Volume 18 • June 2022
Print ISSN 2244-1824 · Online ISSN 2244-1816
DOI: https://doi.org/10.7719/irj.v18i1.829

JPAIR Institutional Research is produced
by PAIR, an ISO 9001:2008 QMS certified
by AJA Registrars, Inc.

Individual and Organizational Variables, and Work-Related Behaviors: Basis for Faculty Development Model

SHIRLEY D. DANGAN
http://orcid.org/0000-0001-7095-852
danganshirleyd@gmail.com
Palawan State University-Cuyo Campus
Philippines

Originality: 100% • Grammarly Score: 98% • Plagiarism: 0%

ABSTRACT

The study aimed to derive a faculty development model based on the interrelationships of individual and organizational variables and work-related behaviors. It involved two-hundred four or 69% of the permanent faculty of Palawan State University. A modified questionnaire adapted from western studies with Cronbach's alpha of 0.91 measured the respondents' levels of commitment, job satisfaction, citizenship behavior, and perceptions of support, climate, and justice in the university. Statistical analysis revealed that perceived organizational climate predicts commitment, citizenship behavior, and job satisfaction, while perceived support and justice predict job satisfaction. The derived model may guide administrators in formulating policies in the university that would motivate faculty members to improve their performance and engender their sense of obligation to contribute to the accomplishment of the goals of the university. Faculty members who experienced job satisfaction, and perceived higher levels of support, ultimately become committed to their teaching, research, and community service functions. The faculty development model suggests that promoting motivation and hygiene factors in the university will actualize the norms of reciprocity between the university and its faculty. Thus, it is beneficial

to foster activities in the university from which the faculty feel a favorable organizational climate, support, and justice.

Keywords — Faculty development model, organizational variables, individual variables, work-related behaviors

INTRODUCTION

Organizational culture is defined as patterns of shared values and beliefs over time that produce behavioral norms adopted to achieve the organization's goals. The organization's collective culture influences the attitudes and behaviors of its employees and the level of productivity the organization achieves (Lavy & Ovadia, 2016). In this study, the researcher focused on how the faculty in a state university perceived some aspects of organizational culture, such as organizational climate, administrative support, and organizational justice. The prevailing culture in any organization is holistic and socially constructed by its members. Thus, the perceptions of the faculty about specific aspects of culture in the university could yield important information about their impact on faculty productivity.

A university is a social system composed of human resources with unique personalities and characteristics that need a supportive organizational climate to achieve sustainable growth and productivity. Thus, university administrators need to treat faculty with respect and fairly and equitably. They need to use their faculty's knowledge and skills in looking for ways to make them more efficient, and they must know how to promote their job satisfaction and attitudes. The faculty's performance and motivation to perform at higher levels depend on their knowledge and skills and the support they receive from their administrators. This research aims to contribute to the intensification of research in organizational effectiveness by developing a model that may help improve faculty productivity (Becker et al., 2018).

Several types of research highlighted work-related behaviors as critical variables that are supportive or detrimental to organizational productivity (Maan et al., 2020; Kim & Park, 2017). The relationships between employees' perceptions of various administrative aspects and their behaviors in the workplace are also widely studied in management literature as the precursors of employees' performance (Umrani et al., 2018). Conducting the same study in academic institutions is even more critical, especially in universities, which are the sources of human resources and one of the government agencies responsible for training

the nation's workforce in the skills required for national development. Jyothi et al., (2014), stressed the importance of understanding how faculty become satisfied and committed to their universities and to what degree various factors contribute to their commitment to boosting their performance.

In developing countries, higher education is an essential means for the creation and development of resources for improving the lives of the people whom it has to serve. The quality of education offered by universities depends upon the faculty and, ultimately, on their level of commitment and job satisfaction. Thus, understanding their organizational behaviors needs more attention (Supriyanto, 2013). Numerous studies conceptualized the effects of organizational support, organizational justice, and organizational climate on work-related behaviors such as commitment and job satisfaction in business organizations (Gudep, 2019; Schwepker et al., 2020). However, the review of related literature has shown that researchers have not identified what specific variables influence productivity, nor have they provided convincing empirical evidence to suggest that leaders in organizations value and care for the well-being of their members by providing a suitable working environment and by exercising some degree of fairness, the employees would perform at a higher level of productivity. The concept of productivity in state universities refers to whether the faculty produces outputs in instruction, research, and extension according to the mission or institutional mandate.

Palawan State University is a government-owned institution that operates within a complete organizational structure that supports the faculty in performing their functions. A baseline survey conducted by the researcher among its faculty revealed low productivity in producing instructional materials and publication of research articles in refereed journals. The gap in the literature and the shortage of instructional materials and research produced by the faculty opted for the researcher to develop a faculty productivity model based on the interrelationships of individual and organizational characteristics and work-related behaviors.

The researcher assumed that individual and organizational characteristics and work behaviors affect faculty productivity. When administrators extend support and exercise fairness among faculty, they will have high job satisfaction with their work, high commitment to the university, and a strong intention to produce outputs willingly and devotedly (Devece et al., 2016; Na-Nan et al., 2020). The findings of the study will provide implications on how the faculty's age, sex, highest degree earned, length of service, academic rank, salary, and his/her perceptions of climate, support, and justice in the university relate to his

or her commitment, job satisfaction, and organizational citizenship behavior. It may guide school administrators in formulating policies that will support higher levels of faculty productivity.

FRAMEWORK

This study was conceptualized to identify which individual and organizational variables contribute to work-related behaviors. The proposed model posits the existence of individual and organizational variables hypothesized to affect work-related behaviors. Researchers found that revealed recognition and rewards, fair treatment of employees, and strong levels of supervisory support and training are perceived by employees as valued resources offered by organizations to their employees (Efanga & Akpan, 2015; Maan et al., 2020).

Employees can choose to reciprocate in the workplace by developing an emotional attachment to the organization in the form of affective commitment exerting extra effort in performing job-related tasks, and exhibiting more prosocial behaviors.

Social exchange theory provides a theoretical lens to understand the structural relationships among each variable: age, sex, highest degree earned, length of service, academic rank, perceived organizational support, perceived organizational climate and justice, commitment, job satisfaction, and organizational citizenship behaviors. Social exchange could happen when both parties exchange something based on trust. This theory conceptualizes the relationship between employees and organizations. Employees' attitude toward their organization is determined by their perception of leaders' behavior, organizational support, and organizational characteristics (Ibrahim et al., 2013).

Employees who recognize organizational fairness will likely try to reciprocate with a positive work attitude. From this perspective, employees are more likely to repay organizations when they recognize the fairness of the decision-making process and have an opportunity to participate in that process and receive leaders' support (Alparslan & Kılınç, 2015; Hernaus et al., 2019).

The model presented in this study describes the relationships between individual and organizational variables to work-related behaviors. Comparing the variables within the organizations can provide useful information for guiding the directions of organizations. Further investigating the variables defined in this study, it may eventually be possible to explain why some faculty need to perform at desired productivity levels.

OBJECTIVES OF THE STUDY

The objective of the study was to develop a faculty productivity model based on the statistical analysis of the data about faculty's perceptions of organizational support, organizational climate, and organizational justice and their work-related behavior in terms of commitment, job satisfaction, and organizational citizenship behavior.

METHODOLOGY

Research Design

This descriptive-correlational research used a quantitative research design. Quantitative research involves collecting and analyzing numerical data from a sufficient number of participants to arrive at statistically meaningful data (Almeida et al., 2016).

Participants

It involved 204 or 69% of the tenured faculty of Palawan State University assigned in all colleges on the main campus (137 or 67.15%), external campuses (46 or 22.54%), and the College of Community Resources Development (21 or 10.29%) selected through stratified sampling method.

Instrumentation

The researcher used a survey questionnaire composed of various psychological measures adapted from western studies to ensure an effective and efficient procedure for obtaining data for the study. The questionnaire about the respondent's perceptions of organizational support, organizational climate, and organizational justice was adapted from Rhoades et al. (2001), Moore (2012), and Al-Zu'bi (2010), respectively. The questionnaires for commitment; job satisfaction; and organizational citizenship behavior were also adapted from Meyer and Allen (2004); Moore (2012), and Kim (2004), respectively. It used a five-point Likert scale to measure various statements for each set of questions. Statistical results of the pilot testing of the questionnaire to the non-tenured faculty of PSU-Cuyo revealed a Cronbach's Alpha of 0.91, which further confirmed the reliability of the research instrument. Data about individual variables were collected using documentary analysis.

Ethical Protocol

The respondents were informed about the objectives of the study, and their participation was obtained through a signed informed consent. The anonymity of the respondents was maintained in the presentation of the data, which were used solely for this research.

Statistical Analysis

The nature of the research problems in this study required advanced statistical analysis. A correlation disclosed the interrelationships between and among the individual and organizational variables and work-related behaviors. Stepwise multiple regression determined the individual and organizational variables contributing to work-related behaviors at 0.01.

RESULTS AND DISCUSSION

Table 1. Faculty Profile

Variables n= 204	Frequency	Percentage
Age	51	25%
56 years old up 46-55	66	32.35%
36-45	60	29.41%
26-35	27	13.23%
Sex		
Male	62	30.39%
Female	142	69.60%
Highest Degree		
AB/BS	65	31.86%
MA/MS	101	49.50%
Ed.D/Ph.D.	38	18.62%
Length of Service		
26 years up	80	39.21%
16-25	47	23.03%
6-15	43	21.07%
5 years below	34	16.67%
Rank		
Professor I-VI	5	2.45%
Assoc. Professor I-V	27	13.23%
Assist. Professor I-IV	65	31.86%
Instructor I-III	107	52.45%

Variables n= 204	Frequency	Percentage
Salary		
Php61,000 and above	2	0.98%
Php51,000 - Php60,000	8	3.92%
Php41,000 - Php50,000	28	13.72%
Php31,000 - Php40,000	35	17.15%
Php21,000 - Php30,000	107	52.45%
Php20,000 and below	24	11.76%

It can be gleaned from table 1 that most (57%) of the faculty are in middle age. Females outnumbered males by 39%. Few (19%) of the faculty have post-graduate degrees, while 32% need to pursue their graduate studies. The position of instructor 1 is the most commonly held position among the sample faculty. Most faculty have rendered more than 15 years in service with an average salary of Php28, 452.64. It indicates that the faculty are in their productive years, and their length of service manifests their loyalty to the university. However, the results suggest a need to improve the faculty profile, particularly in the degree earned, to promote the faculty to higher salary grades.

Table 2. Faculty's Perceptions of Organizational Variables

Variables (n=204)	Min	Max	SD	Mean	Qualitative Description
Organizational Support	1.40	5.00	.63	3.79	Good
Organizational Climate	2.00	4.60	.45	3.61	Good
Organizational Justice	2.50	4.85	.47	3.76	Good

Score Interpretation: 1.00-1.79 (Very poor), 1.80-2.59 (Poor), 2.60-3.39 (Fair), 3.40-4.19 (Good), 4.20-5.00 (Very Good).

Table 2 points out that organizational support got the highest mean score among the organizational variables, while the lowest was an organizational climate. It implies that the faculty members feel a sense of fairness in the organization and believe that their contributions to the university are valued. However, the university needs to show more care and concern about the needs and interests of its faculty, widely disseminate information that would help the

faculty perform their work, become more objective in making job decisions and rewards to keep faculty members committed and satisfied in their work and to engender their citizenship behaviors. In the research carried out by Schwepke et al. in 2020, the results also suggest that organizations should be proactive in improving their ethical climate, such as choosing ethical leaders and developing a robust and well-communicated code of ethics. Providing organizational support can mitigate its negative effects on productivity (Wang et al., 2020).

Table 3. Faculty's Perceptions of Work-Related Behaviors

Variables (n=204)	Min	Max	SD	Mean	Qualitative Description
Commitment	3.20	5.00	.37	4.17	High
Job Satisfaction	2.20	5.00	.49	3.86	High
Organizational Citizenship Behavior	3.20	5.00	.37	4.17	High

Score Interpretation: 1.00-1.79 (Very low), 1.80-2.59 (Low), 2.60-3.39 (Moderate), 3.40-4.19 (High), 4.20-5.00 (Very High).

Table 3 reveals that the faculty have high qualitative descriptions of their commitment, job satisfaction, and citizenship behavior. The small standard deviations across the three work-related behaviors indicate that the scores are close. The result conforms Supriyanto (2013) argument that only committed faculty can exhibit organizational citizenship behavior. It further suggests that the faculty members feel secure and happy in doing their work; sense fairness in the decisions made about their jobs, feel respected in their opinions and decisions; are willing to help other faculty, and work beyond official time (Efanga & Akpan, 2015; Lavy & Littman-Ovadia, 2016). The study of Olfat et al., (2020) revealed that employees with a high level of commitment toward the organizations where they work tend to bring in organizational benefits.

Table 4. Regression Analyses of Individual and Organizational Variables and Work-Related Behaviors

Predictors	R	R^2	df	F	Sig	Beta
Sex	.147	.022	1/202	4.48	.035	-.14
DV: Perceived Organizational Support (POS)						
Salary	.153	.023	1/202	4.82	.029	-.15
Age	.270	.073	1/202	7.92	.000	.25
DV: Perceived Organizational Climate (POC)						
Age	.147	.022	1/202	4.45	.036	.14
Salary	.224	.050	1/202	5.33	.006	-.19
DV: Perceived Organizational Justice (POJ)						
Length of Service	.138	.019	1/202	3.94	.048	.13
DV: Commitment						
Age	.168	.028	1/202	5.85	.016	.16
DV: Job Satisfaction						
Length of Service	.138	.019	1/202	3.94	.048	.13
DV: Organizational Citizenship Behavior (OCB)						
POC	.376	.141	1/202	33.27	.000	.37
DV: Commitment						
POC	.376	.141	1/202	33.27	.000	.37
DV: Organizational Citizenship Behavior (OCB)						

Table 4 indicates that among the individual variables, only age, sex, and salary show significant relationships with POS, POC, and POJ. Moreover, the length of service contributes significantly to commitment and OCB. On average, smaller values of the regression square (R^2) indicate that 2.4% of the variance in the perceptions of the faculty of organizational support, organizational climate, organizational justice, and work-related behaviors can be explained by age, sex, salary, and length of service. The obtained F values for sex, age, salary, and length of service, which are higher than the probability values at a .01 level of significance, positively support the magnitude of the relationships. The negative

beta coefficient for sex implies that males (coded 0) have perceived organizational support better than their female colleagues.

Similarly, POC and POJ, when categorized according to salary, also show negative beta coefficients. The lower the pay, the better the perceptions of the climate and justice in the university. Besides those promoted to higher ranks due to natural vacancies, most faculty have salary grades based on NBC (National Budget Circular) 461 points. On the other hand, the beta coefficient of age tells that the older the faculty, the better their perceptions about organizational climate and justice. It implies that those who have stayed long in service and have seen how the university has grown are more tolerant of the policies in the university than the young ones who are more idealistic.

Furthermore, the computed F-value confirms that age contributes to job satisfaction while the length of service affects faculty commitment and organizational citizenship behavior. The R^2 shows the small percentage explaining the variance in the faculty's level of commitment, job satisfaction, and OCB when categorized by age and length of service. The positive beta coefficients reveal that age and length of service are significantly related to work-related behaviors. It means that faculty in their middle age who have rendered many years in service are more satisfied and committed than young faculty members. Expectedly, when faculty members choose to work at the university for several years, they are satisfied with what the university provides, and their commitment to work follows. They will likely exert extra effort to help their colleagues to attain the goals of the university.

Interestingly, it is essential to note that the findings of this study corroborate with that of Popoola (2012) and Miao (2011), who, in different contexts, also found significant relationships between age and length of service to the commitment of records management personnel in the Nigerian state universities and between age and job satisfaction of the faculty at Korean universities respectively. Logically, it implies that as the length of service increases, the commitment also increases. It means that as the number of years in teaching increases, the faculty gains more experience and become more capable of mentoring younger faculty in research, pedagogical approaches, and methodologies in teaching. Senior faculty often help orient new faculty and attend functions beyond their official duties.

The regression of POS, POC, and POJ to work-related behaviors discloses the moderate significant relationships at 0.01 level of commitment to POC (.376), of job satisfaction to POJ (.376), and OCB to POC (.376). It also shows a strong significant relationship at 0.01 level of job satisfaction to POS (.731) and POC (.737). Such relationships validated the high values of F displayed by the

regression. The R2 values also indicate a large percentage of the variance in the work-related behaviors of the faculty, which the perceived organizational support, climate, and justice can explain. The positive beta coefficients manifest that the better the faculty's perceptions of organizational support, climate, and justice, the higher the levels of commitment, job satisfaction, and citizenship behaviors. The findings confirmed the earlier study by Ghavifekr and Pillai (2016) in Malaysia, where organizational climate predicts secondary school teachers' job satisfaction.

Commitment is generally a predictor of many behaviors, including absenteeism, turnover, and organizational citizenship behavior (Woo et al., 2020; Yousef, 2017). It implies that the university needs to rethink practical strategies that would improve the organizational climate if it has to win the commitment of its faculty members. The university must protect the faculty, involve them in decision-making, and provide them with the information necessary to perform their work efficiently. The findings also imply that to keep faculty members satisfied with their job, the university must show concern and care for the well-being of the faculty, value their contributions and take pride in their accomplishments, make decisions objectively and fairly and open two-way communication channels for the faculty to receive feedback on the quality of their work and for them to appeal for job decisions made by their supervisor. Employees who perceive a high level of organizational support are likely to feel obligated to repay the organization in terms of commitment and work-related behavior. Furthermore, researchers revealed that perceived organizational support creates feelings of obligation that increase work behaviors that support organizational goals (Alparslan & Kilinc, 2015).

Interestingly, the results of this study support the existing findings of Miao (2011) that job satisfaction and organizational citizenship behavior increase with more favorable perceptions of organizational support. In addition, the conclusions of Ghasemy and Elwood (2022) in their cross-national study in Japan and Malaysia also supported the statement that when the climate in the organization is well-defined, making its employees fully aware of the events happening in the organization, it can motivate employees to render extra efforts that would contribute to the effective functioning of the organization. A positive organizational climate improves work attitudes and engenders effective work behaviors (Mo & Shi, 2017; Shao et al., 2017). Faculty members with adequate training, resources, and support would want the university to succeed and be more capable of helping other faculty. Thus, the extent to which the faculty perceives a favorable working environment will be associated with displaying citizenship behaviors.

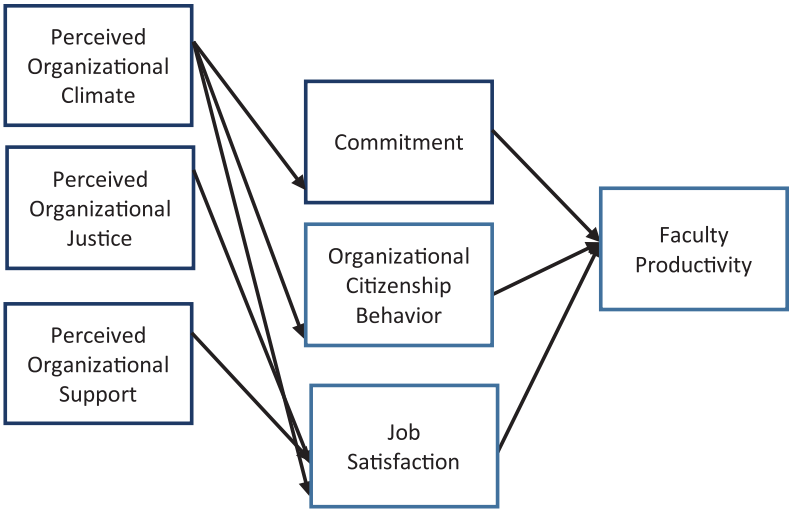

Figure 1. Faculty Development Model

The model derived in this study specifies the perceived organizational variables that contribute significantly to work-related behaviors. Regression analyses revealed that organizational climate predicts the commitment, citizenship behaviors, and job satisfaction of the faculty, while organizational support and organizational justice predict job satisfaction. The derived productivity model suggests possible strategies and activities that develop commitment, citizenship behaviors, and faculty job satisfaction. Researches overwhelmingly support that it is beneficial for the university to keep faculty committed and highly satisfied with their job because increased commitment and job satisfaction lead to higher faculty productivity (Donglong et al., 2020; Farooq & Farooq, 2014; Woo et al., 2017).

CONCLUSION

Considering the influence of organizational variables to work-related behaviors, universities must continuously monitor how the faculty perceived support and fairness in their working environment and take actions to improve them. Therefore, universities must periodically revisit their policies and include strategies that provide a favorable working environment where faculty can feel support and fairness. Adopting the model derived in this study may help

administrators plan and implement human resource policies and programs. Directions for further research may include a related study that will involve subscales of commitment, organizational justice, and organizational citizenship behavior using large samples. Furthermore, future researchers may conduct comparative studies across public and private sectors using mixed methods to increase the generalizability of the research findings.

TRANSLATIONAL RESEARCH

The faculty development model derived from this study may be translated by the university into a comprehensive policy that will serve as the basis for designing an intervention program that would increase faculty productivity in research and production of instructional materials and in giving rewards and incentives to faculty. The model may be included in the faculty manual which will guide the implementation of activities for faculty development.

LITERATURE CITED

Almeida, A., Gaerlan, A., & Manly, N. (2016). Research fundamentals: From concept to output.

Alparslan, A. M., & Kılınç, U. K. (2015). The power of informal communication and perceived organizational support on energy at work and extra-role behavior: A survey on teachers. *Journal of Human Sciences*, *12*(2), 113-138.

Al-Zu'bi, H. A. (2010). A study of relationship between organizational justice and job satisfaction. *International journal of business and management*, *5*(12), 102.

Becker, T. E., Kernan, M. C., Clark, K. D., & Klein, H. J. (2018). Dual commitments to organizations and professions: Different motivational pathways to productivity. *Journal of Management*, *44*(3), 1202-1225.

Devece, C., Palacios-Marqués, D., & Alguacil, M. P. (2016). Organizational commitment and its effects on organizational citizenship behavior in a high-unemployment environment. *Journal of Business Research*, *69*(5), 1857-1861.

Efanga, S. I., & Akpan, G. M. (2015). The relationships between organizational justice and teachers' organizational citizenship behaviour in secondary

schools in Akwa Ibom State, Nigeria. *Asian Journal of Management Sciences & Education*, *4*(3), 70-82.

Farooq, M., & Farooq, O. (2014). Organizational justice, employee turnover, and trust in the workplace: A study in South Asian telecommunication companies. *Global Business and Organizational Excellence*, *33*(3), 56-62.

Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review*, *17*(1), 87-106.

Gudep, V. K. (2019). An empirical study of the relationships between the flexible work systems (fws), organizational commitment (oc), work life balance (wlb) and job satisfaction (js) for the teaching staff in the United Arab Emirates (UAE). *International Journal of Management*, *10*(5).

Hernaus, T., Cerne, M., Connelly, C., Vokic, N. P., & Škerlavaj, M. (2018). Evasive knowledge hiding in academia: when competitive individuals are asked to collaborate. *Journal of Knowledge Management*.

Ibrahim, R. M., Abd Ghani, M., & Salleh, A. M. M. (2013). Elevating organizational citizenship behavior among local government employees: The mediating role of job satisfaction. *Asian Social Science*, *9*(13), 92.

Jyothi, G., Parvathi, C., Srinivas, P., & Althaf, S. (2014). Fuzzy expert model for evaluation of faculty performance in Technical educational Institutions. *International Journal of Engineering Research and Applications*, *4*(5), 41-50.

Kim, S. (2004). Individual-level factors and organizational performance in government organizations. *Journal of public administration research and theory*, *15*(2), 245-261.

Kim, W., & Park, J. (2017). Examining structural relationships between work engagement, organizational procedural justice, knowledge sharing, and innovative work behavior for sustainable organizations. *Sustainability*, *9*(2), 205.

Lavy, S., & Littman-Ovadia, H. (2017). My better self: Using strengths at work and work productivity, organizational citizenship behavior, and satisfaction. *Journal of Career Development*, *44*(2), 95-109.

Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: a moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, *6*(1), 1-12.

Meyer, J. P., & Allen, N. J. (2004). TCM employee commitment survey academic users guide 2004. *London, Ontario, Canada: The University of Western Ontario, Department of Psychology*.

Miao, R. T. (2011). Perceived organizational support, job satisfaction, task performance and organizational citizenship behavior in China. *Journal of Behavioral and Applied Management*, *12*(2), 105-127.

Mo, S., & Shi, J. (2017). Linking ethical leadership to employees' organizational citizenship behavior: Testing the multilevel mediation role of organizational concern. *Journal of Business Ethics*, *141*(1), 151-162.

Moore, H. L. (2012). *Ethical climate, organizational commitment, and job satisfaction of full-time faculty members* (Doctoral dissertation, East Tennessee State University).

Na-Nan, K., Kanthong, S., Joungtrakul, J., & Smith, I. D. (2020). Mediating effects of job satisfaction and organizational commitment between problems with performance appraisal and organizational citizenship behavior. *Journal of Open Innovation: Technology, Market, and Complexity*, *6*(3), 64.

Olfat, M., Shokouhyar, S., Ahmadi, S., Tabarsa, G. A., & Sedaghat, A. (2020). Organizational commitment and work-related implementation of enterprise social networks (ESNs): the mediating roles of employees' organizational concern and prosocial values. *Online Information Review*.

Popoola, S. O. (2006). Personal factors affecting organizational commitment of records management personnel in Nigerian State Universities. *IFE PsychologIA: An International Journal*, *14*(1), 183-197.

Rhoades, L., Eisenberger, R., & Armeli, S. (2001). Affective commitment to the organization: the contribution of perceived organizational support. *Journal of applied psychology*, *86*(5), 825.

Schwepker, C. H., Valentine, S. R., Giacalone, R. A., & Promislo, M. (2021). Good barrels yield healthy apples: organizational ethics as a mechanism for

mitigating work-related stress and promoting employee well-being. *Journal of Business Ethics*, *174*(1), 143-159.

Shao, B., Cardona, P., Ng, I., & Trau, R. N. (2017). Are prosocially motivated employees more committed to their organization? The roles of supervisors' prosocial motivation and perceived corporate social responsibility. *Asia Pacific Journal of Management*, *34*(4), 951-974.

Supriyanto, A. S. (2013). Role of procedural justice, organizational commitment and job satisfaction on job performance: The mediating effects of organizational citizenship behavior. *International Journal of Business and Management*, *8*(15), 57-67.

Umrani, W. A., Kura, K. M., & Ahmed, U. (2018). Corporate entrepreneurship and business performance: The moderating role of organizational culture in selected banks in Pakistan. *PSU Research Review*.

Wang, Z., Zaman, S., Rasool, S. F., Zaman, Q., & Amin, A. (2020). Exploring the relationships between a toxic workplace environment, workplace stress, and project success with the moderating effect of organizational support: empirical evidence from Pakistan. *Risk management and healthcare policy*, *13*, 1055.

Woo, H., Park, S., & Kim, H. (2017). Job satisfaction as a moderator on the relationship between burnout and scholarly productivity among counseling faculty in the US. *Asia Pacific Education Review*, *18*(4), 573-583.

Yousef, D. A. (2017). Organizational commitment, job satisfaction and attitudes toward organizational change: A study in the local government. *International Journal of Public Administration*, *40*(1), 77-88.