees who feel unfair.

Empowerment

In the proposed conceptual model, the mean score of empowerment after CFA is 5.939 with SD of 0.660. According to this statistical description, the respondents agree that empowering followers to make their own decisions and take their own responsibilities is important. The result of this research support H₉ and H₁₀ which stated empowerment has a significant and positive impact on job performance. These findings are consistent with Dousin et al (2020) which found empowerment influences job satisfaction and Abbas & Yaqoob (2009); Rajalingam et al (2015) which found empowerment influence job performance. This means that empowerment makes employees happy and improves their job performance. It is considered a pure finding in the context of leadership development in higher education in Cambodia.

Job Satisfaction

In the proposed conceptual model, the mean score of job satisfaction after CFA is 5.968 with SD of 0.735. According to this statistical description, the respondents agree that Job Satisfaction is important. The result of this research supports H₁₁ stating job satisfaction has a significant and positive impact on job performance. This finding is consistent with Alromaihi et al (2017); Hughes et al (2021); Thab et al (2022) which proved the relationship between job satisfaction and job performance. As a result, the research found that leadership development impacts job performance through job satisfaction in higher education in Cambodia. This research represents a pure case research in the field of leadership development, especially in Cambodia.

CONCLUSION

The main objective of this research is to identify the impact of leadership development on job performance through job satisfaction. The research uses a survey questionnaire in order to collect data from 385 participants who are currently working at higher education institutions in Phnom Penh city. After running CFA, the research confirmed that the proposed conceptual model is statistically significant in the research of the impact of leadership development on job performance through job satisfaction since it meets the Model Fitness Indices. More importantly, multicollinearity is absent from this research because AVE was greater than the SIC for each construct.

After running SEM, the research found that coaching, training & development, and empowerment have a positive and significant impact on job satisfaction, while participation and delegation do not have a positive and significant impact on job satisfaction. Furthermore, the research found that training & development and empowerment have a positive and significant impact on job performance, while coaching and delegation do not have a positive and significant impact on job satisfaction. Nevertheless, participation has a negative and significant impact on job performance. For the final path, the research found job satisfaction positively impact on job performance. As a result, the research found that leadership development has an indirect impact on job performance through job satisfaction.

According to these results, the research assumes that employees at higher education institutions (HEIs) in Phnom Penh city are more likely satisfied with the coaching, training & development, and empowerment offered by their own HEIs; however, they are less likely satisfied with the participation and delegation performed by their leaders. Moreover, only two elements of leadership development, namely training & development and empowerment improved employee performance in HEIs, while coaching, participation, delegation had no impact. Therefore, leadership development makes faculty members and staff at HEIs satisfied with their tasks and improves their performance.

Implications of The Research

Implications on The Conceptual Model

The proposed conceptual model is statistically significant in explaining 58% of the variability in job performance at HEIs in Phnom Penh city. The model is absolutely new in the research on the impact of leadership development on job performance through job satisfaction, especially in Cambodia. For the fitness of the model, the research suggests deleting three items of coaching, five items of participation, five items of delegation, five items of empowerment, one item of job satisfaction, and one item of job performance.

Implications on The Management Practice

The research found that leadership development elements such as coaching, training & development, and empowerment influence job satisfaction and only two elements of leadership development, namely training & development and empowerment improve employees' performance at the HEIs in Phnom Penh city.

According to these results, the research suggests leaders at HEIs consider continuing to invest in capacity building like training & development and implementing empowerment since training & development and empowerment increase employees' job satisfaction and improve their performance. The research found coaching increases employees' job satisfaction but does not improve employees' performance. The research suggests leaders at HEIs consider developing guidelines for implementing coaching and offering coaching to employees properly so that they are satisfied and improve their performance.

The research found participation does not impact employees' job satisfaction; likewise, it negatively improves employees' performance. In other words, leadership participation with employees in performing the tasks does not only make them unhappy but also disturbs their performance. The research suggests leaders engage more and more with their employees until they feel comfortable with leadership participation; more importantly, leaders can create a collaborative and work environment so that employees at the HEIs are motivated so that their performance can be later improved.

The research found delegation does not have an impact on job satisfaction nor job performance. Leaders may delegate difficult tasks or give not enough time to employees to perform the tasks. Therefore, the research suggests leaders consider the resource persons who are capable of handling the difficult tasks or assign appropriate timeframe for the employees when assigning difficult or complex tasks. Likewise, the research suggests leaders at HEIs offer clear instructions and set clear expectations when delegating a certain task to the employees.

Finally, the finding of this research illustrates that leadership development has a significant and positive impact on job performance through job satisfaction.

Therefore, the research suggests leaders at HEIs consider investing in employee capacity building related to leadership development. The research suggests the leaders of HEIs initiate leadership development programs by recruiting potential employees who are committed to their job, have an entrepreneurship mindset, have self-leadership, and are honest and promoting them into these programs. If the leaders treat internal customers (employees) well, they are more likely to provide a better service or treat their external customers well in return.

Limitation of The Research

There is no doubt that all types of research have their limitations; and this one is no different. Firstly, this research only focuses on private HEIs in Phnom Penh city due to the ease of data collection. In addition, the participating HEIs are mostly promoting or developing their employees. Second, this research has not implemented an exploratory study to seek details and insights into leadership development programs due to time constraints. Lastly, this research only examined five elements of leadership development, which are coaching, training & development, participation, delegation, and empowerment. Several other elements have not been examined into the proposed conceptual model.

Due to these limitations, this research suggests future research to examine other HEIs in the province and make a distinction between public and private HEIs in leadership development. In addition, future researchers can also conduct an exploratory study on the insights of leadership development programs and examine how they are implemented.

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