

Impact of Supervisor Support on Job Satisfaction: A Moderating role of Fairness Perception

Muhammad Asif Qureshi

PhD candidate, School of Business Management,
College of Business, Universiti Utara Malaysia
Corresponding Author Email: qureshimuhammasif@gmail.com

Dr. Kamal bin Ab Hamid

School of Business Management,
College of Business, Universiti Utara Malaysia

DOI: 10.6007/IJARBS/v7-i3/2729 URL: <http://dx.doi.org/10.6007/IJARBS/v7-i3/2729>

Abstract

Supervisor support plays a substantial role in increasing employee job satisfaction. The aims of this conceptual paper is to provide a theoretical rationale of: a) direct impact of supervisor support on job satisfaction; and b) the moderating role of fairness perception for the positive relationship between supervisor support and job satisfaction. It is argued that increasing competition in the global markets is pushing businesses to focus on ways through which they could help build a much stronger and more competitive workforce. This, principally can be achieved when the employees are happy and contented with their jobs. Job satisfaction has been empirically studied as a significant predictor for various organizational outcomes such as employee commitment, engagement, organizational citizenship behavior, information sharing, etc.

Keywords: Job satisfaction, Supervisor Support, Fairness Perception.

Job Satisfaction

Job satisfaction is a concept that became popular in the 1930's (Locke, 1976) and thousands of studies have been conducted on this topic (Cook, Heptworth, Wall, & Warr, 1981). It is a complex concept that is not easily defined. Hoppock (1935) introduced the concept of job satisfaction as a set of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. Another definition states that job satisfaction is a positive feeling about one's job that results from an evaluation of the job's characteristics (Robbins, 2005).

Job satisfaction has been empirically proven to be one of the most prominent features an organization looks after in order to boost its performance, productivity and achievement of strategic objectives. Sadly, there have been severe issues outlined pertaining to employees' job satisfaction whereby, enterprises have been complaining for decreasing satisfaction levels. The current paper has attempted to outline that organizations can effectively improve job

satisfaction issue through supervisor support. The paper has critically appraised literature to outline that these factors are essential to help foster a satisfactory work environment thus, induce job satisfaction amongst employees. Moreover, the paper has recommended fairness perception to potentially moderate the relationship between supervisor support, job satisfaction.

More broadly, Chen, Sparrow, and Cooper (2016) defined job satisfaction as a term expressing one's thinking, feeling and attitude toward work. It is influenced by the worker's experience, the job itself, communication from others, as well as the person's expectation about the job. Another definition by Spector (1997) described job satisfaction as individual feelings of people about their jobs and other facets related to their jobs.

Job satisfaction of a person can be assessed in terms of overall satisfaction or satisfaction with elements of the work (Gupta et al., 2014). With an overall approach, researchers discover the general degree to which a group of workers is satisfied. They, however, cannot tell what aspects of a job the workers like or dislike. Satisfaction by aspects can show a more comprehensive picture of job satisfaction in comparison with the global approach. There are many influences on job satisfaction such as pay, supervision, rewards, benefits, nature of job, and relationships with co-workers and supervisors. A worker may be satisfied with some aspects of his/her job while dissatisfied with other aspects (Chen, Sparrow, & Cooper, 2016)

Job satisfaction is defined as an attitude that individuals have about their work. That is the extent to which people feel positive or negative about the intrinsic aspects and/or extrinsic job. King and Williamson (2005) stated that job satisfaction is the difference between expectations implied by someone who has the job of contributions do with the fact that they expect. Of some opinion above it can be concluded that job satisfaction is a response someone on what they expect when working with what they get after they do the job. Where it is relating to the employment situation, cooperation between employees, benefits and factors other. If there is a small difference between what is expected to what we get then that person will feel satisfied as well vice versa (Millán, Hessels, Thurik, and Aguado, 2013).

Cost (2001) portrays job satisfaction as a compelling introduction that representatives have towards their work environment. Job satisfaction is characterized as a degree to which representative likes their life history. It highlights the particular occupation environment where a representative performs his obligations and mirrors the most substantial parts of the work. Mowday et al. (1982) state job satisfaction is primarily an effective response of individuals toward their workplace. Job attitude is as well set as the position of workers toward the organization, the job, their fellow workers, and other psychological objects in the workplace environment. A confident position toward these aspects shows attitude and vice versa, (Beer, 1964). Lu, Barriball, Zhang, and While (2012) in the field of empirical testing of job attributes from the private and public sector managers suggest that job satisfaction is a mishmash of

psychological, physiological, environmental circumstances which realizes the soul to express the individual to express the satisfaction with job.

Significance of Job Satisfaction

The significance of the job satisfaction relies on the tardiness, turnover over, employee retention and absenteeism these factors related to employee job satisfaction and employee performance (Hülshager, et al., 2013). Hence, job satisfaction has relationship to employee performance. Secondly, job satisfaction provides the mediator and moderator effects on the employee's performance increase and decrease job related tension and job (stress). Previous literature confirms that satisfied employees more effective and efficient and committed to perform better in the organization (Lu et al., 2012).

Better job satisfaction level additionally diminishes the truancy affinity among workers. The impacts of fulfillment on truancy appear to be much more grounded. At the point when job satisfaction level falls it is likely, that absenteeism is to rise. Absenteeism is another option to turning over in conditions where one has not very many choices of a reasonable satisfaction somewhere else (Safi, & Kolahi, 2016). Subsequently, we can accept that job satisfaction affects absenteeism as it has on representative turnover. It has been scholastically discussed over a period among researchers whether satisfaction prompts high performance. Writing uncovers contentment and performance has unauthentic relation.

Supervisor Support

Supervisor support refers as the supervisors behave in helping their employees to demonstrate the skills, knowledge, and attitudes collect from the training program (Rhoades & Eisenberger, 2002). According to Bhatti et al. (2013), supervisor plays important roles in training effectiveness. Without getting support from the supervisor, the transfer of training process cannot be successful. This is because the employee will tend to lost focus when they are not monitor or supervise. It is said to be one of the most powerful tools in enhancing transfer of training and supported by numerous studies (Baldwin & Ford, 1988; Ismail et al., 2010).

According to Putter (2013), the support can be in terms of emotional, instrumental, and at the same time support which are provided before and after the training program. Providing feedback also would be a form of supervisor support (van der Klink et al., 2001). This is because feedback is relatively seen as part of supervisor support whereby the supervisor identify which area of their employees needs to be improved, encouraging them to join the training program, and help them to apply the learned skills upon completing their job.

Apart from that, Ismail et al., (2010) stated that supervisor is also responsible for allocating budget for their employee's developmental purpose. This is because, each individual has the rights to increase their knowledge, skills, and abilities, and hence, this can only be achieved when they undergo the training program provided by the organization.

Further, Goleman (2000) mentioned that good supervisor should be able to develop achievable targets, spread positive attitudes thorough out the organization, as well as increase the employees' awareness on why the training is fundamentally important for them. Congruently, these objectives are achievable if the supervisor gives full support to their employees. The effectiveness of the supervisor support also depends on how the supervisor deals with the employee are who resist participating in the training activities (Baldwin & Ford, 1988).

Besides, Baldwin and Ford (1988) identified that discussion between the supervisors with their employees can also certainly stimulate the transfer of training. This is because; the employees feel that they are valued in the organization. Furthermore, Yarnall (1998) refers supervisor support as the supervisor is care and responsible for their employees' career which they will spend time together to discuss the matter, thus taking into account actions to be taken for the sake of the employees' development. As a matter of fact, the supervisor themselves must have basic understanding of development concept before they can facilitate their employees (Karatepe, 2013).

This is because when the supervisors have good understanding about the development concept, it increases the employee confidence that their supervisor is qualify and can lead them.

On the other hand, to get the support from the supervisor in ensuring training effectiveness is not as simple as ABC (Burke & Saks, 2009). This is because, according to Garavan (1990), among the reasons why sometime supervisor refused to support transfer of training are; the employees lack of awareness regarding the importance of sending employee for training, work overload, and they are not rewarded when they support their employees.

Thus, neglect their roles as supervisor that should support their employees in training activities. Another concerning attributes, why sometimes the supervisor is reluctant to give support to their employees is, most of the time they only give negative feedback to their employees rather than positive feedback (Nijman et al., 2006). They only see the negative side of their employees without noticing that their employees have done great job in performing the task, duties, and responsibilities. As a result, the employees feel demotivate, stress, and have high intention to leave the organization (Madi et al., 2011). Nonetheless, supervisor is responsible to give support to their employees as it could eliminate these negatives behaviors from spreading among employees throughout the organization.

Moderating Role of Fairness Perception

Fairness perceptions refer to fairness in job effort- reward (Mowday, 1991). The concept refers that employees assess how much they efforts they are put in compared to the rewards and benefits they receive. Job efforts involve all sorts of investments including time, energy, skills, experience, and intelligence needed for the responsive job task accomplishment. Job rewards on the other hand denote to outcomes a student receives from the organization including

money, esteem, position, authority, social image and other related perks (Adams, 1965). Perceived inequity among these two aspects can therefore end up employee feeling unwilling and dissatisfied (Janssen, 2001), and putting individual into unpleasant emotional condition.

Henceforth, a nurse judging the amount of effort he/she puts into the work against the rewards received are justifiable then it will surely enhance their job satisfaction. Aryani (2009) empirically investigated and found fairness perception plays a critical role in enhancing employee behaviors and outcomes. The author found that when employees perceive that there is a fair balance between the efforts input and rewards output, it pushes them to perform with higher enthusiasm and generate better results. Important to note that as Janssen (2001) has outlined that it is not possible to attain a perfect equation or match between the amount of input (efforts) with the amount of output (rewards) but, a fair and acceptable ratio is achievable.

Janssen (2001) investigated and outlined robust potential of fairness perception between the different job features, characteristics upon job satisfaction. The author underlined the severe shortage of research on fairness perception and how it could buffer the influence of different work features. According to Aryee, Budhwar, and Chen (2002) that different perception employee perception based components could intervene between different job characteristics and work outcomes. This is in line with the recommendation and empirical suggestions by Konovsky and Cropanzo (1991) who also outlines the robust intervening strength of fairness perception on employee outcomes. Thus, based on these arguments, the paper forwards the following propositions:

P1: Supervisor Support will be positively related with Job Satisfaction.

P2: Fairness Perception will moderate the relationship between Supervisor Support and Job Satisfaction

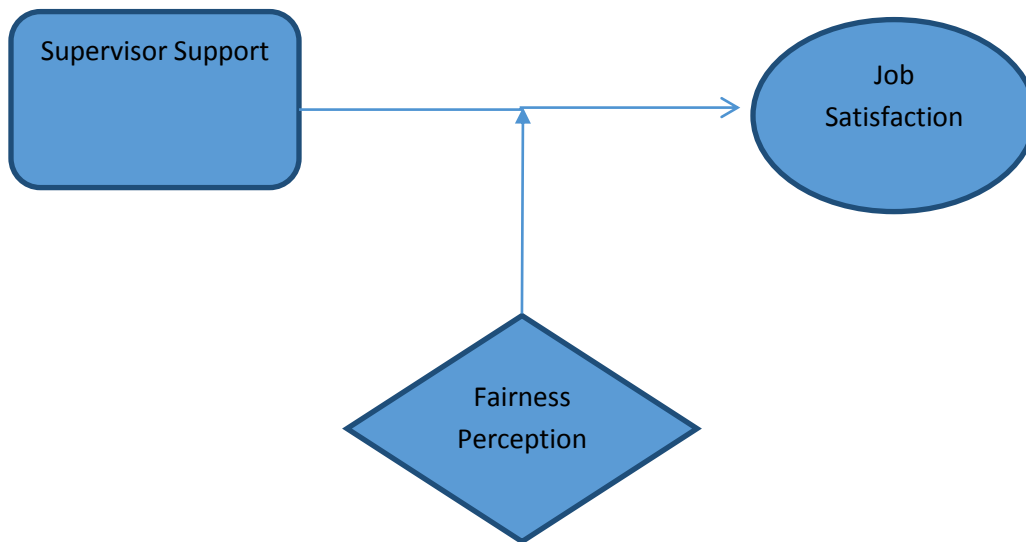


Figure1. Conceptual Framework

Conclusion

The current paper has attempted to outline the importance of supervisor support and the major issues relating to this component in connection to job satisfaction. The study has indicated towards the critical significance and importance for empirical understanding. Notably, the paper has attempted to outline the prominence of supervisor support in relationship with job satisfaction. In parallel, the study has pointed towards the noteworthy role fairness perceptions could potentially play to buffer these relationships. The study has proposed to outline that through providing responsive supervisor support job satisfaction could be effectively enhanced. In addition, employees' perception regarding the work being just and fair; can further energize their job satisfaction through supervisor support.

Conclusively, the paper has forwarded a notable framework, outlining the potential role of supervisor support towards job satisfaction followed by the moderating potential to help enhance the relationship.

References

- Adams, J. S. (1965). Inequity in social exchange. *Advances in Experimental Social Psychology*, 2, 267-299.
- Aryani, Y. A. (2009). *The Effect of fairness perception of performance measurement in the balanced scorecard environment*. Victoria, Victoria University Press
- Aryee, S., Budhwar, P. S., & Chen, Z. X. (2002). Trust as a mediator of the relationship between organizational justice and work outcomes: Test of a social exchange model. *Journal of Organizational Behavior*, 23(3), 267-285.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105.
- Beer, M. (1964). Organizational size and job satisfaction. *Academy of Management Journal*, 7(1), 34-44.
- Bhatti, MA., Mohamed Battour, M., Pandiyan Kaliani Sundram, V., & Aini Othman, A. (2013). Transfer of training: does it truly happen? An examination of support, instrumentality, retention and learner readiness on the transfer motivation and transfer of training. *European Journal of Training and Development*, 37(3), 273-297.
- Burke, L. A., & Saks, A. M. (2009). Accountability in training transfer: Adapting Schlenker's model of responsibility to a persistent but solvable problem. *Human Resource Development Review*, 8(3), 382-402.
- Chen, P., Sparrow, P., & Cooper, C. (2016). The relationship between person-organization fit and job satisfaction. *Journal of Managerial Psychology*, 31(5), 946-959.
- Cook, J. D., Hepworth, S. J., Wall, T. D., & Warr, P. B. (1981). *The experience of work: A compendium and review of 249 measures and their use*: Academic Press London.
- Garavan, T. N. (1990). Promoting strategic career development activities: some Irish experience. *Industrial and Commercial Training*, 22(6). 114-135.
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78(2), 4-17.

- Gupta, M., Kumar, V., & Singh, M. (2014). Creating satisfied employees through workplace spirituality: A study of the private insurance sector in Punjab (India). *Journal of Business Ethics*, 122(1), 79-88.
- Hoppock, R. *Job Satisfaction* (1935), Oxford, England: Harper Job satisfaction. (1935). xxi 303 pp.
- Hülshager, U. R., Alberts, H. J., Feinholdt, A., & Lang, J. W. (2013). Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310-316.
- Ismail, A., Hasan, A. B. M., & Sulaiman, A. Z. (2010). Supervisor's role as an antecedent of training transfer and motivation to learn in training programs. *Economica*, 7(2), 18-37.
- Janssen, O. (2001). Fairness perceptions as a moderator in the curvilinear relationships between job demands, and job performance and job satisfaction. *Academy of Management journal*, 44(5), 1039-1050.
- Karatepe, O. M. (2013). High-performance work practices and hotel employee performance: The mediation of work engagement. *International Journal of Hospitality Management*, 32, 132-140.
- King, J. E., & Williamson, I. O. (2005). Workplace religious expression, religiosity and job satisfaction: Clarifying a relationship. *Journal of Management, Spirituality & Religion*, 2(2), 173-198.
- Konovsky, M. A., & Cropanzano, R. (1991). Perceived fairness of employee drug testing as a predictor of employee attitudes and job performance. *Journal of Applied Psychology*, 76(5), 698-707.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). Chicago, IL: Rand McNally.
- Lu, H., Barriball, K. L., Zhang, X., & While, A. E. (2012). Job satisfaction among hospital nurses revisited: a systematic review. *International Journal of Nursing Studies*, 49(8), 1017-1038.
- Madi, M. Y. A. (2013). *Communication, Job Satisfaction and Employees Turnover in Multinational Engineering Organizations in the United Arab Emirates*. The British University in Dubai.
- Millán, J. M., Hessels, J., Thurik, R., & Aguado, R. (2013). Determinants of job satisfaction: a European comparison of self-employed and paid employees. *Small Business Economics*, 40(3), 651-670.
- Mowday, R. T. (1991). Equity theory predictions of behavior in organizations. *Motivation and Work Behavior*, 5(2), 111-131.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). Employee-organization linkage. *The psychology of commitment absenteeism, and turn over_ Academic Press Inc. London*.
- Nijman, D.-J. J., Nijhof, W. J., Wognum, A., & Veldkamp, B. P. (2006). Exploring differential effects of supervisor support on transfer of training. *Journal of European Industrial Training*, 30(7), 529-549.
- Putter, S. E. (2013). *Making training stick : a close examination of how trainee readiness, supervisor support, and practice foster transfer in a mobile technology based training*

program. PhD Dissertation. Retrieved from:
https://dspace.library.colostate.edu/bitstream/handle/10217/80969/Putter_colostate_0053A_12035.pdf?sequence=1.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature: *American Psychological Association*. 84(4), 698-714.

Robbins SP (2005). *Essentials of Organisational Behaviour*. New Jersey: Pearson

Safi, M.-H., & Kolahi, A.-A. (2016). The Relationship between Job Satisfaction with Burnout and Conflict Management Styles in Employees. *Community Health*, 2(4), 266-274.

Spector, P. E. (1997). *Job satisfaction*. Thousand Oaks, CA: Sage

Van der Klink, J., Blonk, R., Schene, A. H., & Van Dijk, F. (2001). The benefits of interventions for work-related stress. *American journal of public health*, 91(2), 270-281.

Yarnall, J. (1998). Career anchors: results of an organisational study in the UK. *Career Development International*, 3(2), 56-61.