Moderating Role of School Climate into the Relationship Perceived social support, Rewards and Job Satisfaction Amongst the Newly Hired Educators: Evidence from Bahawalpur District

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ARTICLE DETAILS

ABSTRACT

Job satisfaction has gathered a lot of attention throughout the world from scholars as well as researchers. This study aims to analyze the relationships among perceived social support, rewards, and job satisfaction. Additionally, moderating effect of school climate will be investigated between the relationships of perceived social support and rewards with job satisfaction, respectively. Data were collected from 200 teachers working in government schools of Bahawalpur District using self-administered questionnaires. This research is a quantitative and cross-sectional and it has adopted a convenience sampling technique. Statistical Package for Social Sciences and Partial Least Squares-Structured Equation Modelling have been used for data analysis to test the hypotheses. The results and findings of this study, indicate that a positive and significant relationship exists between perceived social support and job satisfaction. Also, the relationship between rewards and job satisfaction is positive and significant. However, no moderation of school climate is observed in both relationships of perceived social support and rewards with job satisfaction. This study provides implications and limitations of the study. Lastly, future research directions are given as well.

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1. Introduction

Generally, the education system that dominates in a society, serves as a base for the success of every nation. If educators perform their part in assuring educational accomplishments that are vital for a schooling system, the schooling can turn out to be productive as well as convincing (Fives & Gill, 2015). According to Bishay (1996), on the success directory of any nation, the profession of educators is ranked at the top. Educators encourage and teach upcoming students and they are thought to be the foundation of any education system also the educators are regarded as producers of any society.
According to Spector (2008), as a matter of fact, teachers and educators are known as the backbone of a happy and healthy nation as they are the only people who can loyally carry out the arduous job of building the society.

The shortage of qualified teachers and an increase in turnover rate is an emerging concern (European Commission, 2018; Ingersoll, 2017). According to Sutcher, Darling-Hammond, & Carver-Thomas (2016), the lack of qualified teachers is an international dilemma. Research recommends that the likelihood of the teacher displeasure is narrowed when the educators are gratified with their careers (Skaalvik & Skaalvik, 2011). According to Ingersoll (2017) and Sutcher, Darling-Hammond, & Carver-Thomas (2016), the turnover issue would not be solved by employing new educators as new educators will also be leaving the institutes, by dissatisfying with the status of the profession and the work settings. Also, recruiting, fresh educators also require a huge financial cost, and these financial costs require resources that can be used for upgrading schools working situation, which is a critical step on the way to retaining capable educators (Borman & Dowling, 2008).

For the growth and healthier working of public institutes and generally for the entire nation and the knowledgeable and capable work power of the country, the satisfaction of a job is a significant subject. The government established institutions where this study is performed are government schools of Bahawalpur District, Pakistan. These institutions serve as laying the foundation of education in the youth of our country. It is quite critical to study the job satisfaction of teachers because they are the people responsible for shaping our youth and providing them with basics to grow and prosper.

Based on the problem statement and existing literature following research questions are formulated for hypotheses testing and achieving findings and results:

- Is there a relationship between Perceived Social Support and Job Satisfaction?
- Is there a relationship that exists between Rewards and Job Satisfaction?
- Does School Climate moderate the relationship between Perceived Social Support and Job Satisfaction?
- Does School Climate moderate the relationship between Rewards and Job Satisfaction?

2. Literature Review

2.1 Job Satisfaction

Chu (2002), defines this concept as “job satisfaction mentions the pleasant or positive enthusiastic state coming about because of a job”. A worker who is mollified, glad, and is gratified by the means of his or her wants and needs at the work is said to be an employee’s job satisfaction. The satisfaction of workers is thought out in the investigations as either a complete impression of the job or considered as a set of approaches about several parts of the job (Spector, 1997). Workers' satisfaction of job is significant to the organization as it increases the performance of the worker, enhances the satisfaction of the customer, enrolling and preparing cost and lessen the turnover of the organization (Jamal, 1997; Moser, 1997).

It has been found that job satisfaction can be estimated by aspects such as the monetary angle, interpersonal relationships, working conditions, individual satisfaction, working hours, pay, working conditions, human resource department, job configuration, stress, and different departmental factors. The most impressive and important factor in understanding the worker inspiration, turnover, and performance is “job satisfaction”. According to Bashayreh (2009), job satisfaction is expressed as “a pleasurable, positive state emerging from about one’s job and its job experience”. Notwithstanding the
job conditions of the employees, this encompasses the person's emotional demeanor or directions for work (Bashayreh, 2009).

An educator holds extremely positive behaviors toward the working environment when satisfied with the job and when dissatisfied, grasps negative perspectives toward the job condition, educator's thinking either encouraging or undesirable may affect educators' conduct at school. In this way, job satisfaction is linked with the educator’s thinking about his/her job. Because of the evaluation of the understanding of the job, it is a pleased or dissatisfied feeling (Rezaee, Khoshshima & Zare-Behtash, 2019).

2.2 Perceived Social Support

According to Printz, Shermis & Webb (1999), perceived social support can also be explained as the quantity of help that persons accept as true; that is also known as supposed social support. Bozo, Toksabay & Kurum (2009) enlightened perceived social support as directed to how much persons feel protected and sociable in the working environments. Sanderson (2004) expressed perceived social support as the level or extent of support that is available if it is required by a person and he further suggested that perceived social support is the authentic volume of support that is received by a person.

Perceived social support of individuals is one of the effective factors in predicting job satisfaction. Scientists of educational sciences have introduced social support as a psychological concept and throughout history, it was one of the basic needs of human beings. Threats, dangers, and crises are faced by the man in the history of humans through support by others (Balbi, 1982) quoted by (Rastegar Khaled, 2005). So, we can use help from peers and family, the requirement for attachment has been recognized. Love, care, and attention of co-workers, managers, societies, family members, and groups are included in social support. Many researchers found that social support is the original factor of job satisfaction (Rajakala & Kumar, 2015). All these factors can be responsible for job satisfaction in employees thus we can hypothesize that:

H₁: A positive and significant relationship exists between Perceived Social Support and Job Satisfaction

2.3 Rewards

Clifford (1985), stated that factors and elements that are identified with job satisfaction need to be understood by the nature of work-life and these aspects are improving the nature of work-life. As indicated by Willis (2001), pay is one of the critical issues. Money impacts employees' conduct though molding their psychology is the basic supposition (Parker & Wright, 2001). Besides, rewards give an impressive social status to the worker as well, the fact that rewards fulfill money-related and material within the organization. In an earlier report, Allen, Shore & Griffeth (2003) revealed that through their remuneration methodology employees need to separate themselves from others. Thus, the right quality of workers, retain suitable employees, and to maintain equity amongst the employees are the key points of an organization’s recompense policy should have.

In stimulating employees to be better at their job, performance rewards are assumed as an essential measure. To advance the activities of employees, it can especially be an ideal way. Rewards are characterized as material rewards and passionate rewards depending on the previous studies. Incorporate commendation, opportunity, strengthening, and acknowledgment are the factors that structure some portion of passionate rewards. Therefore, it is hypothesized as follows:

H₂: A positive and significant relationship exists between Rewards and Job Satisfaction
2.4 School Climate as a Moderator

There is no international agreement on how school climate ought to be defined even though school climate is viewed as a significant research subject (Thapa, Cohen, Guffey & Higgins-D’Alessandro, 2013). The inquiry of school climate begins back in the 1950s Cohen, McCabe, Michelli, & Pickeral, 2009). Some more as of late utilized definitions incorporate “shared beliefs, values, and attitudes that shape interactions between the students, teachers, and administrators” (Mitchell, Bradshaw, & Leaf, 2010) and “the quality and character of school life” (National School Climate Center, 2007).

According to Anderson (1982), apart from the tasks relevant to characterizing and estimating school climate, for the aim of the educational research and reorganizations of the schools, it has been found a significant concept. It is found that the school climate has been associated with numerous critical results. School achievements, the inspiration for learning, decreased anger, lower stress rates, and numerous are related to the constructive school climate as indicated by the studies (Thapa et al., 2013). Less stress, as well as pressure and higher productiveness and job satisfaction among instructors likewise, have been associated with a constructive school climate (Collie et al., 2012; Hoy & Woolfolk, 1993; Lee, Dedrick & Smith, 1991). To fortify educator’s retention, a positive school climate could be a useful approach as indicated by an investigation directed by Ingersoll (2001).

Therefore, this research can use the school climate as a moderator among the previously stated relationships. It will be observed whether the school climate being moderator influences these relationships or not?

Hypotheses are as following:

H$_3$: School Climate moderates the positive and significant relationship between Perceived Social Support and Job Satisfaction

H$_4$: School Climate moderates the positive and significant relation between Rewards and Job Satisfaction.

3. Research Methodology

Considering the above literature, existing relationships and research gaps following is the theoretical framework of the study. This study aims at finding the positive and significant relationships between perceived social support and rewards with job satisfaction. Also, the moderating effect of school climate on these relationships will be analyzed. The relationships are illustrated in Figure 1 as below:

**Figure 1: Theoretical Framework**
3.1 Sampling and Data Collection

In this study, the sample will be teachers employed in government schools of Bahawalpur District. Samples were selected using a non-probability sampling technique especially convenience sampling and a total of 200 teachers will be selected for data collection purposes. Convenience sampling is used for the ease of the researcher and shortage of time and resources. As this study is of quantitative nature hence questionnaire will be used for data collection. Self-administered questionnaires were used for collecting data. Questionnaires were electronically dispersed to respondents for collecting primary data.

3.2 Study Instruments

All items were adapted from existing scales and a five-point Likert scale was used to measure all the variables. The following table represents the details of the variables:

| Variable                  | Number of Items | Sources                                      | Cronbach's Alpha |
|---------------------------|-----------------|----------------------------------------------|------------------|
| Job Satisfaction          | 07              | Scott & Peter (1997)                         | 0.854            |
| Perceived Social Support  | 12              | Zimet, Dahlem, Zimet, & Farley (1988)        | 0.913            |
| Rewards                   | 06              | Mussie & Joseph (2006)                      | 0.902            |
| School Climate            | 08              | Johnson et al. (2007)                       | 0.868            |

4. Data Analysis

In this study raw data was entered in the SPSS sheet and primary analysis such as calculating frequencies of demographics, descriptive analysis, collinearity statistics, reliability analysis, and normality tests were performed. SPSS v23.0 was used in this study. PLS-SEM was adopted for further analysis of data. According to Hair, Ringle & Sarstedt (2011), SEM stands for “Structured Equation Modelling” and it is becoming one of the increasingly significant approaches when it comes to examining the cause and effect relationships among variables.

4.1 Demographic Analysis

The following table is the summary of the demographics of the respondents:

| Item             | Frequency | Percentage (%) |
|------------------|-----------|----------------|
| Gender           |           |                |
| Male             | 107       | 53.5           |
| Female           | 93        | 46.5           |
| Education Years  |           |                |
| 12               | 5         | 2.5            |
| 14               | 13        | 6.5            |
| 16               | 84        | 42             |
| 18               | 87        | 43.5           |
| >18              | 11        | 5.5            |
In the above Table 2, the demographics are described in detail with respect to gender, education years, pay scale, income level, occupation, nature of job, locality to belong and present city. All of these can be observed in terms of frequency and percentages of the whole sample of study.

4.2 Descriptive Analysis

After computing the demographic frequencies, the next step was to conduct descriptive statistics analysis of all the variables or constructs.

**TABLE 3: DESCRIPTIVE STATISTICS OF CONSTRUCTS**

| Descriptive Statistics | N     | Min. | Max. | Mean  | Std. Deviation | Variance | Skewness | Kurtosis |
|------------------------|-------|------|------|-------|----------------|----------|----------|----------|
|                        | JS    | 200  | 1.00 | 4.86  | 2.4221         | .76955   | .592     | .426     | -.160    | .342   |
|                        | PSS   | 200  | 1.00 | 4.17  | 2.0825         | .73089   | .534     | .546     | .061     | .342   |
|                        | R     | 200  | 1.00 | 5.00  | 2.9658         | .95667   | .915     | -.017    | -.886    | .342   |
|                        | SC    | 200  | 1.00 | 4.63  | 2.6444         | .73318   | .538     | .150     | .172     | .250   |
Table 3 expresses the descriptive statistics of all the variables. Descriptive statistics for each construct or variable can be explained in a way that Job Satisfaction has mean = 2.42, Standard Deviation = 0.769 and Variance = 0.592. Perceived Social Support has mean = 2.08, Standard Deviation = 0.730 and Variance = 0.534. Rewards has mean = 2.96, Standard Deviation = 0.956 and Variance = 0.915. School Climate has mean = 2.64, Standard Deviation = 0.733 and Variance = 0.538.

Skewness and kurtosis define the normality of a set of data. The values of skewness should be below ±1 and for kurtosis, it should be less than ±3 in data to be distributed normally. All the constructs respectively have values of skewness and kurtosis in the specified standard limits, so it can be said that data is normally distributed.

4.3 Reliability and Validity Analysis

The outer loadings, composite reliability, and AVE values were analyzed by using PLS-SEM. Composite reliability values range from 0 and 1, the starting entrance value must not be lesser than 0.60 (Henseler et al., 2009), the more appropriate value is 0.70 or above (Hair, et al., 2012).

The next concept to be discussed is the convergent validity, which explicates the degree to which measurement of the similar constructs that are hypothetically relevant to one another are associated (Henseler et al., 2009). Therefore, it refers to the extent of the correlation amongst the measures of a similar construct (Hair Jr. et al., 2013). For the purpose to identify a component of convergence in measures of the constructs, AVE is utilized with the initial value of 0.50 or above (Hair et al., 2012; Henseler et al., 2009).

The following table describes the outer loadings, composite reliability, and AVE values:

| Variable                  | Items  | Outer Loadings | CR  | AVE  |
|---------------------------|--------|----------------|-----|------|
| Job Satisfaction          | JS1    | 0.787          | 0.892 | 0.544 |
|                           | JS7    | 0.626          |      |      |
|                           | JS2    | 0.774          |      |      |
|                           | JS3    | 0.832          |      |      |
|                           | JS4    | 0.687          |      |      |
|                           | JS6    | 0.777          |      |      |
|                           | JS5    | 0.655          |      |      |
| Perceived Social Support  | PSS1   | 0.672          | 0.927 | 0.515 |
|                           | PSS10  | 0.763          |      |      |
|                           | PSS11  | 0.712          |      |      |
|                           | PSS12  | 0.682          |      |      |
|                           | PSS2   | 0.683          |      |      |
|                           | PSS3   | 0.73           |      |      |
|                           | PSS4   | 0.757          |      |      |
|                           | PSS5   | 0.763          |      |      |
|                           | PSS6   | 0.66           |      |      |
|                           | PSS7   | 0.665          |      |      |
|                           | PSS8   | 0.763          |      |      |
|                           | PSS9   | 0.743          |      |      |

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4.4 Multicollinearity Analysis

It shows the association of two and more than two extrinsic variables, the independent variables show less correlation with some other independent variable, then it is referred low degree of multicollinearity (Hair Jr. et al., 2010). When the IVs are extremely correlated to one another then this issue of multicollinearity occurs (Hair Jr. et al., 2010; Pallant, 2010; Tabachnick & Fidell, 2013). Thus, it is obvious that there is extra information, which is presently not needed for the variables if they are much correlated. All the extra information is not required in the analysis because it can raise the chances of errors. The typical error of the regression coefficient expands if the multicollinearity amongst the variables is greater; thus, the importance becomes less trustworthy of these coefficients.

According to Hair Jr. et al. (2010) and Pallant (2010), the test for VIF (Variance Inflation Factor) and the tolerance is the most trustworthy statistical analysis of multicollinearity with the approaches respectively being greater than the value of 0.1 and lesser than the value of 10.

Following are tolerance and VIF of the variables obtained through SPSS v23.0:

| Collinearity Statistics          | Tolerance | VIF |
|----------------------------------|-----------|-----|
| **Perceived Social Support**     | .801      | 1.248 |
| **Rewards**                      | .654      | 1.530 |
| **School Climate**               | .635      | 1.575 |

Table 5 displays that the tolerance and VIF values of the variables i.e. perceived social support, rewards and school climate are >0.1 and <10 respectively so, it can be stated that there is no multicollinearity among the constructs.

4.5 Analysis of Direct Relationships

After all the preliminary testing and analysis, PLS-SEM was used to examine the direct relationships for testing hypotheses and answering the research questions. The size of the path coefficients was observed through the PLS-SEM Algorithm, and the significance of the relationship was inspected through PLS-SEM bootstrapping procedure in the Smart PLS 3.0. There were two direct relationships i.e. determining the positive and significant relationship between
perceived social support and job satisfaction; determining the positive and significant relationship
between rewards and job satisfaction.

**TABLE 6: PLS-SEM Bootstrapping for Direct Relationship**

|       | Original Sample (O) | Standard Deviation | T Statistics | P Values | Decision |
|-------|---------------------|--------------------|--------------|----------|----------|
| H₁ PSS -> JS    | 0.297               | 0.061              | 4.838        | 0.000    | Supported |
| H₂ R -> JS     | 0.277               | 0.059              | 4.715        | 0.000    | Supported |
| SC -> JS       | 0.328               | 0.062              | 5.314        | 0.000    | Supported |

Note: PSS = perceived social support, R = rewards and JS = job satisfaction, SC = school climate

With respect to H₁, the results suggest that there is a positive and significant impact of perceived social support on job satisfaction as (β=0.29; t=4.83; p=0.00), therefore, it is stated that H₁ is supported. With respect to H₂, the results also show a positive and significant impact of rewards on job satisfaction as (β=0.27; t=4.71; p=0.00), therefore H₂ is supported too. For both hypotheses p<0.05 and t>2.56 hence, the influence of both independent variables is positive and significant.

**Figure 2** illustrates the structural model for direct relationships in terms of PLS-SEM bootstrapping.
4.6 Analysis of Moderation

According to Esposito Vinzi et al. (2010) for testing moderation, first, the researcher must investigate the direct impact of the independent variable on the dependent variable. According to Chin et al. (2003) then the researcher should include “the moderator variable in the model and consist of the interaction terms i.e., the multiplication of the independent variable by the moderator variable. The product of the indicators of the variables is used to exhibit the latent interaction variables”. Thus, the moderating effect is only accepted when these interaction terms are significant (Hair Jr. et al., 2013).

This study uses Smart PLS 3.0 to investigate the moderating effect of school climate. A moderating effect was added to the dependent variable and bootstrapping was applied which calculated the following results:

| Original Sample (O) | Standard Deviation | T Statistics | P Values | Decision       |
|---------------------|--------------------|--------------|----------|----------------|
| H₃ Mod_PSS-JS -> JS | 0.023              | 0.059        | 0.393    | 0.695 Not Supported |
| H₄ Mod_R-JS -> JS   | -0.005             | 0.043        | 0.118    | 0.906 Not Supported |
| PSS -> JS           | 0.289              | 0.059        | 4.929    | 0.000          |
| R -> JS             | 0.281              | 0.067        | 4.167    | 0.000          |
| SC -> JS            | 0.33               | 0.063        | 5.23     | 0.000          |

Note: PSS = perceived social support, R = rewards and JS = job satisfaction, SC = school climate

From the above table, it is evident that H₃ and H₄ are not supported because the relationship of moderator between both the independent variables is not significant i.e. perceived social support and rewards. After all, p=0.695 and 0.906 respectively, and the values are greater than 0.05. Hence, the values are insignificant, and hypotheses are rejected.

**Figure 3**: Illustrates the PLS-SEM Bootstrapping for Moderation
5. Discussion and Conclusion

This study can be conclusively stated that research objectives such as investigating the positive and significant relationships between perceived social support and rewards with job satisfaction were fulfilled and respectively both the relationships were supported through empirical evidence. The research objectives related to the moderating role of school climate among positive and significant relationships of perceived social support and rewards with job satisfaction were not achieved. Overall this study has contributed value to the existing literature and has provided practical implications, theoretical implications, and recommendations for future research.

5.1 Implications of Study

The findings of this study suggest that school management should consider the practice of such approaches and tactics that are related to perceived social support and rewards to enhance the level of job satisfaction among young teachers employed in the Bahawalpur district. This study has empirical evidence that there is a positive and significant relationship between perceived social support and job satisfaction. So, the school management should focus on implementing various procedures of providing support to their employees i.e. the teachers. Also, this study has found empirical evidence that rewards have a positive and significant relationship with job satisfaction thus the school management and authorities should focus on providing adequate compensation, perks, and performance-related rewards to the employees.

This study has empirical evidence that perceived social support and rewards have positive and significant relationships with job satisfaction within the Pakistani context, particularly in the Bahawalpur District. This adds to the existing literature and provides knowledge for further research. School climate does not play a moderating role in this research, but it has added to the literature and may serve as grounds for future research.

5.2 Limitations and Future Research Directions

Present study has limitations such as shortage of time. Data could not be expansively gathered from respondents all over the country. The small sample size is also a limitation of this study. This may lead to non-accurate results after data collection. A shortage of resources is another limitation. This study is not funded by any means. It is difficult for a student to carry out the research in a broad spectrum. This might limit the generalizability of the results of this study. The last limitation is adopting a convenience sampling technique. Due to a shortage of time and financial resources, this sampling technique is used so it might again affect the generalizability of this study.

Future directions of this study are such as first upcoming researches should use a large sample size and increasing the population can be opted to generate better results and enhance understanding of the topic. Secondly, this study is cross-sectional; using a longitudinal study might help the researchers to achieve better results. Thirdly, inducting other variables in the theoretical framework such as motivation, commitment, and talent retention can be done in future researches. Also, conducting this research in private schools may result in different findings as this study was only conducted in public sector schools. Lastly, the school climate may be replaced as a mediator in future studies.

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