

Antecedents for Job Satisfaction in Ras-Al-Khaimah, Schools: Evidence from UAE

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Abstract: This study explore the relationships among Perceived Supervisor Support (PSS), Trust in Supervisor (TIS) and Affective Organizational behaviour (AOC) on Employee Job Satisfaction (EJS) in Ras-Al-Khaimah, Schools (RKS). The current study adopted SEM to test the study's hypothesis. A sample of 494 teachers in the RKS was selected randomly. In this representative sample, a survey was carried out to find out the extent of PSS, AOC and TIS influence on EJS. All the study's hypothesis were supported. PSS, AOC and TIS significantly predicting EJS. The proposed model explained 41.9% of the variance in employee job satisfaction. Finally, theoretical and managerial implications were discussed.

Key words: Leadership, job satisfaction, affective organizational behavior, Ras-Al-Khaimah, hypothesis, EJS

INTRODUCTION

The academic literature has a extensive history of exploring EJS (Gok *et al.*, 2015; Alegre *et al.*, 2016; Li *et al.*, 2017; Pohl and Galletta, 2017; Yousef, 2017). Job satisfaction in service industry occupations such as teachers has both extrinsic and intrinsic features. Extrinsically, salary, promotion and working environment are considered the aspect provided by the organization. On the other side the intrinsic factors include commitment, colleagues, leadership, trust, recognition and social support (Koeske *et al.*, 1994; Brewer and Clippard, 2002). Job satisfaction is defined as a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience (Mobley, 1977). According to Spector (1997) JS is "how people feel about their jobs and different aspects of their jobs". Leap and Crino, (1993) view job satisfaction as the attitude of workers toward their job, rewards that they get and the social, organizational and physical characteristics of the environment in which they perform their working activities (Bakotic and Babic, 2013). Robbins (2003) sees job satisfaction as the general attitude of an individual toward his/her job (Robbins, 2001; Saba, 2011). High employee satisfaction is important to managers who believe that "an organization has a responsibility to provide employees with jobs that are challenging and intrinsically rewarding" (Robbins, 2001).

Lately and based on the augmented competition between service providers along with large development

in the service economy has constrained associations to focus greater attention on the nature and quality of services provided to customers (Hussein *et al.*, 2013; Khalifa and Hewedi, 2016; Abou-Shouk and Khalifa, 2017; Khalifa and Mewad, 2017; Mohamud *et al.*, 2017). Service quality is mostly related to employee performance (Khalefa, 2015; Khalifa and Fawzy, 2017). With increasing globalization and international competition, the importance of employing, retaining and handling resources that can help to rise competitiveness of establishments has become a critical issue in the achievement of service industries (Qoura and Khalifa, 2016; Agwa *et al.*, 2018; Li *et al.*, 2017; Kalgin *et al.*, 2018; Mohamed *et al.*, 2018). Establishment's competitive advantage is an outcome of employee's optimistic work attitudes and contributions (Podsakoff and Todor, 1985; MacKenzie *et al.*, 1991; Mohamed *et al.*, 2018; Nusari *et al.*, 2018; Shamsi *et al.*, 2018) has fortified organizational researchers to comprehend and explain the motivational issues to increase employee's research attitudes (trust and organizational commitment) and to increase their employee job satisfaction in the organizations (Aryee *et al.*, 2002; Badran and Khalifa, 2016; Li *et al.*, 2017; Lim *et al.*, 2017; Zeffane and Melhem, 2017; Mohamed *et al.*, 2018). This study attempts to achieve the following research objectives: to examine the effect of in PSS on TIS. To examine the effect of TIS on AOC. To examine the effect of AOC on EJS. To investigate the role of TIS and AOC as mediating variables in the relationship between PSS and EJS.

Theoretical framework and hypothesis formulation
Perceived Supervisor Support (PSS) and trust in supervisor: PSS is defined as employee's general views about the degree to which their supervisors value their contribution and care about their well-being (Casper *et al.*, 2011). Previous studies highlighted the important role of PSS in decreasing Employee Turnover Intention (ETI) (Maertz *et al.*, 2007; DeConinck and Johnson, 2009; Galletta *et al.*, 2011; Newman *et al.*, 2011). However, lack research investigated the role of Trust in Supervisor (TIS) and Affective Organizational Commitment (AOC) in one research model to manage EJS.

In-role behavior consists of behaviors that are recognized by formal reward systems and fixed by job descriptions (Williams and Anderson, 1991; Pillai *et al.*, 1999). Trust in supervisor has been shown to impact in-role behavior which directly benefits the supervisor (Aryee *et al.*, 2002). Completing work goals entails engaging in task-related exchanges with the supervisor which makes a subordinate vulnerable to the supervisor's decisions and actions for task accomplishment. Accordingly, it appears that having cognitive as opposed to affective, trust could reduce the diversion of task-related attention and effort due to unnecessary worry and anxiety. Focused use of one's attentional resources is critical for engagement and subsequent task completion (Yang and Mossholder, 2010).

Trust-in-supervisor reflects employee's evaluations of their supervisor's trustworthiness based on interactions with the supervisor (Wong *et al.*, 2002, 2006). Past research found that leadership is pivotal to building trust in organizational settings (Li and Shi, 2008) and trust plays an important role in explaining leadership effectiveness (Dirks and Ferrin, 2002; Yang and Mossholder, 2010). Prior research has also suggested that trust-in-supervisor is a key mediator of the relationship between interactional justice and work behaviours (Pillai *et al.*, 1999; Aryee *et al.*, 2002; Wong *et al.*, 2006). In addition, reciprocity values are strongly endorsed and relationships are highly valued in the Chinese context (Chen *et al.*, 2009; Niu *et al.*, 2009) and provides a mechanism embodying the crucial requirements of trust among Chinese people (Luo, 2005). Wu *et al.* (2012), therefore, contend that trust-in-supervisor may well capture the social exchanges between supervisors and subordinates (Huang *et al.*, 2010; Wu *et al.*, 2012). Wu *et al.* (2012) reported that employee's perceptions of the interactional justice of their paternalistic supervisors will affect trust-in-supervisor which is associated with employee's work behaviours.

Dawley *et al.* (2010) revealed that PSS can influence AOC positively. They believe that, the supervisor can

greatly impact EJS when employees feel that their supervisor is reflecting positively the organizational support, thus, the trust in their supervisors is a critical factor in their feelings. Because Eisenberger *et al.* (2002) mentioned that direct supervisor acts as an agent of the organization, the researcher suggests that TIS can enhance the relationship between supervisor behaviour and employee's AOC. The variable of TIS has been thought as a mechanism to demonstrate the effects of leadership behavior of supervisors on their subordinate work attitudes such as EJS and AOC (Van Dierendonck, 2011). A recent study by Miao *et al.* investigated the mediating role of TIS in the relationship between servant leadership and AOC. Furthermore, the findings of Miao *et al.* revealed that TIS greatly mediates the relationship between participative leadership and AOC. Moreover, Braun *et al.* (2013) discovered that the association between employee perceptions of supervisor's transformational leadership and EJS was mediated by TIS. According to the best of researcher's knowledge no studies tested the mediating effects of TIS between PSS and both EJS and AOC. Hence, increased attention was given to examining how this combination of supportive and undermining conduct affects employee consequences such trust, organizational commitment and employee job satisfaction (Zellars *et al.*, 2002; Hobman *et al.*, 2009). Consequently, the following hypothesis are proposed:

- H: PSS has a positive effect on TIS
- H: teacher's TIS mediates the relationship among PSS and AOC
- H: TIS and AOC mediates the relationship among PSS and EJS

Trust in Supervisor (TIS) and AOC: Tan and Tan (2000) define trust in the supervisor as "involving the day-to-day interaction between the supervisor and employee whereas organizational trust involves relations with a variety of constituent groups in the organization". Outcomes such as job satisfaction, organizational citizenship behaviour and performance are associated with the direct supervisor while organizational commitment is related more strongly with trust in the organization.

Trust-in-supervisor reflects employee's evaluations of their supervisor's trustworthiness based on interactions with the supervisor (Wong *et al.*, 2002; Luo, 2005; Shakona *et al.*, 2015). Past research found that leadership is pivotal to building trust in organizational settings (Loi *et al.*, 2009) and trust plays an important role in explaining leadership effectiveness (Yang and

Mossholder, 2010). Prior research has also suggested that trust-in-supervisor is a key mediator of the relationship between interactional justice and work behaviours (Pillai *et al.*, 1999; Aryee *et al.*, 2002; Wong *et al.*, 2006). Wu *et al.* (2012), therefore, contend that trust-in-supervisor may well capture the social exchanges between supervisors and subordinates. Hence, the following hypothesis is proposed:

H: teacher's TIS has a positive effect on AOC

Affective Organizational Commitment (AOC) and EJS:

Organizational Commitment (OC) which refers to what extent the employee have desire to stay in the organization, OC has three forms of commitment including Affective Commitment (AC), Normative Commitment (NC) and Continuance Commitment (CC) (Meyer *et al.*, 1989; Allen and Meyer, 1996; Karim and Noor, 2017). The first one is Affective Commitment (AC) which refers that individual commitment to the organization is driven simply by identification with and emotional attachment to the organization (Allen and Meyer, 1996) is the current study's interest. Given employee's emotional bond to their organization (AC) has been considered an important determinant of dedication and loyalty (Porter *et al.*, 1974; Mowday *et al.*, 1982; Allen and Meyer, 1996; Rhoades *et al.*, 2001). In agreement with this view, studies have found associations between AOC and absenteeism, performance and turnover (Porter *et al.*, 1974; Allen and Meyer, 1984; Meyer *et al.*, 1989; Rhoades *et al.*, 2001) with turnover being most strongly related to AOC (Allen and Meyer, 1996).

OC studies have been devoted deeply to the causal correlation among OC and job-related conduct. Though, several investigations have recognized the considerable negative connection among AOC and other variables of psychological, physical and job-related stress. In his study of public sector, employees revealed that there is a positive correlation between AOC and EJS. The relationship between AOC and EJS has been investigated between scholars over the years due to their crucial role in expecting turnover intentions (Joo, 2010). The current study suggests testing this relationship in the school context where no few attention has been given.

Paille *et al.* (2015), mentioned that few studies examine the relationship between EJS and trust in public sector. They argue that trust can generate EJS, if the organization is willing to meet their employee's needs. The need for feedback is considered a significant factor of

the task related job which thought to contribute to EJS (Hackman and Oldham, 1975; Friedlander, 1983). In order to create trust, management need to support their employees by providing job-related information (Paille *et al.*, 2015). Feeling of commitment, security and safety are significant issues for job satisfaction within the work environment (Yang and Mossholder, 2010). Hence, it is hypothesized as follows:

H: AOC influences positively on EJS

MATERIALS AND METHODS

Overview of the proposed research model: For this study, the hypothesized variables and their relationships in the model have been derived from the available literature of the models and theories that have been prescribed in the literature mentioned above. The proposed model can be seen in Fig. 1. While examining the proposed model, it can be seen that TIS and AOC along with PSS predicts employees job satisfaction. These relationships are derived from (Li *et al.*, 2017) for PSS (Hackman and Oldham, 1975) for EJS (Mowday *et al.*, 1982; Allen and Meyer, 1996; Alkhateri *et al.*, 2018) for AOC and (McAllister, 1995) for TIS. The proposed extended model examines the relationship between PSS, AOC and TIS as antecedent variables that explain JIS as an output variable among teachers in from Ras-Al-Khaimah's schools in the United Arab Emirates. The proposed model has 5 hypothesis to test.

Development of instrument: A 20-item questionnaire was developed for this study. Because the respondents were Arab-speaking, it was imperative that it be accurately translated from English to Arabic. Back translation was used in this study, a procedure commonly used in cross-cultural surveys to test the accuracy of the translation (Brislin, 1970).

This study applied multi-item Likert scales which have been widely used in the questionnaire-based perception studies (Lee *et al.*, 2009). Unlike, actual usage which is measured using a 7-point ranking scale, other variables are subjectively measured using the 7-point Likert scale with 7 being 'strongly agree' and 1 being 'strongly disagree'. For this study, a pre-testing was conducted with 50 teachers from Ras-Al-Khaimah State, UAE to resolve any ambiguity associated with wording or measurement. Then, the items were pilot-tested to examine their internal consistency. Out of 560 surveys administered to 40 school in Ras-Al-Khaimah State, 494

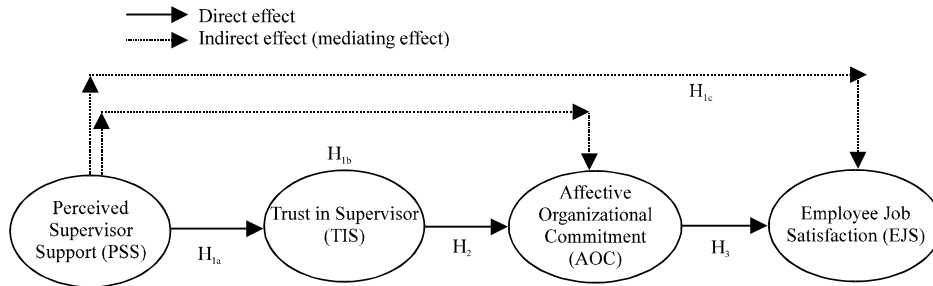


Fig. 1: Proposed research model

employees were returned with complete and valid data. In the final questionnaire, all items had acceptable reliability as the individual Cronbach’s alpha coefficients of the constructs which ranged from 0.809-0.887 were all greater than the recommended value of 0.7 (Nunnally and Bernstein, 1994).

Data collection: Data collection was conducted using a self-administered paper questionnaire which was delivered ‘in-person’ from April 2017 until August 2017 to Ras-Al-Khaimah State schools. The researcher investigated 40 schools out of 85 schools in Ras-Al-Khaimah State, UAE. The researcher distributed 560 questioners to the UAE public teachers with average 14 academic staff for each school the valid questionnaires received by the researcher are 494 questionnaires by responding rate is 88.21%. The final sample size was considered as adequate (Krejcie and Morgan, 1970; Tabachnick and Fidell, 2012). The 88.21% response rate is considered very good and above average (Baruch and Holtom, 2008) by comparison with other studies found in the relevant literature. A total of 12 questionnaires were deleted of which 9 cases were removed due to missing data for more than 15% of the questions and 3 cases involving straight lining.

RESULTS AND DISCUSSION

Descriptive analysis: The responding sample (n = 494) consisted of 33.6% male and 64.4% female employees which refers that the majority of the UAE public and privet teachers are women. The majority ages of the participants range from 25-35 years old. As Table 1, presents that 41.90% of the respondents were aged 25-35 years, 29.60% of teachers are <25 years. The teacher’s educational level is limited by diploma, bachelor and postgraduate (10.30%, 74.90 and 14.80, respectively). Surprisingly, the job tenure of the teachers reflects that the period that teachers stay at their research are very short. For instance, more than 60 % of those teachers stay in their research <3 years (Table 1).

Table 1: Summary of demographic profile of respondents

Variables	Frequency	Valid (%)
Gender		
Male	176	33.60
Female	318	64.40
Age		
<25	146	29.60
25-35	207	41.90
36-45	95	19.20
Over than 45	46	09.30
Education		
Diploma	51	10.30
Bachelor	370	74.90
Post graduation	73	14.80
Tenure		
<1 year	101	20.40
1-3	210	42.50
4-7	89	18.00
9-11	66	13.40
More than 11	28	05.70

Measurement model assessment: This study employed Structural Equation Modeling-Variance Based (SEM-VB) through Partial Least Squares (PLS) method to analyze the research model using the software of SmartPLS 3.0 (Ringle *et al.*, 2015). After the descriptive analysis, this study follows the 2-stage analytical technique recommended by Anderson and Gerbing (1988) and Hair *et al.* (2017) starts with the measurement model assessment (validity and reliability), followed by the structural model assessment (testing the hypothesized relationships). Schumacker and Lomax (2004) and Hair *et al.* (2017) indicate that the 2 steps assessment procedure which includes measurement model and structural model has an advantage over the one step assessment procedure. According to Hair *et al.* (2017) measurement model specifies how each construct is measured while structural model specifies how the variables are related to each other in the structural model. The main reasons for choosing PLS as a statistical method for this study that for both measurement and structural model PLS offer simultaneous analysis which leads to more accurate estimates (Barclay *et al.*, 1995).

The assessment of measurement model was done through construct reliability as well as validity (including convergent and discriminant validity). For construct

Table 2: Mean, standard deviation, loading, Cronbach's alpha, CR and AVE

Constructs/Items	Loading (>0.5)	M	SD	α (>0.7)	CR (>0.7)	AVE (>0.5)
Perceived Supervisor Support (PSS)						
PSS1	0.849	4.388	0.798	0.869	0.910	0.717
PSS2	0.825					
PSS3	0.856					
PSS4	0.858					
Employee Job Satisfaction (EJS)						
EJS1	0.874	4.428	0.864	0.809	0.887	0.724
EJS2	0.830					
EJS3	0.848					
Affective Organizational Commitment (AOC)						
AOC1	0.833	4.508	1.454	0.887	0.914	0.641
AOC2	0.825					
AOC3	0.756					
AOC4	0.757					
AOC5	0.812					
AOC6	0.816					
Trust in Supervisor (TIS)						
TIS1	0.772	4.333	1.042	0.880	0.907	0.582
TIS2	0.744					
TIS3	0.780					
TIS4	0.781					
TIS5	0.750					
TIS6	0.761					
TIS7	0.751					

M = Mean; SD = Standard Deviation, α = Cronbach's alpha; CR = Composite Reliability, AVE = Average Variance Extracted; The measurement used is seven-point scale ranging from 1 (strongly disagree) to 7 (strongly agree); All the factor loadings of the individual items are statistically significant ($p < 0.01$)

reliability, this study tested the individual Cronbach's alpha coefficients to measure the reliability of each of the core variables in the measurement model. The results indicate that all the individual Cronbach's alpha coefficients ranging from 0.809-0.887 were higher than the suggested value of 0.7 (Kannana and Tan, 2005; Nunnally and Bernstein, 1994). Additionally, for testing construct reliability all the Composite Reliability (CR) values ranging from 0.887-0.914 were higher than 0.7 (Werts *et al.*, 1974; Kline, 2010; Gefen *et al.*, 2000) which adequately indicates that construct reliability is fulfilled as shown in Table 2. Therefore, the achieved Cronbach's alpha and CR for all constructs were considered to be sufficiently error-free.

Factor loading was used to test indicator reliability. High loadings on a construct indicate that the associated indicators seem to have much in common which is captured by the construct (Hair *et al.*, 2017). Factor loadings > 0.50 were considered to be very significant (Hair *et al.*, 2017). The loadings for all items exceeded the recommended value of 0.5 as shown in Table 2. The loading for all items in the model has therefore, fulfilled all the requirements.

For testing convergent validity (the extent to which a measure correlates positively with alternative measures of the same construct), this study used the Average Variance Extracted (AVE) and it indicated that all AVE values were higher than the suggested value of 0.50 (Hair *et al.*, 2017) ranging from 0.582-0.724. The convergent validity for all constructs has been successfully fulfilled and adequate convergent validity exhibited as Table 2.

Table 3: Results of discriminant validity by the cross loading

Items	AOC	PSS	TIS	EJS
AOC1	0.833	0.161	0.220	0.576
AOC2	0.825	0.165	0.221	0.560
AOC3	0.756	0.167	0.201	0.497
AOC4	0.757	0.155	0.234	0.496
AOC5	0.812	0.196	0.224	0.499
AOC6	0.816	0.245	0.287	0.472
EJS1	0.575	0.188	0.267	0.874
EJS2	0.537	0.229	0.264	0.830
EJS3	0.541	0.159	0.250	0.848
PSS1	0.179	0.849	0.487	0.152
PSS2	0.197	0.825	0.513	0.197
PSS3	0.184	0.856	0.525	0.213
PSS4	0.205	0.858	0.525	0.199
TIS1	0.218	0.493	0.772	0.235
TIS2	0.241	0.486	0.744	0.256
TIS3	0.142	0.474	0.780	0.208
TIS4	0.276	0.471	0.781	0.300
TIS5	0.242	0.429	0.750	0.216
TIS6	0.199	0.415	0.761	0.217
TIS7	0.213	0.454	0.751	0.192

PSS: Perceived Supervisor Support, JS: Jop Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

The discriminant validity (the degree to which items differentiate among constructs or measure distinct concepts) of the measurement model was checked using three criteria, namely cross-loadings, Fornell-Larcker and the Heterotrait-Monotrait ratio (HTMT). According to Hair *et al.* (2017), the cross-loadings are typically the first approach to assess discriminant validity of the indicators. As shown in Table 3, the cross loading criterion fulfills the requirements because the indicators outer loadings on a construct were higher than all its cross-loadings with other constructs (bold values).

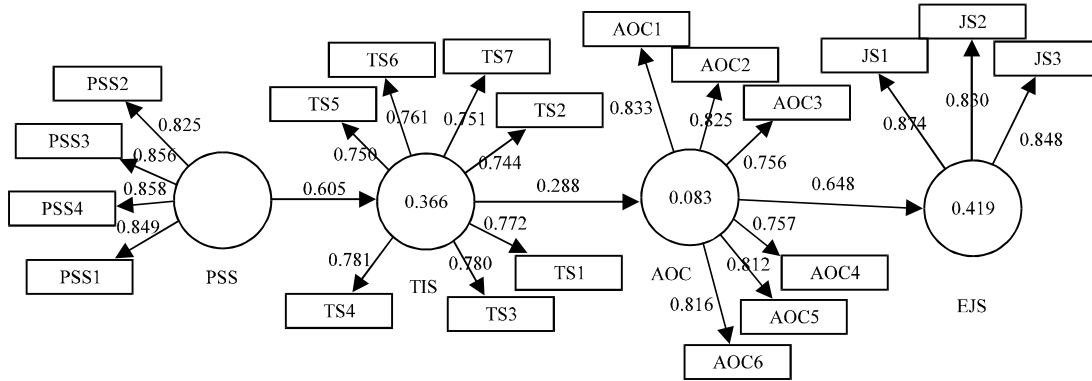


Fig. 2: PLS algorithm results; PSS: Perceived Supervisor Support, EJS: Employee Jop Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

Table 4: Results of discriminant validity by Fornell-Larcker criterion

Factors	1	2	3	4
AOC	0.800			
PSS	0.226	0.847		
TIS	0.288	0.605	0.763	
EJS	0.648	0.225	0.306	0.851

Diagonals represent the square root of the average variance extracted while the other entries represent the correlations; PSS: Perceived Supervisor Support, JS: Jop Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

Table 5: Results of discriminant validity by HTMT

Factors	1 (AOC)	2 (PSS)	3 (TIS)	4 (EJS)
AOC				
PSS	0.258			
TIS	0.325	0.689		
EJS	0.762	0.268	0.360	

PSS: Perceived Supervisor Support, JS: Jop Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

The results of discriminant validity by using the Fornell-Larcker criterion is shown in Table 4 where the square root of the AVEs on the diagonals as represented by the bolded values are higher than the correlations between constructs (corresponding row and column values). This indicates that the constructs are strongly related to their respective indicators compared to other constructs of the model (Fornell and Larcker, 1981; Chin, 1998a, b), thus, suggesting a good discriminant validity (Hair *et al.*, 2017). In addition, the correlation between exogenous constructs is <0.85 (Awang, 2014). Hence, the discriminant validity of all constructs is fulfilled.

There has been some criticism of the Fornell-Larcker criterion (Henseler *et al.*, 2015) mentioned that it does not accurately reveal the lack of discriminant validity in common research situations. They have proposed an alternative technique which is the Heterotrait-Monotrait ratio (HTMT) of correlations based on the multitrait-multimethod matrix. This study assesses discriminant validity through HTMT. While the discriminant validity has a problem when the HTMT value is greater than HTMT_{0.90} value of 0.90 (Gold *et al.*, 2001) or the HTMT_{0.85} value of 0.85 (Kline, 2010), all values as Table 5 shows were lower than the recommended value of 0.85 indicating that discriminant validity has been ascertained.

Structural model assessment: Hair *et al.* (2017) suggested assessing the structural model by looking at

the beta (β), R² and the corresponding t-values via a bootstrapping procedure with a resample of 5,000. Moreover, they recommend reporting the effect sizes (f) as well as the predictive relevance (Q²). By Sullivan and Feinn (2012) argue that the p-value determine whether the effect exists but it does not reveal the size of the effect.

Hypothesis tests: The structural model assessment as shown in Fig. 2 and Table 6 provides the indication of the hypothesis tests with 3 out of the 3 hypothesis are supported. PSS, significantly predict TIS. Hence, H₁ is accepted with ($\beta = 0.605, \tau = 18.368, p < 0.001$). TIS, significantly predict AOC. Hence, H₂ is accepted with ($\beta = 0.288, \tau = 7.799, p < 0.001$). AOC, significantly predict EJS. Hence, H₃ is accepted with ($\beta = -0.648, \tau = 22.90, p < 0.001$). PSS, JS and AOC explaining 41.9% of the variance in EJS. The R² values achieved an acceptable level of explanatory power as recommended by Cohen (1988) and Chin (1998a, b) indicating a substantial model.

This study also assessed effect sizes (f). Effect size f determines whether an exogenous latent construct has a substantial, moderate or weak impact on an endogenous latent construct (Gefen and Rigdon, 2011). Hair *et al.* (2017) recommend to test the change in the R² value. Cohen (1988) suggested a guideline measure the magnitude of the f which is 0.35 (large effects), 0.15 (medium effects) and 0.02 (small effects). The result of f as Table 4 shows that two relationship with large effect sizes and one relationships with medium effect sizes.

Table 6: Structural path analysis result

Hypothesis	Relationship	Std Beta	SE	t-values	p-values	Decision	R ²	f ²	Q ²	VIF
H _{1a}	PSS -> TIS	0.605	0.033	18.368	0.000	Supported	0.366	0.578	0.198	1.000
H ₂	TIS -> AOC	0.288	0.037	7.799	0.000	Supported	0.084	0.091	0.050	1.075
H ₃	AOC -> EJS	0.648	0.028	22.900	0.000	Supported	0.419	0.722	0.288	1.000

PSS: Perceived Supervisor Support, EJS: Employee Job Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

Table 7: Bootstrapping the indirect effect of JS and AOC

Hypothesis	Relationship	Std Beta	SE	t-values	p-values	Decision
H _{1b}	PSS -> TIS -> AOC	0.175	0.023	7.481	0.000	Supported
H _{1c}	PSS -> TIS -> AOC -> EJS	0.113	0.016	6.894	0.000	Supported

Preacher and Hayes (2004, 2008); PSS: Perceived Supervisor Support, EJS: Employee Job Satisfaction, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

Further, by using the blindfolding procedure this study examined the power of research proposed model regarding the predictive relevance. As recommended by Hair *et al.* (2017) the blindfolding procedure should use only on the endogenous constructs with a reflective measurement. If the value of Q² is >0 then, the predictive relevance of the proposed model exists for a certain endogenous construct (Fornell and Cha, 1994; Hair *et al.*, 2017). As Table 4 shows that all the values of Q²>0 indicate that there is an adequate predictive relevance for the proposed model. For the Q² values (Hair *et al.*, 2017) suggested values of 0.35 (large), 0.15 (medium) and 0.02 (small) as a relative measure of predictive relevance and the result of this study shows that the exogenous have medium predictive relevance.

An issue of the multicollinearity could exist in any study which is not desirable, it means that the variance exogenous constructs explain in the endogenous construct are overlapping with each other and thus, not each explaining unique variance in the endogenous variable (O'Brien, 2007). To measure and assess the degree of multicollinearity, Variance Inflation Factor (VIF) widely used (O'Brien, 2007). There is cause for concern when the largest VIF is >10 (Bowerman and O'Connell, 1990). And according to Hair *et al.* (2017) a multicollinearity issue exists when the largest VIF is >5. Table 5 shows multicollinearity diagnostic through VIF which indicates that there is no evidence of significant multicollinearity among the study exogenous constructs because all VIF values are <5 ranging from 1.00-1.075. It means that the variance of exogenous constructs explains in the endogenous construct are not overlapping with each other.

Indirect hypothesis testing (mediation assessment): To test the mediation Hypothesis H₁ and H₂ (Preacher and Hayes, 2004; Preacher and Hayes, 2008) method of bootstrapping the indirect effect was applied.

- H₁: TIS mediates the relationship between PSS and AOC

The bootstrapping analysis showed that the indirect effect was significant with a t-value of 7.481 and p<0.001. Preacher and Hayes (2008) indicated that when the indirect impact of employee performance on organizational productivity through excellence principles with 95% Boot CI: [LL = 0.134, UL = 0.222] does not straddle a 0 in between, this indicates there is mediation. Thus, we can conclude that the mediation effect is statistically significant indicating that H₁ was also supported (Table 7).

- H₂: TIS and AOC mediate the relationship between PSS and EJS

In the same way for Hypothesis H₂, the bootstrapping analysis showed that the indirect effect was significant with a t-value of 6.894 and p<0.001. Preacher and Hayes (2008) indicated that when the indirect impact of employee performance on organizational productivity through excellence practices with 95% Boot CI: [LL = 0.085, UL = 0.149] does not straddle a 0 in between, this indicates there is mediation. Thus, we can conclude that the mediation effect is statistically significant indicating that H₂ was also supported (Table 7).

Importance-Performance Map Analysis (IPMA): This study ran an Importance Performance Matrix Analysis (IPMA) as a post-hoc procedure in PLS using organizational performance as the outcome construct. The IPMA estimates the total effects represented by the importance of predecessor constructs in shaping the target construct (organizational performance) while their average latent variable scores represent their performance, the computation of the index values (performance scores) was accomplished by rescaling the latent constructs scores to a range of 100 (highest performance) down to 0 (lowest performance) (Hair *et al.*, 2017). According to Ringle and Sarstedt (2016) IPMA enriches the PLS analysis results. Instead of only analyzing the path coefficients (i.e., the importance dimension) it also takes

Table 8: IPMA for EJS

Latent constructs	Total effect of the construct EJS (importance)	Index values (performance)
Affective Organizational Commitment (AOC)	0.626	58.499
Trust in Supervisor (TIS)	0.181	55.583
Perceived Supervisor Support (PSS)	0.090	56.457

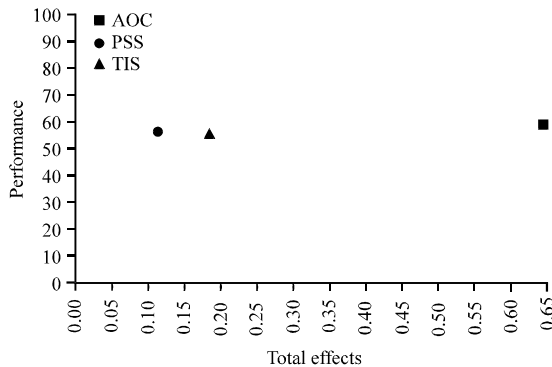


Fig. 3: IPMA (Priority Map) for employee job satisfaction; PSS: Perceived Supervisor Support, TIS: Trust in Supervisor, AOC: Affective Organizational Commitment

into consideration the average value of the latent constructs and their indicators (i.e., performance dimension). Table 8 shows the findings of importance (total effects) and performance (index values) used for the IPMA.

As shown in Fig. 3, this study plotted the total effects scores and index values in a priority map. It can be observed that PSS is a very important factor in determining the employee turnover intention due to its relatively higher importance value compared to other constructs in the proposed model.

Nevertheless, the performance of this significant factor (AOC) lagged behind the AOC and TIS. According to Hair *et al.* (2017) The goal of IPMA is to identify predecessors that have a relatively high importance for the target construct (i.e., those that have a strong total effect) but also a relatively low performance (i.e., low average latent variable scores), the aspects underlying these constructs represent potential areas of improvement that may receive high attention. In sum, in order to increase EJS, the managerial activities should focus on enhancing the performance of AOC.

This study suggests that perceived supervisor support has a significant indirect impact on employee's job satisfaction. PSS influences EJS indirectly through mediating variables of TIS and AOC. Employee job satisfaction correlates directly with AOC while correlates

indirectly with PSS and TIS. Hence, improved PSS will result in better TIS and AOC which in turn increase EJS. The recognition of TIS and AOC as mediators in the relationship between PSS and EJS help the school's management of Ras-Al-Khaimah to develop appropriate strategies to improve PSS behaviours within the institutions. Based on the proposed model, this study improves the understanding of the role played by AOC, TIS and PSS in the EJS at schools in Ras-Al-Khaimah State, UAE and highlights relevant implications and suggestions for management and policy makers. The study found that PSS positively affect employee TIS among teachers within the Ras-Al-Khaimah's schools in the United Arab Emirates, this is supported by previous studies (Babin and Boles, 1996; Griffin *et al.*, 2001; Eisenberger *et al.*, 2002, 2014; Steinhardt *et al.*, 2003; Darolia *et al.*, 2010; Hsu, 2011). It is explained by the fact in order to enhance PSS, school's management can create projects and activities to form confidence and trust between the followers. Teachers who trust the leaders and love their jobs are less inclined to have any potential to leave the school. Additionally, school's management should good example the essential organisational standards to help teachers to learn and disguise and to have feeling of involvement and accomplishment. Role modelling at the management level helps to gain respect and trust from the employees. PSS is a desirable supervisor behaviour which positively improves teacher's AOC and TIS while indirectly increase EJS.

Besides focusing on enhancing PSS, school's management should also pay attention to all antecedents of higher TIS and higher AOC in order to reduce EJS. In order to achieve better commitment and engagement, school's management should help teachers to align their objectives to school's objectives by implementing management by objective strategy. Likewise, it was found that TIS positively affect AOC among teachers within the Ras-Al-Khaimah' schools in the United Arab Emirates, this is supported by previous studies (Kraut, 1998; Janssen and van Yperen, 2004; Ngodo, 2008; Zeinabadi and Salehi, 2011; Fu and Deshpande, 2014; Lim *et al.*, 2017; Mullen *et al.*, 2018). Lim *et al.* (2017) highlighted the importance of job engagement as a tool to fuel positive emotions and motivations towards the firm. Managers should find a suitable job-fit for the employees in order to instil a sense of purpose at research.

Additionally, it was found that AOC positively affect EJS among workers within the school's of Ras-Al-Khaimah in the United Arab Emirates, this is supported by previous studies (Porter *et al.*, 1974; Mowday *et al.*, 1982; Joo, 2010; Aydogdu and Asikgil, 2011; Newman *et al.*, 2011; Lim *et al.*, 2017; Jang and Kandampully, 2018). In this knowledge-based

economy, it has become more important than ever in understanding individual work-related behavior because it is identified as more stable and less subject to daily fluctuations than job satisfaction (Joo, 2010). The more AOC the employees becomes and more likely to achieve optimal quality, besides meeting its benchmarks on time to perform their duties. Employees who are affectively committed to the job are less inclined to consider leaving the job and the company (Lim *et al.*, 2017). Coaching and mentoring session also play a role in improving OC and TIS. Empowering employees in goal setting and decision making helps to improve employee's commitment and satisfaction. School's management should also consider adopting 360° feedback program to provide employee with a voice in the organisation.

The associations among PSS and TIS and OC and EJS have been investigated widely. This study's results provide extra support for these causal relationships, mainly in school teachers and propose that PSS is additional significant factor that indirectly affects these significant job outcomes. Similarly, the results also revealed that PSS has an indirect effect on AOC via TIS and it has indirect effect on EJS via TIS and AOC among teachers within the Ras-Al-Khaimah schools in the United Arab Emirates which confirms the mediation role that TIS and AOC has in this context. This concept has significant value for researchers interested in EJS. Moreover, the variance explained by the proposed model in the current study for EJS among teachers within the Ras-Al-Khaimah schools in the United Arab Emirates is 41.9%. Thus, school principals who want to foster better TIS and OC among teachers of the school should take actions to confirm a more PSS (Schwepker, 2001). It is explained by the fact that, PSS not only has a normative role by encouraging ethical behavior among followers (Brown *et al.*, 2005; Brown and Trevino, 2006, 2014) it also has a positive impact on in-role performance by strengthening subordinate's relationship with their supervisors and increasing employee's attachment to their organizations. The fact that PSS indirectly affects follower's JS makes the case that organizations should emphasize ethics as an essential part of their supervisors development programs.

CONCLUSION

While the United Arab Emirates government institutions are ahead of regional counterparts in terms of performance, it is striving to enhance its public organization's job satisfaction and productivity (Anonymous, 2016), the findings of this study could be considered as one of the initiatives to serve on that direction. The main objective of this study is to determine

factors that affect EJS within Ras-Al-Khaimah schools in the United Arab Emirates. Despite various constraints to the study, the results have been encouraging as it has managed to throw some lights on a new perspective. This study proposed a model which includes PSS as independent variable, TIS and AOC as mediating variables and EJS as the dependent variable. The results revealed that the three independent and mediating variables significantly explain 41.9% of EJS. The implications of this study from the perspective of research and practitioners have been deliberated, limitations have been noted and some directions for future research have been suggested.

LIMITATIONS

The first limitation concerns the generalizability of the findings, the targeted sampling of this study includes an employee working in Ras-Al-Khaimah schools in the United Arab Emirates only. Another limitation is that data was gathered by cross-sectional and is not longitudinal in nature. The relationships between variables prescribed in the model of this study are highly case-dependent and thus they vary from organization to another, the model was implemented, for an example, organization which is Ras-Al-Khaimah schools. As described in the introduction section of this research. Moreover, the exclusion of other organizational resources, for instance, financial resources represents another limitation of the model. Although, such resources are necessary for organizations in the successful implementation of their capability-building plans it was decided that taking into account these organizational resources in the model will result in more unnecessary complications to the model and reduce from the main objectives of this research.

IMPLICATIONS

Theoretical contribution for research: This research paper has made use of the available literature of the concept of PSS, AOC and TIS by applying it to the context of an organization in Ras-Al-Khaimah schools in the United Arab Emirates to examine its role as a source of competitive advantage and its effect on the EJS. This research can be seen as an attempt to contribute to the understanding of the job satisfaction that leads to a firm's enhanced productivity and thus, enhanced competitive advantage (Rao, 2016). This concept has significant value for researchers interested in job satisfaction. Moreover, the variance explained by the proposed model in the current study for EJS among teachers within Ras-Al-Khaimah schools in the United Arab Emirates is 41.9%. To the best of the researcher's knowledge, this

study is the first study to examine the mediating role of TIS and AOC in the relationship between PSS and EJS. The current study has revealed that TIS and AOC fully mediate the relationship between PSS and EJS. Furthermore, TIS fully mediate the relationship between PSS and AOC. This research offers empirical support to the theoretical relevance of PSS and TIS, along with AOC to predict the EJS.

Implication for practice: The present research is of significant for practitioners as it illustrates the importance of AOC, PSS and TIS. Although, a link of causality between the variables of this study cannot be clearly recognized because of the cross-sectional design, the results indicate that PSS, AOC and TIS are vital to increase EJS. The order of this sequence should encourage organizations to put more emphasis on nurturing supervisor moral person dimension and moral manager one. Moreover, the implications of the key findings provide significant benefits not only for at Ras-Al-Khaimah schools but also to the UAE local government authorities. Incorporating the findings, a number of practical implications were found such as promoting PSS behavior as well as AOC and TIS which leads to enhancing EJS in order to improve the quality of research.

It is expected that key findings, especially, the proposed model will help in supporting the UAE government policy initiatives, especially, to increase EJS as part of the job at all levels of organizations. The evidence shows a link between PSS and better TIS and AOC (Maertz *et al.*, 2007; DeConinck and Johnson, 2009; Joo, 2010; Newman *et al.*, 2011).

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