JOB SATISFACTION AND JOB PERFORMANCE WITH MODERATING EFFECT OF ISLAMIC WORK ETHICS IN YEMEN

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ABSTRACT

Job performance which focuses on improving workers productivity has been the most widely dependent variable studied in the field of industrial and organisational psychology. In Yemen, universities face many problems that prevent the achievement of quality education, a motivated workforce, improved learning, a good learning environment, and the general development of the university system. In the context of Yemen, more than 10% of the financial budget for higher education have been returned to the Ministry of Finance at the end of each year. This is a good reason to believe that there is a lack of staff, and the ability to utilize resources effectively to improve learning and the general conditions of the learning environment. Findings of previous studies regarding the relationship between job satisfaction and job performance were mixed, hence suggesting the need to incorporate a moderating variable. Drawing upon the social exchange theory, Weber's theory, and Herzberg's motivator - hygiene theory, this study examined the moderating role of Islamic work ethics (IWE) on the relationship between job satisfaction and job performance among 475 administrative staffs in the Yemeni public universities. Using the Partial Least Squares structural equation modelling (PLS-SEM), the results show that work itself was significantly related to contextual performance. Similarly, supervision and work itself were significantly related to task performance. In addition, the relationship between work itself and task performance was found to be moderated by IWE. Conversely, IWE was not found to be a moderator variable on the relationships between co-workers, pay, promotion, supervision, and contextual performance. The direct and moderating effect of IWE on the relationship between overall job satisfaction and overall job performance was also supported. The theoretical and practical contributions of the study are discussed and suggestions for future research are provided.

Keywords: Job Satisfaction, Islamic Work Ethics, Job Performance, Yemen

ABSTRAK

Prestasi kerja yang memberikan tumpuan kepada peningkatan produktiviti pekerja telah menjadi pemboleh ubah bersandar yang paling banyak dikaji dalam bidang industri dan psikologi organisasi. Di Yaman, banyak universiti menghadapi masalah dalam mencapai pendidikan berkualiti, tenaga kerja bermotivasi, penambahbaikan pembelajaran, persekitaranan pembelajaran yang baik dan pembangunan am dalam sistem universiti. Dalam konteks negara Yaman, lebih 10% daripada bajet kewangan pendidikan tinggi telah dikembalikan kepada Kementerian Kewangan pada setiap akhir tahun. Puncanya adalah masalah kekurangan kakitangan, keupayaan menggunakan sumber secara berkesan untuk meningkatkan pembelajaran dan situasi am persekitaran pembelajaran. Dapatan kajian terdahulu berkenaan hubungan antara kepuasan kerja dan prestasi kerja adalah bercampur. Oleh itu, kajian ini mencadangkan keperluan untuk menggabungkan pembolehubah penyederhana. Berbekalkan teori pertukaran sosial, teori *Weber*, dan teori motivasi *Herzberg– hygien*, kajian ini meneliti peranan pembolehubah penyederhana iaitu etika kerja Islam (IWE) terhadap hubungan antara kepuasan kerja dan prestasi kerja dalam kalangan 475 kakitangan pentadbiran di universiti awam negara Yaman. Dengan menggunakan model persamaan berstruktur separa dua terkecil (PLS-SEM), hasilnya menunjukkan bahawa kesan kerja itu sendiri secara signifikannya berkait dengan prestasi kontekstual. Begitu juga dengan penyeliaan dan kerja itu sendiri yang mempunyai hubungan yang signifikan dengan prestasi tugas. Selain itu, hubungan antara kerja itu sendiri dan prestasi tugas didapati disederhanakan oleh IWE. Sebaliknya, IWE didapati tidak berperanan sebagai pembolehubah penyederhana bagi hubungan antara rakan sekerja, gaji, kenaikan pangkat, penyeliaan, dan prestasi kontekstual. Kesan secara langsung dan penyederhanaan IWE terhadap hubungan antara keseluruhan kepuasan kerja dan keseluruhan prestasi kerja juga disokong. Sumbangan teori dan praktikal kajian telah dibincangkan dan cadangan untuk kajian akan datang juga telah disediakan.

Kata kunci: Kepuasan Kerja, Etika Kerja Islam, Prestasi Kerja, Yaman

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LIST OF ABBREVIATIONS

AGFI	Adjusted Goodness of Fit Index
API	Academic Performance Index
AYP	Adequate Yearly Progress
CP	Contextual Performance
DV	Dependent variable
GDP	Gross Domestic Product
GFI	Goodness of Fit Index
HRM	Human Resource Management
IV	Independent variable
IWE	Islamic Work Ethics
JDI	Job Descriptive Index
JP	Job Performance
JS	Job Satisfaction
MoHESR	Ministry of Higher Education and Scientific Research
OCBs	Organisational Citizenship Behaviours
PLS	Partial Least Squares or PLS Modelling
SCEP	The Supreme Council of Education Planning
SET	Social Exchange Theory
SPSS	Statistical Package for the Social Sciences
TP	Task Performance
YR	Yemeni Riyal

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Job performance can be defined as a behaviour measured through the level that improves organisational effectiveness (Motowidlo, Borman & Schmidt, 1997). Job performance, a focus on workers' productivity, is one of the most important dependent variables of industrial and organisational psychology today (Borman, 2004).

A study conducted by Rhoades and Eisenberger (2002) on the subject of meta-analytic indicates that job performance is a multidimensional construct that consists of two dimensions or behaviours, namely: in-role/task performance and discretionary work behaviours or non-task/extra-role. The former deals with the actual expectations from an employee by the organisation as part of his/her job or role, and the latter highlights the control of the employees including; pro-social behaviour (Puffer, 1987) and organisational citizenship behaviours (Podsakoff, MacKenzie, Moorman & Fetter, 1990; Organ, 1988; Podsakoff, MacKenzie, Paine & Bachrach, 2000).

On one hand, a clear difference in these dimensions of job performance was developed by Borman and Motowidlo (1993) that refers to the work behaviour related to the organisations' technical core; either by implementing its technical processes or by maintaining and examining its technical requirements (Motowidlo, Borman & Schmit, 1997) and is usually regarded as core or in-role responsibilities that recruits perform to

get compensation packages (Rousseau & Parks, 1993). On the other hand, organisational citizenship behaviour refers to discretionary behaviour at work that is excluded from the job descriptions of employees,   hence employees are not explicitly rewarded but on an aggregate level, they contribute to the effectiveness of organisations (Organ, 1988).

In Yemen, universities are facing many problems, those prevent the achievement of quality education, motivated workforce, improved learning, good learning environment, and wide-ranging development of the universities. Universities, with the respective management staff, are not capable of assuring the Government in the due manner so that it can assist the organisation to be one of the best organisations (Al-Mutami, 2000). It has been reported that more than 10% of the budget for higher education for the universities in Yemen has been returning back to the Ministry of Finance (Ministry of Higher Education and Scientific Research, 2005), which indicates officials' capabilities to utilize resources effectively to improve learning and general conditions of learning environment.

Like other countries, Yemen has involved itself in reviewing local institutions and their structures to ensure their competitiveness. Additionally, review of the Yemeni public institutions and structures is aimed to help the nation that has been struggling towards modern society and a stable economy. Numerous strategies incorporated in Yemen's national strategy called "Yemen's Strategic Vision 2025", cater to main areas of Yemen's national life including the strategies on poverty alleviation, basic education, industrial education and civil services.

Specifically, the Yemeni government has shown serious concerns to alleviate these problems. Through the Ministry of Higher Education and Scientific Research (MoHESR), the government has made efforts to ensure highly knowledgeable and skilled public university staffs with the capability of playing a leadership role in developing higher education. As part of the Yemeni government's efforts to develop university education in Yemen, the government has increased its budget on higher education to ensure the expansion of public universities that shows remarkable efforts by the government. For example, the increased public expenditure on higher education in 2004 was 1.2% of Yemen's total GDP, which was greater than the average obtained in countries characterised by low income and at par with most Arab nations (MoHESR, 2005).

Unfortunately, in spite of increasing budget by the government for the development of Yemen's higher education system and highly qualified academic staff, the increased efforts had not shown any significant improvements, as most of the learning facilities have remained inadequate and unsuitable to be the learning domain of the 21st century professionals (MoHESR, 2005). Indeed, apparent performance problems, including incompetence, lack of modern skills, high level of corruption, lack of staff skills, and negligence of administrative staff of the public universities in Yemen (Al-Awadhi, 2011; Al-Obaidi, 2006) are among the major problems contributing to learning problems in the universities.

Some of the evidences leading towards inefficient and ineffective administrative system include poor proportion between the students and the staff, resulting in inappropriate

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pedagogy. For example, it has been reported that quality of education offered by the public universities is sub-standard, leading to very high unemployment among graduates (Al-Mutami, 2000). Inadequate skills and insufficient resources has resulted in lack of motivation for research and, unsuitable research culture and community service from public universities of Yemen.

A major strategic focus of Yemen's higher education should be directed towards the improvement of the system within public universities. The government needs to take due steps in making decisions and in administrating them at the required level to ensure the best possible outcome from the education system in general and by the public universities, in particular. Additionally, the government, through management councils of universities, needs to improve the performance of the administrative staff of the universities and to assign them additional responsibilities for the betterment of the Yemeni society. The empirical study by Al-awadhi (2011) explored the poor performance of university staff in Yemen and brought up five major challenges that affect job performance in the public universities of Yemen including; working environment, pay, promotions, co-workers and supervision etc.

The Yemeni Government has progressed while having a system of higher education that is capable of leading the country's progress in different aspects of life- economically, culturally, morally and socially (MoHESR, 2005). However the achievement highly depends on the quality education to students they need to get into the job market with better skills and qualifications. As a matter of fact, Yemen is a country with very limited natural resources. For that reason, there is a prime need for a vibrant, dynamic, efficient

and high quality system of higher education for its citizens to get to the country transforming into a growing 21st century economy and society. It is noteworthy that Yemen depends on the development of its human resources and its universities to achieve its strategic goals. The government's high priority towards Yemeni public universities is demonstrated by the increased expenditure on the infrastructure is unlikely to be successful if the human resource aspect of the universities remains unattended.

Present empirical research has suggested that job satisfaction plays a significant role in influencing job performance (Edwards, Bell, Arthur & Decuir, 2008; Peng, 2014, Judge, Thoresen, Bono & Patton, 2001). Specifically, Lim (2008) highlighted that the job satisfaction significantly contributes to personal satisfaction and organisational effectiveness. Researchers have also reported that employees' motivation to perform effectively and efficiently depends upon their sense of job satisfaction (Peng, Hwang & Wong, 2010; Siggins, 1992). Despite the importance of job satisfaction in the organisation, few studies are found on the subject of Islamic Work Ethics (IWE) and its relations with job satisfaction and job performance. Among those few studies is the study by Yousef (2001). Yousef (2001) in his study has signified the moderating effect of IWE on the link between organisational commitment and job satisfaction. Included among those studies are Othman, Abdul Rahman, Alwi and Munira (2011); Fauzwadi, Hamed and Hasan (2008); Nik Mu'tasim *et al.* (2006); Kumar and Rose; Putti *et al.,* (1989); Oliver (1990); Aldag and Brief (1975); Blood (1969); Kidron (1978); Abboushi (1990); Furnham and Rajamanickam (1992); Jones (1997); Yavas *et al.* (1990); Beutell

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and Brenner (1986); Elizur *et al.* (1991); and Wayne (1989). In this case, this study becomes distinctive and outstanding as it explores the moderating effect of IWE to see how it links dimensions of job satisfaction and job performance with respect to public universities' employees in the Republic of Yemen.

1.2 Problem Statement

Public sector institutions of Yemen play a primary role in the process of rebuilding specialized and qualified human capital, and to develop people's capabilities to work in a practical and systematic way to fulfil the requirements of the labour market in different areas, which will ultimately result in making introductions to increased level of productivity. This role requires: a) the use of human resource keeping in consideration their career experiences and qualifications, b) to create technological and regulatory circumstances for an immediate preparation of professional growth; and c) to create a supportive social life state of affairs that can provide them with job stability and satisfaction (Said, 2007)

Distribution to the government sector still occupies the largest share of specialized and qualified human resources in Yemen. However, unfortunately this allocation is not justified and fair keeping in view of the competition and proficiency criteria, and it is evident to see nepotism, tribal affiliation and personal relationships are used to find employment. Regrettably, these practices prevail even in human resource development centres, which is one of the reasons for the low performance of staff in the public sector (Ali, 1997).

For all Nations worldwide, it is essential to manage and maintain their tertiary education level, keeping in view its prime importance in todays' world. Yemen, as developing state, urgently needs an advanced degree of performance at the higher education level (World Bank, March 2012), particularly with the poor performance of university administrative staff which has reached at a critical stage (Al-Awadhi, 2011; Al-Obaidi, 2006). To improve the situation, therefore, it is essential to identify the strategies to enhance the level of job performance. In this regard, the role of administrators is crucial too, as their job satisfaction affects their performance at the workplace. Accordingly, this study is an attempt to deal with this vital issue of Yemen's higher education level by testing the relationship between job satisfaction and job performance in the context of the higher educational sector of Yemen.

One of the major concerns of organisations is to improve workers' performance at the organisational, a measure of job performance (Borman, 2004). Literature reveals that research on task performance has largely concentrated on identifying variables that predict improving job performance (Borman, 2004; Viswesvaran & Ones, 2000). Also, numerous studies have explored employees' performance from different aspects, such as; by investigating predictors of contextual performance alone (Chiu & Tsai, 2006; Haworth & Levy, 2001; Manrique de Lara & Rodrı´guez, 2007; Raub, 2008; Sesen, Cetin & Basim, 2011; Torlak & Koc, 2007; Zellars, Tepper & Duffy, 2002). However, more research is required to be hold on a very important perspective of Islamic Work Ethics (IWE). According to Ali (1992), work ethics affect economic development and commitment in organisations. He added that the Islamic Work Ethics has had a

significant influence upon Muslims workers and organisations in Islamic countries. In addition, Islamic Work Ethics stresses on working hard, dedication to work, creativity, motivation as well as the use of ethical means at all times for productivity.

Review of literature shows that there are very few studies (e.g., Haroon, Fakhar & Rehman, 2012) that explored Islamic Work Ethics addressing the direct effect of IWE on some aspects of the organisation (e.g., job performance, job satisfaction, and organisational culture, etc.).

Researchers have investigated different predictors of task performance, and have classified them under three major categories: personal, situational and performance regulation (Sonnentag & Frese, 2002). All the categories are not mutually exclusive, but only focus on the task performance from different aspects that complement each other. An attempt has been made to present previous studies conducted along these three task performance categories. With regards to personal predictors of task performance, individual differences or personality factors of organisational employees were investigated differently. Accordingly, effects of conscientiousness on task performance (Gellatly, 1996), emotional intelligence on task performance (Schutte, Schuettpelz & Malouff, 2000), self-esteem on task performance (Himmler & Koenig, 2012), personality factors, such as regulatory focus (Forster, Higgins & Biancoc, 2003), practice on the task performance (Petersen, Mier, Fiezi & Raichle, 1998), and recently, that of proactive personality (Chaudhry, Kashif-ur-Rehman, Ashraf & Jaffri, 2012) have been investigated.

A study conducted by Mohammed, Mathieu and Bartlett (2002) explored the influence of factors, such as; personal ability, experience and personality on task performance. Additionally, Anseel, Lievens and Schollaert's (2009) studied the effects of reflection on performance. The impact of procrastination, deadlines and self-control on performance was investigated by Ariely and Wertenbroch (2002). On contrary, the study on adoption of information system by employees and its impact on task performance uphold by Kanwal and Manarvi (2010). Recently, researchers have started investigating the effects of generational preferences for work environment on employee outcomes (Westerman & Yamamura, 2007). Furthermore, along with the situational factors that predict task performance, several studies have been conducted addressing the effect of job satisfaction (Baruah & Barthakur, 2012; Edwards, Bell, Arthur & Decuir, 2008; Fisher, 2003; Miao, 2011). In the literature, it is evident that various factors are available to reduce the level of job performance. Several studies shows effects of interruptions and distraction on task performance are available (Bailey, Konstan & Carli, 2000; Fox, Rosen & Crawford, 2009; Kapitsa & Blinnikova, 2003; Sanders & Baron, 1975 that of executive control on task performance (Rubinstein, Meyer & Evans, 2001). Effects of career development and collective efficacy on job performance have been studied by Kellett, Humphrey and Sleeth (2009). In relation to job characteristics and working conditions, Indartono and Chen (2010) and Kahya (2007) explored about underprivileged workplace situations, physical efforts, environmental conditions and impact on job performance. Link of effects of task, citizenship and counterproductive performance, job performance, by Lievens, Conway and Corte (2008), and the effects of task conflicts on task performance (Maitlo, Soomro & Shaikh, 2012) have been studied.

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Few studies have been found on the influence of goal orientation profiles on task performance (Lunenburg, 2011; Yeo, Sorbello, Koy & Smillie, 2008) and influence of task context on task performance (Mutter, Naylor & Patterson, 2005). Miao's (2011) work inspected the interaction of expected organisational support with task performance.

At the organisational level, power has a great impact on performance. In this regards, DeWall, Baumeister, Mead and Vohs (2011) examined relationships of power and task performance. Organisational commitment on employee performance has been examined in the study of Qaisar, Rehman and Suffyan (2012). On a broader level, some studies have examined the relationships of staff motivation, dissatisfaction and job performance (Baruah & Barthakur, 2012; Mawoli & Babandako, 2011; Shadare & Ayo, 2009). Impact of employees' demographic variables and training dynamics on task performance in hotels has been explored by Afaq and Khan (2008). They found that employees' age, gender, experience and time spent on training, shows positive influence on task performance in the hotel industry. Similarly, Liao and Chuang (2004) found that employees' training, individual variables including age, educational level, work duration and salary, all have impact on job performance. Since the proper utilisation of time is very important at the organisational level, the study of Shadare and Ayo (2009) examined the relationship between time management and task performance.

With regards to the situational factors that predict task performance, several studies have assessed the use of money or promise of monetary rewards as a predictor of performance, i.e., to assess whether or not it increases employee performance (Bailey, Brown & Cocco, 1998; Fessler, 2003; Shaffril & Uli, 2010; Zedelius, Veling, Bijleveld

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& Aarts, 2012). Similarly, some studies have been conducted on the consequence of task autonomy (Langfred & Moye, 2004), effect of diversity on task performance (Howard & Brakefleld, 2001), and the differential effects of ability and task complexity on performance (Steele-Johnson, Steinke & Kalinoski, 2011).

Due to the significance of both task and contextual performance influencing effective functioning of organisations, some researchers have studied predictors of the task and contextual performance. In the previous studies, researcher measured task performance and contextual performance jointly as one dependent variable. According to the study conducted by Edwards *et al.* (2008), the differential predictions between satisfaction and task and contextual performance are only shown when satisfaction is considered at the facet level.

Specifically, effects of interpersonal and social requirements of occupations on the job performance were investigated by Gwavuya, (2010), who explored that the pay was an important factor affecting job satisfaction. Moreover, the predictors that were reported to have impact on joint task and contextual performance construct have been studied by Chughtai (2008), who found that job involvement has positive relationship to the in-role job performance. In investigating the connection between supervisor's leadership style and formal and informal aspects of the performance of employees with the intervening variable of perception of politics, the study of Vigoda-Gadot (2007) found mixed results which partially support the mediating influence.

Leung (2008) examined the impact of various ethical work climates on employee performance and found that both lower and higher levels of ethical climate impacted on negative and positive extra-role behaviour at the work place, respectively. A study by Burton, Sablynski and Sekiguchi (2008) revealed that leader–member exchange completely mediates the relationship between interactional justice and performance and Organisation Citizenship Behaviours (OCBs). Piercy, Cravens, Lane and Vorhies (2006) demonstrated that at the organisational level, perceived organisational support has a clear and strong impact on salespersons' behavioural performance, like; Organisation Citizenship Behaviours - OCB. Monteil and Huguet (1993) examined the relationship of social comparison situations and individual task performance and found that personal and categorical comparative situations acting as strong drivers for cognitive performances of the employees.

The study of Chandrakumara (2007) suggested a theoretical framework and empirical proof to verify whether or not the impact of Human Resource Management (HRM) fit to task performance and found less impact of HRM's towards task performance. Liu, Grandon and Ash (2009) and Jung and Avolio (1999) found that only a few studies have been conducted on the effects of trainee reactions to task performance.

Several studies have been undertaken to look into the consequences of performance appraisal techniques, and task types on task performance effectiveness (Jamilv & Raja, 2011; Orpen, 1997; Rahman & Shah, 2012; Swiercz, Bryan, Eagle, Bizzottob & Renn, 2012). Studies are looking into workload on task performance (Shah, Jaffari, Aziz, Ejaz,

Ul-Haq & Raza, 2011), and evaluation the consequences of promotion and compensation on task performance (Jamil & Raja, 2011).

With regards to contextual performance, some studies examined the work-related factors, for example job standardisation (Chen *et al.,* 2009), and feedback (Peng & Chiu, 2010). Some researchers examined organisational variables to study the effect of job performance, for example organisational climate (Turnipseed, 1996; Garg & Rastogi, 2006; Dimitriades, 2007), and human resource policies (Paré & Tremblay, 2007; Williams, Rondeau & Francescutti, 2007).

From the literature review, it is evident that many studies have focused on task performance as an indicator of job performance. However, very little research (e.g., Peng & Chiu, 2010; Paré & Tremblay, 2007; Williams, Rondeau & Francescutti, 2007) is available to examine the contextual performance as an indicator of job performance. Consequently, the present study is an attempt to reduce this gap by examining task performance and contextual performance of administrative staff in public universities of Yemen.

Firstly, based on a background review of the Yemeni education system, we can realize the problem of public universities in Yemen. Several studies have been done on the performance at higher education level in developed countries including few states of Middle East. However, study in the perspective of Yemen, performance at this level is still pending. It is worthy to note that higher education needs to be improved to enhance

economic performance in the developing states of the World (World Bank, March 2012).

Secondly, following the culture, the people of Yemen do not support or welcome the government's steps to save, finance or invest for the education system in the country (Yemen Times, 2008). It has also been reported that 70% of the Yemeni population live in rural areas; they do not have sufficient knowledge and awareness about the long lasting benefits of education. It has also been reported that 99.1% of the Yemeni society are Muslims; they prefer to conduct their management transactions according to the Shariah law (Al-Hamady, 2010), and have a tendency to avoid transactions involving interest corruption which is found against Shariah law.

Lastly, the literature review shows that there have been relatively few attempts to develop models that clarify job satisfaction behaviour, especially in IWE and in managing and maintaining higher performance at the tertiary education level. Max Weber's theory has not been extensively examined outside the countries in the Middle East (Ali & Al-Owaihan, 2008). Therefore it will be very valuable to study the theory in the context of developing countries in general, and in the Yemeni context in particular, to find out more about job satisfaction and its effects on better job performance at the tertiary education level in Yemen.

Furthermore, the study of political skill-to-performance relationship, Bing, Davison, Minor, Novicevic and Frink (2011) found that compared to task performance, contextual performance is predicted more by political skills. They suggested the need for further

empirical research by incorporating more performance measures. Liu, Grandon and Ash (2009) found that ease of learning and having good skills from training are strongly correlated to task performance, whereas; the ease of use is not. In this regard, they suggested future research in this area since findings could vary across different samples and contexts.

The study of Edwards *et al.* (2008) examined the affiliation between facets of job satisfaction (work, salary, promotion, co-workers and supervision) and job performance (task and contextual performance). With their insignificant and inconclusive results, they suggested that potential research should test the relationship between facets of job satisfaction (work, salary, promotion, supervision and co-workers) and job performance (task and contextual performance) in an organisational setting that rewards employees with a raise in salary and promotions (rewarding on merit basis rather than seniority). Thus, testing the two models simultaneously with multi-dimensions is important for the present study because both job satisfaction and job performance are all versatile and examination of their relationships may reveal true and broader picture of their relational impacts. Additionally, this study intends to introduce a moderating variable to calculate/measure (if any) the impact of job satisfaction (work, pay, promotion, supervision and co-workers) on job performance (task and contextual performance).

Though job performance is the key variable at the organisational level (Kahya, 2007), few studies have investigated this crucial aspect by applying the variables of job satisfaction as well as incorporation of a moderating variable (Bailey, Brown & Cocco, 1998; Chandrakumara, 2007; Gellatly, 1996; Jamil & Raja, 2011; Mutter, Naylor &

Patterson, 2005; Shaffril & Uli, 2010; Zedelius, Veling, Bijleveld & Aarts, 2012), and thus, there is a need for further empirical research to validate the previous findings. In response to the requirement for future empirical researches in this field, the present research endeavours to investigate the relationship between job satisfaction and job performance with the moderating effect of Islamic Work Ethics on the relationship.

1.3 Research Questions

In view of the need for this research to investigate the moderating impact of Islamic Work Ethics on the association between the job satisfaction and job performance of administrative employees in the context of public universities in Yemen, as stated earlier, the following questions are addressed:

1. Is there any relationship between job satisfaction (work, pay, promotion, supervision and co-worker) and job performance (task performance)?

2. Is there any relationship between job satisfaction (work, pay, promotion, supervision and co-worker) and job performance (contextual performance)?

3. Does Islamic Work Ethics (IWE) moderate the relationship between job satisfaction and job performance (task performance)?

4. Does Islamic Work Ethics (IWE) moderate the relationship between job satisfaction and job performance (contextual performance)?

5. Does Islamic Work Ethics (IWE) moderate the relationship between the overall job satisfaction and the overall job performance?

1.4 Research Objectives

Following the above research questions, this study intends to explore the moderating effect of Islamic Work Ethics on the facets of job satisfaction and job performance. The specific objectives of the study are as follows:

1. To examine the relationship between job satisfaction (work, pay, promotion, supervision and co-worker) and job performance (task performance).

2. To study the relationship between job satisfaction satisfaction (work, pay, promotion, supervision and co-worker) and job performance (contextual Performance).

3. To investigate the moderating effect of Islamic Work Ethics (IWE) on the relationship between job satisfaction and job performance (task performance).

4. To investigate the moderating effect of Islamic Work Ethics (IWE) on the relationship between job satisfaction and job performance (contextual performance).

5. To investigate the moderating effect of Islamic Work Ethics (IWE) on the relationship between the overall job satisfaction and the overall job performance.

1.5 Definition of Key Terms

1.5.1 Job Performance

Job performance can be defined as the behaviour that is evaluated in terms of the extent to which it contributes to organisational effectiveness (Motowidlo, Borman & Schmidt, 1997).

1.5.2 Task Performance

Task performance can be described as "behaviour that is directly related to the production of goods or services and/or that supports the production process, such as planning, resource acquisition and distribution of finished products" (Motowidlo & Van Scotter, 1994). In addition, a broader description of task performance that is adopted by this study is "the expertise with which administrative staff perform duties that are officially accepted as part of their jobs; actions that play a part in the organisation's technical core both directly by executing a part of its technological process, and indirectly by supplying the required materials or services" (Borman & Motowidlo, 1993).

1.5.3 Contextual Performance

Contextual performance includes behaviours that contribute to organisational effectiveness through its impact on the psychological, social and organisational contexts of work. These behaviours include influencing others to carry out organisationally

valuable work, defusing hostility and conflict and encouraging interpersonal trust (Cue, 2002; Jenkins & Griffith, 2004; Borman & Motowidlo, 1997).

1.5.4 Job Satisfaction

Job satisfaction, as defined by Lock (1976),   a good feeling of personal state originating from the perception of the individual's job experiences. Thus, making an individual contented with his or her work is essentially attractive to employers in all organisations.

1.5.5 Islamic Work Ethics

Islamic Work Ethics (IWE) is defined as a concept derived from the Al Quran and the practice of Prophet Muhammad (peace be upon him) emphasises that the dedication to work is a virtue and stresses creative work as a source of happiness and accomplishment. Importantly, the value of work is also derived from the accompanying intentions rather than from the results of work (Ali, 1988).

1.6 Scope of the Study

The scope of this study involves employees of public universities in Yemen. Job performance behaviours of administrative staff in Yemen's public universities in both conditions of task and contextual performance are very much desired in the transformation of Yemen's public universities.

The study's choice of administrative staff as unit of study is consistent with efforts towards maximising the benefits of their job performance for better administration and

enhanced university education, as well as improved socio-economic and political development of Yemen.

1.7 The Significance of the Study

Theoretically, this work makes two major contributions to the literature by: (a) demonstrating, to the best knowledge of the researcher, moderating strength of Islamic Work Ethics - IWE in job satisfaction-job performance connection; and (b) further demonstrating the effect of job satisfaction on employee job performance in a different context as suggested by Edwards *et al.* (2008) using different sample employees.

In addition to testing the association among features of job satisfaction and job performance in a different context as suggested by Edwards *et al*. (2008), the present study goes further to test the moderating effect of Islamic Work Ethics. The present study, therefore significantly contributes to the body of knowledge beyond just mere testing the model in a newer context, as it explores the understanding of the relational effects of facets of job satisfaction on task and contextual performance when Islamic Work Ethics is introduced as a moderator.

In addition to theory development, this study is also significant in a practical sense. This study is likely to contribute towards the existing body of knowledge in the context of Yemen's public universities. The university's management can learn the mechanisms and importance of employee job performances. The study findings provide directions and guidelines for development of human capital policies, management practices and management development programmes that can help to elicit employee job perform-

ances. Achievement of employee organisational citizenship behaviour can further enhance effective functioning of all segments of the organisation and hence overall goal attainment of the organisation (Podsakoff, Ahearne & Mackenzie, 1997). Therefore, this study, by and large, assists the transformation process towards effective functioning for achieving cooperativeness, conducive work environment and work effectiveness.

1.8 Organisation of Thesis

This thesis is divided into five chapters. Chapter one provides an introduction to the research regarding job satisfaction and job performance, job performance which focuses on improving worker productivity and job satisfaction related to good feeling of personal state originating from the perception of the individual's job experiences. The relevant literature related to job performance and historical review about on the job satisfaction factors those affect job performance, theories on human resources and followed by the theoretical framework and development or research hypotheses can be viewed in chapter two. Chapter three discusses the research methodology. Subsequently, chapter four analyses the research hypotheses and presents the findings of the research. Finally, the managerial implications and the conclusions of the study are discussed in chapter five. Figure 1.1, illustrates the structure of the present study.

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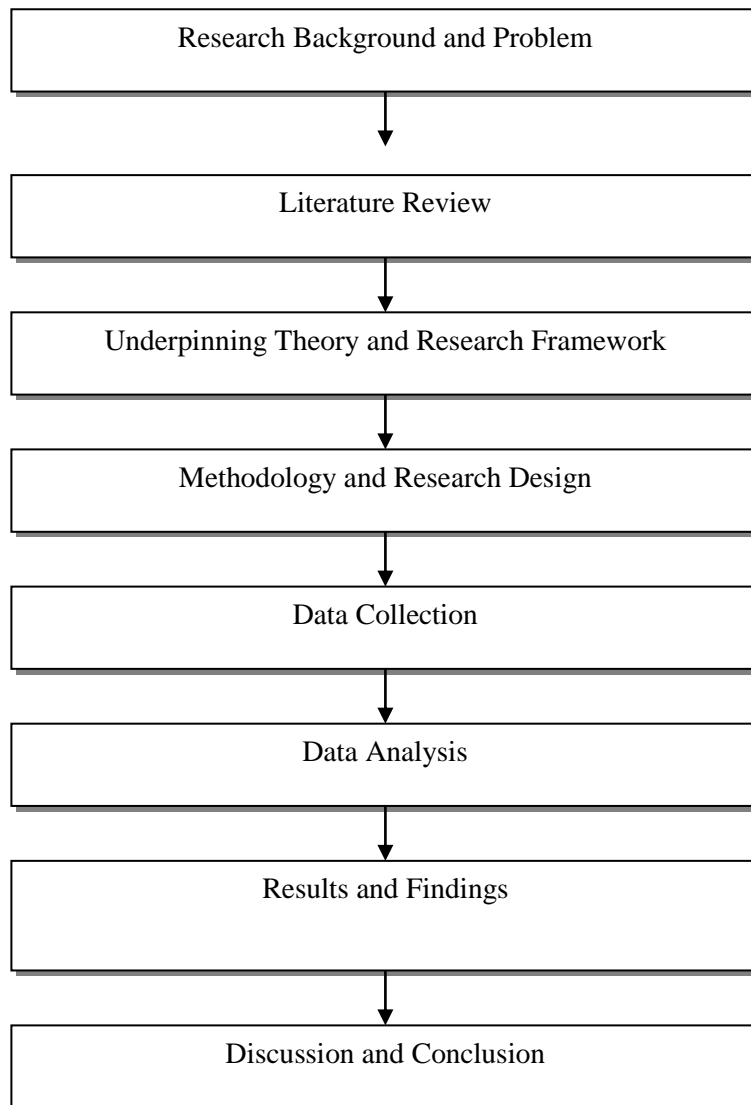
Figure 1.1

Research Structure of Thesis

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is categorised into eight sections as follows: the first section explains job performance concepts of task and contextual performance; the second section provides definition of job performance; while the third section gives definition of both task performance and contextual performance; the fourth section is dedicated to the discussion concerning the relationship between job satisfaction facets including work, pay, promotion, co-workers and supervision and that of job performance; followed by the fifth section which sheds light on the association of various facets of job satisfaction with job performance; the sixth section talks about Islamic Work Ethics – IWE, a moderator, in the job satisfaction-job performance relationship; the seventh section explains the literature review and the chapter concludes with section eight which is about the theoretical framework and hypothesis development.

2.2 Job Performance

Researchers have investigated several performance regulations and processes factors that foresee the task performance. Related to these, several studies have been conducted on the effects of performance appraisal techniques, and task types on task performance effectiveness (Jamil & Raja, 2011; Orpen, 1997; Rahman & Shah, 2012; Swiercz, Bryan, Eagle, Bizzotto & Renn, 2012). Some studies have assessed the impact of direct

self-reports on performance (Tubbs & Trusty, 2001). Similarly, some studies have been conducted on the effects of workload on task performance (Shah, Jaffari, Aziz, Ejaz, Ul-Haq & Raza, 2011). Some studies have assessed the effects of promotion and compensation on task performance (Jamil & Raja, 2011). However, some studies have investigated the effects of physical environment on job performance (Vischer, 2007), whereas few studies have been conducted on the effects of downsizing on employee productivity (Yu & Park, 2006).

Regarding the contextual performance, studies have been conducted along three major categories of predictors consisting of individual, organisational and task related predictors. Due to the significance of contextual performance on effective functioning of organisations, a large number of studies have been conducted to examine its antecedents so that organisations can take relevant measures to develop job performance amongst employees at work. In general, three groups of empirical inquiries can be identified. Some have considered the personal factors that may contribute to job performance, such as personality (Comeau & Griffith, 2005; Ahmadi, 2010; Ariani, 2010), values (Dyne, Graham & Dienesch, 1994; Moorman & Blakely, 1995), and ethics (Turnipseed, 2002), while others have looked at the work-related factors such as; job standardisation (Chen *et al*., 2009), and feedback (Peng & Chiu, 2010). Organisational variables have also been examined purportedly to affect job performance such as organisational climate (Turnipseed, 1996; Garg & Rastogi, 2006; Dimitriades, 2007), and human resource policies (Paré & Tremblay, 2007; Williams, Rondeau & Francescutti, 2007).

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The significance of job performance of a company has opened doors for researchers to study its effects in different conditions (Shekrkon, 2001). According to them, performance is the sum of expectations an organisation owes from its employees in different behaviour samples in a passage of time (Motowidlo, 2003). Job performance is a set of behaviours shown by a person towards his or her job or how competent he or she has become after a due course in training, producing or servicing (Rashidpoor, 2000). Job performance is measured according to work officially assigned to a person and amount of effort he or she exerts to achieve a task and accomplish it (Babu *et al.*, 1997). It can be termed as the skilfulness of a person in performing his or her job as required.

Task performance and dispositional performance are the two job performances categorised by organisational theorists. Task performance is characterised as tasks and duties of every individual who is directly related to all duties that the person is responsible for, like monitoring attendance of employees. Proper understanding of these phenomena needs distinct standards. All other performances are dispositional which facilitate organisations and social networks to survive (Kwong, 2003). Matavidlo (2003) differentiates between task performance and dispositional performance. It begins with parts that are pre-defined in formal job followed by the behavioural effects according to psychological, sociological and organisational aspects. Two aspects of job performance can be observed: job creativity and job role.

Role performance is a behaviour linked with job description, while, innovative performance comprises innovative solutions of prospective problems in job (Lee *et al.*,

2010) and similar external role of performance is vital for an organisation to succeed (Janssen & Yperen, 2004).

2.2.1 Task Performance

Task performance comprises of expertise through which administrative staff performs their duties, officially accepted as part of their jobs. Furthermore, these are the actions that play a part in the organisation's technical core competencies directly and indirectly; directly by executing a part of its technological process, and indirectly by supplying the required materials or services (Borman & Motowidlo, 1993).

Facilitators and impediments for task performance: researchers have investigated several situational factors those predict task performance. Studies have been conducted about human resource management HRM fit on citizenship and task performance (Chandrakumara, 2007). Likewise, some studies have been conducted to explore the role of HR practices on performance (Stumpf, Doh & Tymon, 2010). Several studies have been conducted on the effects of multiple tasks on task performance (Buchle, Hoyer & Cerella 2008; Mutter, Naylor & Patterson, 2005). In the same way, several studies have been conducted on the effects of practice on task performance (Petersen, Mier, Fiezi & Raichle, 1998; Ruthruff, Selst, Johnston & Remington, 2004). Recently, some studies have been conducted on the effects of music on task performance (Chang & Handy, 2012; Piocuda, 2009). Alike, some studies have been conducted on the effects of goal setting on task performance (Copeland & Hughes, 2002).

Researchers are found carrying out the study discovering effect of leadership style on performance (Baruah & Barthakur, 2012; Dunegan, Uhl-Bien & Duchon, 2002; Jung & Avolio, 1999; Shadare & Ayo, 2009). Several researches have observed the effect of task and incentive influence on group performance. Some of the researches explored the effect of mental fatigue on task performance with respect to planning and preparation for prospective actions with the help of a task switching paradigm (Lorist, Klein, Nieuwenhuis, Jong, Mulder & Meijman, 2000).

2.2.2 Contextual Performance

Katz (1964) categorised behaviours essentials for the function of the organisation into three main types namely: a) people should be urged to enter and stay with the system b) organisational members have to fulfill role requirements in an effective manner and c) innovative and spontaneous activity is called for that goes beyond role prescriptions. Organisations ranks improves from good to great when they emphasise beyond role prescriptions. According to Katz (1964), if an organisation depends only on the blueprints of prescribed behaviour, it may be established as a vulnerable social system.

In other words, organisations thrive on activities, such as; cooperation, suggestions, helpfulness, acts of altruism and other examples of citizenship behaviour. These types of behaviours are significant as they smoothen the working of the organisation (Bateman & Organ, 1983). They offer the lubricant required to tackle challenges faced by the organisations and allow participants to handle them through teamwork. Generally, citizenship behaviour improves organisational performance by providing superior means

to manage the dependency factor in the members of a work unit with each other and consequently, to accomplish overall outcome (Di Paola & Hoy, 2005).

Organ (1988), a pioneering author who coined the phrase "organisational citizenship behaviour" and also provided a description of behaviours not 'prescribed' but freely occurring in the hopes of helping others in achieving the task. He conceptualised a total of five (JS) dimensions, namely: altruism, civic virtue, courtesy, conscientiousness and sportsmanship (Bateman & Organ, 1983; Burns & Carpenter, 2008; Organ, 1988). A short definition of each dimension is provided below:

a) Altruism: it refers to one's selfless concern for others' welfare.

b) Civic virtue: It deals with the voluntary important tasks, such as attending additional meetings.

c) Courtesy: it covers individuals taking steps for the prevention of problems with others.

d) Conscientiousness: it tells about the tasks those are those takes place beyond the necessity in terms of the execution of assigned tasks.

e) Sportsmanship:It is a term that refers to the action that prevents adverse actions like complaining and rumour mongering.

According to Organ and Ryan (1995), individuals those who contribute towards organisational effectiveness through doing beyond primary main functions are significant, since they are the drivers of the organisation and they provide the social context supporting task activities.

Contextual performance encapsulates activities like extra job tasks, helping others and adhering to workplace rules and procedures, despite the inconvenience caused. Smith, Organ and near (1983) described behaviours like; inconspicuous, those not easy to measure and may improve others' performance as opposed to one's performance.

Successful organisations generally have, under their employ, employees who perform beyond the responsibilities prescribed for them and expend extra time and energy in achieving the task (DiPaola & Hoy, 2005). Van Dyne, Cummings and Parks (1995) defined job performance as work behaviour that goes beyond the primary measures of job performance that contains promise for long-term success of the organisation. Researchers in the field of job performance have attempted to identify work behaviours contributing in the long-run to the effectiveness of the organisation, but those are, in some instances, ignored through the traditional definitions and measures used by researchers to examine job performance. This additional effort expended by the individual is not an authorised effort, although its encouragement in the organisation enables the transition of an ordinary organisation into an excellent one.

Moreover, DiPaola and Hoy (2005) claimed that developing job performance in schools is similar to modify the culture in the school, it may entail a slow process and is not simple. Culture change in school hinges on many factors, including determining the need for change. It also includes knowing the way the staff can be motivated in accepting the need for change because if staff are against exhibiting job performance behaviour in the organisation, they may not be inclined to adopt the changes required for forward movement.

In a related study, DiPaola and Tschannen-Moran (2005) described organisational citizenship behaviour as a uni-dimensional construct in the context of schools. They stated that if an individual's job performance level was seen influenced in the elementary and secondary schools level, it would have been also get impacted. This statement seems consistent with Burns and Carpenter (2008), whilst they claimed that individual benefit is also organisational benefit and vice-versa. Hence, the above studies show that individuals as well as organisational levels of job performance are positively interconnected that results in a positive increase at both sides.

Seeing that schools and individuals working within the schools would benefit from exhibiting great levels of job performance, DiPaola and Hoy (2005) added that job performance may be considered as a bipolar construct. According to them, "benefits to the organisations and individuals are merged together to form a uni-bipolar construct indicating that the organisation and the individual are working together to fulfil one goal".

In the context of service organisations like; schools, teachers and administrators, the organisation itself works towards satisfying the best interests of the students (DiPaola & Hoy, 2005). Also, in an effort to review literature concerning the topic, Podsakoff, MacKenzie, Paine and Bachrach's (2000) highlighted thirty potential various types of citizenship behaviours and organised them into seven main themes: 1) helping behaviour – helping others voluntarily; 2) sportsmanship – the inclination to tolerate inconveniences and challenges of work in the absence of complaints; 3) organisational loyalty – spreading goodwill and safeguarding the organisation; 4) organisational

compliance – it includes a person's internalisation and acceptance of the rules laid down by the organisation; 5) individual initiative – acts of creativity and innovation voluntarily done to enhance task or the performance of the organisation; 6) civic virtue – being committed to the organisation; and 7) self-development – the voluntary behaviours that employees exhibit to enhance their knowledge, abilities and skills.

Along the same line, Podsakoff *et al.* (2000) claimed that leadership behaviour is connected to higher job performance. For instance, transformational leadership behaviours, such as vision articulation, provision of suitable model, encouraging the group goals acceptance and high performance expectations are significantly and positively related to altruism, conscientiousness, courtesy, civic virtue and sportsmanship. A dominant trend in the findings is the key role played by leaders in influencing citizenship behaviour. According to Podsakoff *et al.*'s (2000), "supportive behaviour on the part of the leader is strongly associated to organisational citizenship behaviour and may seem to motivate the effects of perceived organisational support on job performance".

In Burns and Carpenter (2008) views, by considering the contribution of citizenship behaviours towards the organisation's effectiveness, it is significant for the leaders to acknowledge the construct and approach to support this type of behaviour. Whereas; schools are concerned with the organisational betterment that guarantees promotion of the conditions demanded by suitable education reform. A better individual job performance in an organisation results in teachers' motivation to put their efforts and time to build a system to facilitate themselves and the schools. Teachers are highly

motivated to put their energies to build a better working environment for themselves and for their students. Obviously if the majority of the teachers are found trying to follow the same motivation and spirit towards their respective education surroundings, it will surely result in positive outcomes for the organisations.

In addition, according to Fullan (2002), for the mobilisation of lecturers towards superior performance, leaders have to enhance their working conditions and their morale in the following ways:

1. By performing moral duties in a way that social responsibility is inculcated to others and the environment, making a difference in the students' lives, the schools and other schools in the area.

2. By clarifying the change process by helping others in their assessment and determining the meaning and commitment in novel ways.

3. By redefining resistance and culture by changing the way people work together to achieve due values in the organisation.

4. By improving relationships with the people from diverse cultures.

5. By creating and sharing knowledge by adding to the individuals' knowledge base and by fostering knowledge sharing in the organisation.

6. By establshing coherence implementing checks and balances.

Muhammad (peace be upon him), the Prophet of Islam, is the most excellent and perfect model of : a teacher, an ideal preacher and guide, an exemplary statesman, a great law-maker, a judge, a diplomat, a commander, a family care-taker, loving spouse, a kind

father, a caring neighbour and friend of his companions. He was famed for his prime honesty, as a businessman too. Holy Quran also states, "For you in the Messenger of Allah (SWT) is the finest model to follow" (Al-Ahzab, 33:21).

A lecturer's job satisfaction is the contentment he or she experiences during work. Job satisfaction plays an important role in retention of new lecturers (Curtis, 2005; Smith & Ingersoll, 2004). Satisfaction can be defined as one`s feelings towards his or her job or career, as a whole or within some specific aspect like; compensation, autonomy, co-workers, and so forth. It can also be related to a particular effect, such as; productivity (Rice, Gentile & McFarlin, 1991). For lecturers, satisfaction about their career is of utmost importance for student learning. Specifically, a lecturer's job satisfaction influences greatly the quality and stability of teaching. Fundamental to determine lecturer's efficacy and satisfaction is the expectation lecturers possess for their students. If students are observed having slow learning ability, as a consequence, lecturers tend to lower down expectations from their own abilities (Lee *et al.,* 1991).

A number of researchers hold a view point that lecturers who are not encouraged during their work or school climate, are likely to be less motivated to do the best work in their classrooms (Ashton & Webb, 1986; Dramstad, 2004; Ostroff, 1992); whereas, highly satisfied lecturers are highly unexpected to change schools/institution or to leave the teaching profession, if compared to dissatisfied ones. Caprara *et al*. (2006) reported that strength defines the persistent lecturer's faith in his or her capabilities to handle difficulties and obstacles in dealing with efficacy in teaching. Lecturers' self-efficacy and beliefs are seen as determinants of their job satisfaction and students' academic

achievement. Lecturers in 75 Italian junior high schools were directed to make self-report to find out their level of self-efficacy and job satisfaction through questionnaires. Later, students' average final grades at the completion of junior high school were composed in two subsequent academic years. However, it is observed that self-efficacy may direct into better results on the job, and teachers may intend to put extra effort to achieve higher academic achievement for their students.

In other words, individuals exhibiting self-efficacy tend to seek opportunities in which they may improve their positive self-perception by employing extra-role behaviours. A relationship was also revealed between collective efficacy and extra-role behaviour. Collective efficacy is described as the individual's assessment of his or her own ability to work in a team. Somech and Drach-Zahavy (2000) concluded that a greater degree of job satisfaction improves the degree of extra-role behaviours in lecturers at all three levels namely; the student, the team, and the organisation as a whole. Relating this to present study, it can be inferred that the three levels, in this study, are the employee, the team, and the university as a unit. The reason for this is that this present study centralized on the administrative staff of the university which can stand as the student in the three levels of school system in the study of Somech and Drach-Zahavy (2000). Furthermore, as we can have the team among the students, so also we can have the team among the employee being studied. Lastly, the school is an organisation on its own, likewise, the university is also an organisation on its own. Therefore, the three levels of the University that this present study concentrated on are: are the employee, the team, and the university as a unit.

Schools are described as the organisations that provide students with the education. Like other organisations, schools should develop a culture of teamwork to ensure quality education. Hence, it is important to develop contextual performance within the schools for establishing a culture of success. The greater the contextual performance levels are within the school, the higher will be the possibility for personnel to work beyond their normal work environment in an effort to establish a school site characterised by high student achievers.

Vigoda-Gadot, Beeri, Birman-Shemesh and Somech (2007) states that some categories of organisational culture may result in higher levels of group contextual performance. They stated that schools that encourage norms of mutual-help, voluntarism, and social reciprocity may be characterised by higher levels of group contextual performance. They added that school success hinges on the lecturers' inclination to work beyond the call of duty in order to achieve the school's objectives and aims.

Similarly, Christ, van Dick, Wagner and Stellmacher (2003) claimed that for organisational functioning, such as schools, it is pertinent that lecturers take part in extra- role behaviours as this type of behaviour may offer organisations with additional resources to help them improve their performance. In addition, individuals those who are 'emotionally attached' to their organisation tend to exhibit higher levels of citizenship behaviour. They suggested that for an increase of contextual performance in the school, lecturers should identify themselves with teams and schools as this would familiarise them with the school's goals, and lead to lecturers' behaviours on behalf of the school and increase of students' positivity. Lecturers should also identify themselves with the

school to be able to take part in school activities and if they recognize that they have a future in the school and its surroundings; they will be more willing to show contextual performance towards their team and the school as a whole.

On one hand, Oplatka (2006, 2009) stated that both personal and contextual determinants in terms of lecturers' group influencing lecturers' contextual performance can be divided into three groups namely; organisational, school climate and leadership groups. According to him, the main determinant influencing the contextual performance of lecturers is the personal element as the lecturers' personal level of commitment is dependent on their personal association towards their teachings. In other words, they consider teaching as a profession, unlike religion, whereas; lecturers increase their commitment to a specific service because of their conviction towards their job. On the other hand, few lecturers consider teaching as a sense of selflessness and helping others which are not limited to schools or classrooms. Highly committed lecturers show a high moral obligation to perform at their best due to high moral life values leading them to perform in an appropriate way at work.

Another determinant that influences lecturers' contextual performance, as outlined by Oplatka (2006), is organisational school climate. According to him, a positive surrounding, positive collegial interaction and a sense of belonging and norms those are inclined to extra-role activities and encouragement towards hard work and supportive relationships among colleagues, all positively impact the level of the lecturers' contextual performance. Leadership primarily influences the lecturers' contextual levels. Specifically, leaders initiating changes and innovation and involving lecturers in school

decision-making are viewed by lecturers as encouraging their contextual performance. This type of leaders also offer positive feedback to lecturers regarding their performance and motivate them. The leaders who fail to encourage their staff and regularly provide negative feedback, frustrates lecturers and affects their enthusiasm and motivation for work. Therefore, improving the lecturers' contextual performance assists in their involvement with the school and students, their motivation towards personal fulfilment which urges them to go above and beyond their job description and to have a personal stake in helping students achieving their gaols. Both, lecturers and administrators, have reported positive outcome when high levels of contextual performance exist.

In another study, Oplatka (2009) found out that educationist take contextual performance findings in highest student achievement and positive emotions towards their class and school as well as improved discipline. These results described that superior contextual performance helps teachers and administrators in creating dynamic teamwork and employee satisfaction with the workplace that results in presenting a better image of the school and to develop a mutually respectful school environment.

Along a similar line, DiPaola and Hoy (2005) revealed few properties of organisations; those influence school achievement, and not engage in socioeconomic activities. These include faculty trust in both student and parents, organisational collective efficacy for lecturers and administrators, academic stress and contextual performance. In other words, contextual performance influences students' achievement as lecturers interact with students and colleagues and expend efforts in trying out new curriculum and methods of instruction (DiPaola & Hoy, 2005). In other words, lecturers possessing

higher levels of contextual performance basically invest in the students' success and thus, they drive students' learning. The teaching practices of this type of lecturers shows a greater level of effort in the light of methodology, efficient and innovative utilisation of instructional strategies, examining understanding, teaching standards and a higher academic bar for students.

DiPaola and Hoy (2005) added that lecturers who are more inclined to put extra effort to educate students at their own time show personal commitment toward their students' achievement and to encourage their efforts. These lecturers are more flexible and they attempt to try out various teaching methods and strategies if the regular teaching strategies do not work. Therefore, contextual performance behaviour improves the lecturers' personal and professional responsibility for students' achievement. Accordingly, if a number of lecturers are engaged in contextual performance, the rest will follow them. Hence, for the change to be realised in the school, most of the staff should be inclined to go above and beyond their job descriptions. In this environment, the leaders have to find techniques to motivate staff and lecturers working with students to learn challenging concepts. Educational leaders should also work with staff to encourage greater levels of expectations for success.

Similarly, Tschannen-Moran (2003) stated that by separating and highlighting these behaviours, the organisation had to be restructured in order to reflect them. Citizenship behaviours enhance organisational performance as they provide an environment in which members of an organisation depend on their co-workers to achieve collective results. The measurement of students' success through United States Act of Congress

that is a reauthorization of the Elementary and Secondary Education (NCLB's), Adequate Yearly Progress (AYP) and California's Academic Performance Index (API) urges educators' teamwork in order to go above their job expectations and develop a learning environment, where the goal is to improve the standard. However, organisational citizenship behaviours to help organisation to create such as; learning environment, in which employees along with their organisation can produce better results by developing their competencies through learning.

2.2.3 Performance Measurements

The measurement of performance during a debate in Australia on the topic of Performance Measurement of New South Wales Government Businesses by the guiding Committee for the Review of Commonwealth/State Service Provision (1998), describes performance in these words, "how well a service meets its objectives, given the external constraints placed on it". Performance evaluation in public sector provides information about policy implementations and helps management to know their work efficiency. It also points out the areas where productivity level needs to be raised. Moreover, it will help in setting expenditure details for fulfilling needs according to performance and requirements.

According to Abedian *et al.* (1997), information regarding performance helps to check management and transparency. Governments in previous years focused on input and output analysis of its different departments such as; funds, workers and other resources. The Office of Procurement and Assistance Management in the USA, (2005) classifies

performance as "a process of assessing progress towards achieving predetermined goals, including; information on efficiency with which resources are transformed into goods and services (outputs), the quality of those outputs (how well they are delivered to clients and the extent to which clients are satisfied), the outcomes (results of a program activity compared to its intended purpose), and the effectiveness of government operations in terms of their specific contributions to programme objectives". In the paper, 'Serving the American Public: Best Practices in Performance Measurement, Benchmarking Study Report, June 1997', authors stated that a high level of performance was possible through building up a system for measuring performance and its management. President Bill Clinton, while passing the US Government's Performance and Results Act (USA: 1993) said performance measures should - *"the law simply requires that we chart a course for every endeavour that we collect the people's money for, see how well we are succeeding, inform public how we are doing, stop the things that don't work, and never stop improving the things that we believe are worth spending in"*.

The document quoted above adds that performance measurement systems should avoid collecting unnecessary data, and should keep management informed for the purpose of decision making. Performance measures should be related to a department's planned aims and goals, and also signify progress made towards the accomplishment of pre-determined goals. The measures preserve specify to the extent, a programme has reached to; it was intended to achieve and the predefined activities and functions that contributed

to the programme objectives. Performance measurement allows the organisation to track progress and direct it towards achieving its planned aims and goals.

As stated by the US Government document (1997), public service departments must be involved in performance matters, those would guarantee better service delivery to its people are mentioned below:

- ❖ financial considerations
- ❖ customer satisfaction
- ❖ internal business operations
- ❖ employee satisfaction
- ❖ community satisfaction

Measurement of the above given aspects of performance will make a flourishing performance measurement system. The US Government document (1997), furthermore, refers to profit as the primary measure of winning performance in the private sector. Dissimilar to this, in the public sector, such straightforward and broadly accepted measure of performance are not attainable. In the public sector, performance needs to be evaluated against the predetermined goals of a department and whether or not the department executes its services in a way those expected outcomes are accomplished. The public sector needs to improve its operations, and makes sure the delivery of its products and services efficiently and economically to the taxpayers. In this regard, performance measurement is a helpful instrument, since it formalises the process of tracking progress toward achievement of the goals established in the beginning. Through

final improved management decisions, the performance measurement could help in advancing the quality and cost of government activities. Nevertheless, not every public sector field of interest is measurable. According to Meyer (1986), there are events with no tangible measures of consequences presence. For example, it is virtually not possible to determine the quality of a strategic plan. In the same vein, many administrative and support tasks cannot be calculated. In order to solve these problems, Meyer said that the focus should be on the process rather than on the eventual outcome.

The measurement of performance is generally used to determine the level of efficiency. Techniques, usually used to measure performance, such as; benchmarking analysis, are divided into parametric or regression based estimators and non-parametric or mathematically programming estimators, as well as economic analysis.

2.3 Job Satisfaction

Researchers describes job satisfaction as an emotional perception that reveals an effective response toward the job situation (Dipboye, Smith & Howell, 1994; Farkas & Tetrick, 1989). It is also the case when an individual reacts in a negative way towards his/her job which causes him/her to display withdrawal behaviour and de-motivation towards the task. Therefore, job satisfaction is positive as well as negative feelings and attitude of individuals towards their jobs (Schultz & Schultz, 1994) in a way that the individual is satisfied or dissatisfied with his/her work. Lock (1976) defines job satisfaction as a good personal state that originates from the perception of job

experiences. Therefore, maintaining the happiness of an individual is essentially attractive to employers in all organisations.

Job satisfaction is considered a contentment with various elements of the job and work situations (Falkenburg & Schyns, 2007). It can be described as the product of behavioural cycle, cause of behaviour, a part of a regulation system where the outcome of the evaluations results in decisions as to whether changes are to be made (Thierry, 1997).

Many management scholars have attempted to present and explain several theories to examine the relationship between job satisfaction and job performance, but they are still not able to explain it well. Constructed on this, it is revealed that most of the studies reveals certain factors that influence job satisfaction and job performance (Shaikh, Bhutto & Maitlo, 2012). Therefore, the majority of studies have concluded from fundamental perspective that job satisfaction causes performance that results in satisfaction. The situation has currently been changed; generally, it is found that employees who are working in different organisation are not satisfied with their jobs. Consequently, the performance of these employees are definitely affected.

Due to immense significance of job satisfaction within the organisation, it is studied as a dependent variable where some studies confirmed that the degree of satisfaction is also correlated with demographics of individuals, such as; gender, marital status, age, education and various personality traits. For example, Joshi (2004) carried out a study on the job satisfaction of B.Ed. trainees and B.Ed. trained teachers of Saurashtra region of

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Gujarat State. A sample study of B.Ed. trainees and B.Ed. teachers, 120 each, was conducted. Cluster Layer Method was used to select the sample. One of the most important findings found was a positive significant correlation between job involvement and job satisfaction of male teachers. Moreover, teachers from broke-up families were found having higher job involvement than the teachers from joint families. Different tools were adopted for the data collection, such as; personal information sheet, job stress list formulated by Bhatt and Lodhal and Cadgner's formulated Gujarati version of job involvement inventory. Median, standard deviation and t-test were used for the procedure of data analysis. Findings of the research were: (1) no significant difference was found between B.Ed. trainees' job satisfaction and job stress; (2) there was positive significant correlation found between job involvement and job satisfaction of B.Ed. trainees; (3) there was positive significant correlation found between job involvement and job satisfaction of male teachers; and (4) teachers who are coming from separate family have higher job involvement than the joint family teachers (Joshi, 2004). However, it shows that demographic factors can have significant influence on job satisfaction of teachers which ultimately lead to job performance.

Another study was conducted by Vyas (2001) who studied the job satisfaction of primary teachers with respect to their gender, marital status and educational qualification. A total of 1,770 male teachers and 1,230 female teachers were included in the study, and analysed. The results revealed that there was a prominent difference between married and unmarried teachers as the marital status was reported to affect male teachers' job satisfaction, while married teachers' gender was found to affect job

satisfaction. In terms of the educational qualification, the results demonstrated that the effect of different districts was found with reference to lower educational qualifications.

In the same vein, Joshi (2005) studied job satisfaction of secondary school teachers of Dabhoi Taluka, Gujarat, India. A total of 150 secondary school teachers were selected for the sample of the study from Dabhoitaluka, and a 150 statements questionnaire was structuralized. Findings of the research were: (1) graduate teachers were more satisfied than post-graduate teachers; (2) teachers below forty years were more satisfied with their job; and (3) educational qualification and age significantly affected job satisfaction.

Another study was conducted by Naik (1990) who studied job satisfaction of teaching assistants of Baroda University, Gujarat in India Eighty five teachers of different faculties of Baroda University were selected for the sample of the study. The findings of the research were: (1) no prominent difference was found among male and female college teachers; (2) job satisfaction had positive relationship with educational experience; and (3) unmarried teachers were found enjoying higher satisfaction than the married teachers.

Thakkar (1995) studied job satisfaction of the principals of secondary schools. The principals of six districts of Saurashtrain India were selected for the sample of the study. The results of the study were: (1) most principals had neutral attitude; (2) there was no significant difference on job satisfaction with age, area, educational qualification and marital status; and (3) educational experience significantly affected job satisfaction. Principals with nine to sixteen years' experience were found to be more satisfied.

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Though, Thakkar's study shows that whole demographics factors may not always influence on job satisfaction of principals.

Rathava (1998) also found the same conclusion in the study conducted regarding job satisfaction of primary school teachers of Baroda city. A total of 120 school teachers, 80 male and 40 female, participated in the sample. Random sampling method was used to select the sample of the study. Lavingia's formulated attitude scale was used for the data collection. The finding of the study was that age, educational qualifications and educational experience did not significantly affect job satisfaction.

Similarly, Jadeja (1997) studied job satisfaction, values and problems of in-service female school teachers. Colleges, secondary schools, and 75 primary school teachers were included. A total of 584 female school teachers of six districts of Saurashtra University were selected for the sample. Nakum formulated Value Scale and self-made problem list and viroja formulated job satisfaction Test were used for the data collection. Age, educational qualifications, types of school management and experience were included as independent variables, while job satisfaction, values and problems were dependent variables. Notable findings of the study were: (1) there was equal job satisfaction found in each level of female teachers' education; (2) Professional Teaching Certification degree holder school teachers were more satisfied than teachers, holding B.Ed. degree; (3) there was no effect on job satisfaction of school management and medium of the school; (4) there was significant difference found between married and unmarried school teachers; and (5) experience did not affect job satisfaction.

According to Schultz and Schultz (1994), job satisfaction is influenced by various factors relevant to work and it hinges on the worker's sense of achievement from his/her day-to- day tasks. Other authors claimed that these factors are the work itself, co-workers, supervision and opportunities (Carrell, Kuzmits & Elbert, 1992). In addition, Seta *et al.* (2000) added work nature, systems of reward, relationship with co-workers and supervision as factors affecting job satisfaction; while McCormick and Ilgen (1985) noted the prior studies consensus over job satisfaction-turnover association. Among them, Spencer and Steers (1981) established a significant negative relationship between job satisfaction and turnover of low-performer employees in the hospital, while; Mowday, Porter and Steers (1982) calculated job satisfaction to be consistent and negatively related to turnover.

Similarly, Schermerhorn, Hunt and Osborn (2000) claimed that job satisfaction can impact turnover or worker's choice to give up employment. They supported the contention that dissatisfied employees quit their jobs often compared to satisfied ones. The first aim of the firm should be to hire and retain employees while the next one is to drive them towards achieving high performance.

Moynihan *et al*. (1998) exposed a negative relationship of an intention to leave the job with job satisfaction (-0.70). The supportive evidence was provided by Malkovich and Boudreau (1997) who argue that the evidence from the U.S. schools indicated that schools having greater satisfaction among teachers show higher retention levels. In addition, Moynihan, Boswell and Boudreau (1998) cited literature, such as Hulin (1991), Mobley (1977) and Porter and Steers' (1973) claim that negative work attitudes have a

great effect on the turnover model. They reached the conclusion that job dissatisfaction leads to turnover cognition and motivates the employee to quit the job. Combined with the path analysis of Tett and Meyer (1993) on the basis of a meta-analysis, it was reported that an inspiration to give up could considerably be predicted by job satisfaction, and not by commitment to the organisation.

Along the same line, Rumery (1994) stated that prior studies, like Lucas, Atwood and Hagaman (1993) revealed that age and job satisfaction predict intention of turnover by the workers. Other studies showed that intention to turnover is a forecaster of future turnover. Specifically, Muchinsky and Tuttle's (1979) study summarised the relationship between job satisfaction and turnover among 39 studies and revealed that 35 of the 39 studies showed a negative relationship with an average magnitude of -0.40. Nevertheless, the satisfaction-turnover association is confined by financial situations (Muchinsky, 1993); a contention supported by Lawler's (1994) observation.

On the contrary, Jackofsky and Peter (1983), cited in McCormick and Ilgen (1985) were convinced that workers often quit their jobs if they are discontented or aware of other existing opportunities. The data collected from retail employees working in numerous southwestern cities in the US proves this.

Viewed from a different perspective, some researchers linked job satisfaction with commitment to the job because appropriate organisational measures improve employee attitudes leading to performance. A good approach to study this phenomenon is through examining the withdrawal behaviours that involve physical withdrawal including;

absence and turnover (Falkenburg & Schyns, 2007). Often it involves high costs for the organisation; therefore, organisations are motivated to understand them (Rosse & Noel, 1996). Furthermore, Falkenburg and Schyns (2007) revealed that job satisfaction and organisational commitment both have a moderating impact upon withdrawal behaviours and it is very easy to provide proof of such relationships.

The first view about job satisfaction and performance can be summarised in one line, "productivity of a happy worker is higher" (Rabins, 1999). One of the most challenging factors in job satisfaction is its relationship with performance (Mirderikvandi, 2000). Job satisfaction ensures higher productivity, organisational responsibility, physical and mental health, a person working with good mood will actively participate in learning skills that will make way to promotion (Coomber & Barriball, 2007). There are many reasons that show that job satisfaction comes with job performance and awards have a significant role in that. Internal awards come with job output (i.e., sense of accomplishment) and external awards from appreciation of job (income and salary). These awards are given to gratify employees, specifically workers (Gholipour, 2001). There are three theories: performance results into satisfaction, satisfaction guides towards performance and award works as a mediator between satisfactions and performance. The first two theories are not held strongly but the third is. Awards not only endorse the performance, but also have an effect on job satisfaction. Stirs and Porter (1991) affirmed that high motivation with high positive attitude toward job can get one to higher performance, and vice versa. Vroom (1964) investigated this link further and reached the conclusion that of a positive association between job satisfaction

and performance. Several researches (Chen & Colin, 2008; lee, Javalgi & Olivia, 2010; Yi Han, 2008; Zimmerman & Todd, 2009) have confirmed a positive relationship between job satisfaction and job performance.

Job satisfaction is one's experience or state-of-mind about the type of work he or she does. It is subject to a various factors like the value of a person`s relations with his or her supervisor, quality of the working situation, level of fulfilment in work. Actually, better job satisfaction can decrease job performance at times. For instance, one can allow oneself to sit all day long and do nothing. It can satisfy him/her with this "work" in the short-term, but it will not improve his or her performance.

A sense of accomplishment and satisfaction is achieved when a task is done successfully. Job satisfaction comes when a worker feels a sense of accomplishment which is important and worthy of recognition and a sense of joy (Al-Mutami, 2000). Job satisfaction is worker's feeling of accomplishment, which is usually assumed as directly related to productivity along with personal happiness. Job satisfaction involves completing a task he or she likes perfectly, and rightfully rewarded for his/her efforts. Job satisfaction later involves passion and pleasure an employee shows in his/her work. The Harvard Professional Group (1998) perceived job satisfaction as an important factor that is directly related to acknowledgment, profits, promotion and the accomplishment of goals that steer towards feelings of fulfilment.

Job satisfaction can be referred to as a positive emotional state that stems from one's evaluation of his/her job and it is an effective response to it or an attitude towards it. In

this regard, Weiss (2002) contended that job satisfaction is a method wherein investigators can identify the objects of cognitive evaluation, namely affection beliefs and behaviours. Based on this description, our job attitudes is developed according to our feelings, trust and behaviours.

Besides, it can also be discerned from the study conducted by Samad (2006) that Maslow's hierarchy of needs theory is the bases for job satisfaction. This theory details that people try to satisfy five specific needs in life:

    1. Physiological needs

    2. Safety needs

    3. Social needs

    4. Self-esteem needs and

    5. Self-actualisation

This model (five specific needs) provide a good foundation from which examiners in the past could produce job satisfaction theories.

Job satisfaction indicates the satisfaction of individuals with their jobs. In history, the jobs available to an individual hinges on his parents' occupation. In this regard, there are several factors that can affect the job satisfaction level of an individual and they include, the pay level and benefits, the perceived equality of the promotion system in the firm as well as the working conditions in terms of quality.

People who are happier with their jobs, are more satisfied than those who are not and despite the fact the job satisfaction is distinct from motivation. Moreover job design is targeted towards improving job satisfaction and performance via job rotation, job enlargement and job enhancement, with other satisfaction effects being style of management and culture, employee involvement, empowerment and autonomous work groups. In organisations, job satisfaction if frequently gauged through rating scales like employees' reporting their job reactions.

Job satisfaction related questions are pay rate, work responsibilities, tasks variety, opportunities for promotion, and colleagues. Job satisfaction has been referred to as positive feelings of an individual about his job following his appraisal – it is his emotional reaction of his job and his approach to it.

2.3.1 Models of Job Satisfaction

Factors that have an impact on model of job satisfaction level are work, pay, promotion, supervision and co-workers. Locke's 12 Range of Affect Theory (1976) is arguably the most famous Job Satisfaction Model. This theory is based on the idea that satisfaction can be measured from the inconsistency between what one`s desires from the job and what he/she gets from it. It also describes how some aspects of the job are worth compromising for a person, besides what leads him or her to satisfaction or dissatisfaction in case the job prospects are fulfilled or not, respectively. Satisfaction level is deeply associated with the specific aspects of the work a person appreciates in contrast to a person who does not. It can be negative in case they are not fulfilled and

positive the other way around. It can be exemplified as if an employee likes to work in a free environment in which he/she would be more satisfied if the desired environment is provided to him/her, and less satisfied otherwise comparing to someone who is not interested in such facility. This theory also describes that if a worker values a specific facet too much, it will result in stronger feelings of dissatisfaction. A popular theory employed to examine job satisfaction is the Dispositional Theory and it posits that individuals have natural inclination that urge to a specific satisfaction level regardless of the type of their jobs. This method highlights that job satisfaction is primarily stable over time and throughout careers and jobs. According to research, identical twins possess similar job satisfaction levels. In relation to this theory, Judge (1998) brought forward the Core Self-evaluation Model that has narrowed down the scope of the Dispositional Theory. According to Judge, 1998), the four core self-evaluations are self-esteem, self-efficacy, locus of control and neuroticism, and he concluded that they are an individual's disposition towards job satisfaction. This model states that when self-esteem and self-efficacy increases, work satisfaction also increases. In this regard, the Two-Factor and Motivator-Hygiene Theory proposed by Hertzberg (1959) attempted to shed a light on the relationship between work satisfaction and motivation. It provides a description of satisfaction and dissatisfaction that are induced by different factors such as the motivation and hygiene aspects. Specifically, factors that motivate individuals to perform and to be satisfied, include work achievement, recognition and promotion opportunities. Such motivating factors are considered to be crucial in a job. Hygiene factors are related to the work environment such as salary, corporate policy, practices of supervisors, and other working aspects.

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Despite the fact that Hertzberg's model has encouraged more work in the field, the model's empirical proof is still difficult to confirm. To this end, Hackman and Oldham recommended that Hertzberg's original development of the model may have been akin to a methodological artefact. Aside from this reason, the theory fails to acknowledge differences in entity but instead takes the entire employees at part in light of the changes in their motivating/hygiene factors. This indicates the model's shortcomings that stem from its failure to identify the way motivating/hygiene factors are gauged.

2.3.2 Dimensions of Job Satisfaction

Job satisfaction has always been of significant interest to researchers (McCormick & Ilgen, 1985). From the study of Happock (1935), it has been found that more than 3,000 published studies have been dedicated to job satisfaction. According to McCormick and Ilgen (1985), the complex notion encapsulated in the job concept stems from various factors including promotion opportunities, work, remuneration and co-workers. Despite the fact that prior researchers revealed various dimensions associated with job satisfaction, Locke highlighted a set of commonalities in the dimensions, which describe most of the predictable variables significantly. Furthermore, they added that the common dimension is an index of job satisfaction over a broad array of jobs, and according to Locke, it can be categorised into events and agents.

Events comprises variety, intrinsic interest, difficulty, chances for success, amount, learning opportunity, and control over work flow among others whereas; rewards include salary, promotion, acknowledgment, amount, equity or fairness, basis for pay,

praise, criticism, credit for work, and others. While work context includes working conditions, benefits, hours, breaks, quality of work environment, equipment, temperature, ventilation, plant location, pension, insurance (both medical and life), annual vacations and other vacations, skills, abilities and self-values. However, others in the company include supervisors, colleagues, approach and power of supervision, technical sufficiency, administrative skills, capability, sociability, cooperation, and technical competence. External includes customers, family members, friendliness, job knowledge, time demand, position, students, parents and voters.

In short, job satisfaction infers the satisfaction on the basis of the individual's attitude towards distinct aspects of the job he or she doing in the organisation. It is therefore possible for an individual to be highly satisfied with his job in light of is single aspect, and to be lowly satisfied in light of another aspect, according to the importance he perceives of the job characteristic and the level of satisfaction obtained from a specific job aspect. There are several job satisfaction dimensions and the present study focuses on five job aspects, which are; work, pay, promotion, colleagues, and supervision. The relationship between the above aspects and job performance is discussed in the next sections.

Judge and Bono (2001) in their study used the theory of core self-evaluations given by Judge, Locke and Durham (1997) as a framework for arguing correspondences between 4 traits namely; "self-esteem, generalized self-efficacy, locus of control, and emotional stability" and their relationships to job satisfaction and job performance. The study

showed that 4 traits of core self-evaluation are strongly linked with job satisfaction and job performance. Further, job satisfaction ultimately leads to job performance.

In another study by Judge *et al*. (2001) has provided a mixed-method "qualitative and quantitative" review of the relationship between job satisfaction and job performance. They have reviewed about 7 models that describe past research on the relationship between job satisfaction and job performance in qualitative research approach. In quantitative research approach, they have studied 312 samples with a combined N of 54,417. The finding shows that although some models have acknowledged more provision than others, research did not run definite confirmation or discontinuation of any model, partially because of a lack of integration and incorporation in the literature.

2.3.2.1 Work

The Oxford advanced learner's dictionary (1995) defines work as "what is done by a person". Work is also described as the working atmosphere of employees and their beliefs concerning the job they handle. The definition of work itself for this study deals with the employee's perceptions on their current work - whether as fun, comfortable, challenging or respected by others. The job or work will give the employee a sense of achievement.

The stress of both work satisfaction and task performance is on job-related tasks. Undoubtedly, the construct of work satisfaction and task performance are conceptually related and those can be measured through the same behaviours. In other words,

employees who experience work enjoyment exemplify their effort to achieve better task performance (Hackman & Oldham, 1980).

In a related study, Luthans (1998) described work motivation as a process of arousing, energising, directing and sustaining behaviour and performance. It can be referred to as a way of encouraging workers to act and achieve a goal or a task. A way to encourage workers is to apply an effective motivation that elicits employees' satisfaction of and their commitment to jobs. However, it is notable that payment is not the sole motivator. There are other incentives which can motivate employees. Unique employee attitudes that relate to job satisfaction and organisational obligation are of great interest in the field of organisational behaviour and human resource management practices. Attitude directly impacts job satisfaction, while the organisational commitment stresses on behaviours of the employees towards the organisation as a whole (Tella *et al.*, 2007).

Literature concerning work motivation appears to be consistent with the notion that it enhances worker's performance and satisfaction. For instance, Brown and Shepherd (1997) studied the work qualities of teacher-librarians in terms of four main aspects: knowledge base, technical skills, values and beliefs. The report tells that their success in meeting the challenge lies in their motivation by deeply-held values and beliefs regarding the development of a shared vision. In addition, Vinokur, Jayarantne and Chess (1994) investigated the agency-affected work and employment conditions, and evaluated their effect on the satisfaction of social workers. Motivation issues include; pay, fringe benefits, job security, physical environment and safety. Moreover, specific environmental and motivational factors predict job satisfaction. In contrast, financial

incentives are contended by Colvin (1998), as motivators for people to do more of what they are doing. In an associated study, Silverthrone (1996) examined motivation and managerial styles in both the public and private sectors. The findings revealed little difference among motivational requirements of both the sectors exhibited by employees, managers and non-managers.

2.3.2.2 Pay

Pay is defined as the employees' pay, which is adequate for their normal expenses. The employee is satisfied with the pay that is salaried according to the working experiences and equal to the work done (Hussin, 2011).

To date, the most widely used means of examining the relationship between job satisfaction and job performance entails the use of various variables with pay among them. Various studies hypothesised that job performance could impact job satisfaction only to the level that people are remunerated based on their performance. The justification behind the argument is that if employees value payment, high performance should be satisfying to the level that pay is related to performance (Judge, Thoresen, Bono & Patton, 2001).

Over the past few years, there has been an increasing interest in the study of pay-for-performance and the logic behind it is evident. People are paid according to their performance, hence employee behaviour get excellently motivated while individuals benefit from improved rewards, organisations benefit from the total boost in performance. Nevertheless, the implementation of pay-for-performance in an effective

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manner has always been challenging. An effective system calls for two processes: compensation management and performance management, they not only work well on their own, but they are also effective when integrated together. Compensation management is not capable of realising its potential if accurate assessments of individual performance that properly stem from a performance management system is lacking and without a well-administered compensation system. In this case, it is implied that pay and performance are much inter-dependent and/or interrelated.

2.3.2.3 Promotion

Promotion is described as an individual's promotion to a better position in the firm (Monday & Noe, 1990). Conceptually, it can be understood as the assignment of an employee to a senior job position in the firm (Carrell *et al*., 1992).

A significant aspect that influences employee's job perception is the opportunity for promotion and advancement in career. A firm concentrating on promotions and career advancement inculcates employees with a sense of value in the organisation, which provides customers with the positive experience. Employees can only be motivated if they are capable of doing the job and if they are provided with suitable promotion and development (Al-Harthy, 2008).

Motivation of employees can be improved by offering opportunities of challenges and advancements in organisations. Many individuals are motivated by the provision of professional development and promotion opportunities, including; mentoring, attending training programmes and on-the-job training. These activities allow staff to perform

their work related and professional goals including; work towards the achievement of the whole organisation's advancement, to extend or enrich their work roles and functions, achieve a more significant responsibility and trust and to obtain recognition and inculcate more interest in their work. European Foundation report on the improvement of living and working conditions (2007), on "Quality of Working life in the Czech Republic", showed two-thirds of participants surveyed reported opportunities for promotion and personal growth are extremely or very important motivational factors for them. Employees thrive on opportunities to develop and to acquire new skills. Ali and Ahmed (2008) studied employees' motivation and satisfaction among 80 employees of Unilever companies, which indicated that the lowest mean values for payment, promotion, recognition and benefits indicating that employees were more likely to lose their motivation. Malik and Naeem (2009) ranked the promotion opportunities as the third top factor of the motivation list by surveying 247 salespersons of a Pakistani pharmaceutical organisation. However, promotion leads to motivation that results in job satisfaction and ultimately job satisfaction designates superior job performance.

Companies can promote a healthy workforce by meeting their employees' physiological needs through the provision of incentives such as bonus and free medical care. The Hershey Food Corporation and Southern California Edison Company conducted a research that revealed employees with healthy lifestyles were provided with insurance rebates while those with risk habits, such as smoking, were offered extra premiums.

Several researchers showed that job satisfaction was associated in a significant way to promotion chances (Pergamit & Veum, 1999; Peterson *et al*., 2003; Sclafane, 1999).

Studies including; Ellickson and Logsdon (2002), involving municipal government workers, support this contention. The findings showed that satisfaction with promotional chances was positively and significantly associated with job satisfaction. This relationship Kreitner and Kinicki (2001) also revealed the same affiliation but added that such relationship depends on equity as perceived by the employees. In addition, Khan, Farooq, and Ullah (2010) showed that promotion and employee performance were positively related. Promotion has a powerful effect on job satisfaction in contrast with recognition and achievement. Promotion results in positive modifications in pay, autonomy and supervision (Arnold & Feldman, 1996).

Hoy and Miskel (1991) advised against top achievers those were promoted quickly. They stated that this type of promotion may lead to dissatisfaction among those who were loyal to the company but were found less creative for senior workers. It is often that the human resource department questions: "does the job position require prospects for advancement (promotion)?" According to Lock (1976), this desire to be promoted stems from psychological growth, fairness and status in society. Thus, management should understand that promotion can be a positive motivating mechanism that ensures employees achieve organisational goals to a significant level.

2.3.2.4 Co-worker

The co-worker is defined as someone who is sympathetic, understanding and showing concern for employees; sometimes, they give helpful information, advice and practical assistance. Co-workers are friendly, supportive and can easily participate in a discussion.

Hussin (2011) defines co-worker as someone who works with you and has a similar position.

Positive interpersonal relationships at work foster a variety of beneficial outcomes for individuals and organisations. Past research has examined contextual and demographic antecedents of friendship at work that establishes interpersonal connections with strong dispositional roots (Dachner, 2011).

Peer relationship and its importance have been highlighted in studies within social psychological literature. An imaginative interpersonal relationship can affect job performance in an extensive manner (Fernet, Gagné & Austin, 2010). The research shows that peers or co-workers can lay down behavioural norms, which can exhibit positive or negative role models in the firm. Their influence, either positive or negative, is widely considered as significant. Regardless of the considerable research dedicated to explaining general peer relationships, the unique type of peer relationships that takes place among co-workers has received less attention compared to other kinds in the workplace setting. In particular, the importance of co-worker relationships has been moved aside by the hierarchical relationships between supervisors and subordinates. The inclusion of co-worker relationships in research is sometimes evidence in studies focused on other forms of interpersonal workplace relationships. Morrison's (2008) study is a case in point; the research was focused on negative workplace relationships and it involved participants to reveal the level to which they had negative interactions with their co-workers (Basford & Offermann, 2008). The current study by the researcher, in contrast, reveals valuable findings that demonstrate the importance of co-

worker relationship's impact on job performance in the context of Yemeni public universities.

Friendly co-workers are more capable of helping an individual as compared to unfriendly work mates. Moreover, friendships may automatically develop owing to the close proximity in work, interactions and shared experiences, which would lead to the improvement of workplace performance (Lu, 1999; Berman *et al*., 2002).

Rousseau (1995) suggested that managers may be asked to encourage an environment of openness and friendly relations amongst their staff and to set positive instances of desired workplace relationships. In a study of senior managers, Berman *et al*. (2002) recognized common strategies for promoting a climate of friendship. The strategies included providing employees the opportunity to socialise; encouraging them to be friendly toward one another and to seek each other for emotional support and training supervisors to develop positive relationships with employees.

2.3.2.5 Supervision

Supervision can be defined as how supervisors treat workers /subordinates in appreciating their good quality work, seeking the advice of employees, understanding the nature of the employees' work as well as giving the employees enough supervision and at the same time portraying good example to the workers.

Interaction between supervisor and employee includes supervisors dealing with unhappy or unfulfilled employees. The question arises, if employees are problematic or the

supervisor are troublemakers, it is more often than not, the supervisor's behaviour towards the perceived weak performers that leads to a cycle of adverse performance alienation. Many employees basically underperform owing to their supervisor's efforts or lack of it, in what is described as a dysfunctional boss-subordinate relationship (Elisa & Topper, 2007).

Managing people at work is a core element of supervising. In order to understand the crucial significance of people in organisation, it is important to consider the human factor as synonymous to the organisation. This is the reason, why organisations consider an average worker as the source of quality, productivity gains and improvement opposed to capital investment. Needless to say, an organisation is effective to the level it reaches its set targets and hence, successful supervisor should ensure that a will of cooperation and commitment exist among the employees. To gain the satisfaction and job commitment of employees, they should be effectively motivated to perform (Robert & Verner, 2011).

2.4 The Relationship between Job Satisfaction and Job Performance

Literature evidences the relationship between job satisfaction and performance, particularly in the field of industrial/organisational psychology (e.g. Judge, Thoresen, Bono & Patton, 2001). In fact, this relationship is referred to as the holy grail of industrial/organisational psychology (Landy, 1989). It appears that the workplace environment-behavioural outcomes relationship has always been a topic popular among researchers as highlighted by Harrison, Newman & Roth (2006), Schleicher, Watt &

Greguras (2004) and according to some studies (e.g. Lawler & Porter, 1967; Wicker, 1969), this stems from the traditional industrial/organisational and social psychological theory. This study aims to investigate the model of satisfaction-performance relationship that is deemed to be partially counterfeit. Added to this, a theoretical model that integrates the relationship between job satisfaction, job performance and the causes of the two variables that are common is indicated in this study.

Job satisfaction can be defined as affective responses to facets of the circumstances at the workplace (Smith, Kendall & Hulin, 1969). Lately, researchers have admitted that studying the cognitive as well as affective domain is the finest way to illustrate job satisfaction. Brief and Weiss (2002) suggested that affective experiences at work can be a source of job satisfaction. In other words, employee's job satisfaction is an affective state of employees with regards to multiple facets of their jobs (Brown & Peterson, 1993); so job satisfaction includes what an employee feels regarding every aspect of his or her job. Moreover, there is a cognitive constituent to job satisfaction (Organ & Near, 1985) which carries components like judgments and beliefs about the job while the affective component talks about feelings and emotions related to the job.

Furthermore, job satisfaction is also posited to have dispositional features, and according to this notion, the analysis of personal qualities and preferences can assist in determining job satisfaction (Staw & Ross, 1985). More specifically, the dispositional nature of job satisfaction indicates its stability over time and in varying scenarios (Ilies & Judge, 2003). The reason behind the dispositional nature of job satisfaction may be attributed to the genetic composition of the individual. According to Arvey, Bouchard, Segal and

Abraham (1989), a genetic link connects to job satisfaction in the research addressing non-zygotes. They found that even if twins are separated and raised individually, they still display the same job satisfaction level that is correlated. Owing to the genetic structure of the identical twins, even when raised apart and exposed to different environmental influences, they still have similar job satisfaction ratings that has been argued to represent a genetic component.

One more research supports the dispositional approach of job satisfaction strongly related to attitude over the time as well as in different circumstances (Staw & Ross, 1985). The dispositional nature of job satisfaction is not a figment of the imagination as individuals' dispositions definitely influence job satisfaction (Staw & Cohen-Charash, 2005). Satisfaction in the place of work is worth studying due to two reasons: (a) better satisfaction results in improved productivity; and (b) promoting employee satisfaction is morally appreciated (Smith *et al.,* 1969). Not only these, job satisfaction also results in increased organisational citizenship behaviours (Organ & Ryan, 1995), better life satisfaction (Judge, 2000), lowered counterproductive work behaviours (Dalal, 2005), and lowered absenteeism (Hardy, Woods & Wall, 2003). All the attributes duly discussed are advantageous for organisations and are helpful in studying and understanding job satisfaction. Job performance can be studied through observable behaviours of employees and their relevant organisational goals (Campbell, McHenry & Wise, 1990). Job performance is a subject of attention in organisations as it leads to increase in productivity (Hunter & Hunter, 1984).

While defining performance, it is worthy to note that the emphasis should be on behaviours rather than on results (Murphy, 1989), for the reason that by paying heed to outcomes could only make employees seek an easy way to complete the required outcome, which is expected to be unfavourable for the organisation, as it may neglect other important behaviours. Campbell, McCloy, Oppler and Sager (1993) believed that performance is not the result of behaviours, but the behaviours themselves. It can be said that performance is a set of behaviours of an employee that can be observed.

Contrasting to the strict behavioural definitions of job performance, in Motowidlo, Borman and Schmit's (1997) study, performance is considered not to be limited to behaviours, and its evaluation is possible. This explanation is aligned with the current methodology employed for the job performance determination; for example, performance ratings provided by supervisors and co-workers (Newman, Kinney & Farr, 2004). Similarly, Motowidlo et al. (1997) stressed on the evaluative notion of defining the domain of performance and upheld the premise that job performance is behaviour and not the result. An added element of performance is that behaviours have to be aligned with a set of organisational objectives and aims (Campbell et al., 1993) .

Based on the traditional performance measures, performance is operationalised as a general feature that is considered to encapsulate the overall variance in outcome form. Based on the theory of performance presented by Campbell et al. (1993), a general feature is not enough to offer conceptual justification of performance and as such, they indicated eight aspects that explain the whole behaviours included in job performance and they are job-specific task proficiency, non-job-specific task proficiency, on paper

and verbal communication task proficiency, effort, demonstration, sustaining personal discipline, bringing about peer and team performance, supervision or leadership, and management. According to them it is advisable to take each of the mentioned eight aspects individually as the general factor is not enough to offer the most suitable explanation (Campbell et al., 1993) when performance measurement is carried out. Moreover, according to investigators, specific performance features can be conceptualised as it is effective to employ one general factor. The use of meta-analytic measures to conduct an analysis of the relationship between overall performance and its relevant aspects revealed that approximately 60% of the performance variables stemmed from the general factor (Viswesvaran, Schmidt & Ones, 2005). Moreover, the rater error (halo effect) is not able to explain the general factor and hence, conclusive evidence shows that researchers should not overlook the notion that a general factor and a single dimensional measure of overall performance could take a significant role in job performance theories.

Studies dedicated to performance identified role and extra-role performance (Katz & Kahn, 1978), where extra-role performance is considered as organisational citizenship behaviours (Smith, Organ & near, 1983). According to Borman and Motowidlow (1993), performance can be classified into two elements namely task and contextual performance. The former refers the manner in which employees perform their predefined tasks and it has a key role in the organisation's technical core. On the other hand, contextual performance covers voluntary activities that are not necessarily under the employee's job description and do not form the technical core of the organisation

(Organ, 1997). Added to this, contextual performance includes actions that bring about the cooperation and volunteering of others – they are not official elements of the job but they are needed in all job types. Despite the above mentioned difference, the present study concentrates on task performance or in-role performance.

More important, along this line of argument, the relationship between satisfaction and performance has been looked into by prior studies. For instance, Hawthorne examined such relationship in the 1930s where at that time, human relations movement urged the examination of the relationship between employee attitudes and their performance. In a related study, Brayfield and Crockett (1955) provided an explanation of the relationship between the two variables that was concluded as a negligible or non-existent one. However, a re-examination was only confined to only few major studies. Following Brayfield and Crockett's influential reviews of the relationship between satisfaction and performance, other reviews followed suit (e.g. Herzberg, Mausner, Peterson & Campbell, 1957; Vroom, 1964; Locke, 1970; Schwab & Cummings, 1970).

These appraisers have different opinions about the association between satisfaction-performance. According to Herzberg et al. (1957), one of the positive reviews shows confidence about job satisfaction and job performance holds a connection and blames past researches for their insignificant correlations. The main subject of these reviews is necessity of theoretical work on satisfaction-performance and their relationship (Locke, 1970; Schwab & Cummings, 1970). Particularly, Schwab and Cummings (1970) clarified an untimely stress on the satisfaction-performance relationship has been problematical owing to lack of theoretical inclusion. Pursuing these studies, researchers

started considering narrowly the satisfaction-performance relationship, when empirically investigating the relationship especially at possible mediators and moderators of the relationship (Judge et al., 2001).

Another related empirical analysis was carried out by Iaffaldano and Muchinsky (1985). They focused on the association between satisfaction and performance and found the population correlation to be 0.17. They concluded that satisfaction and performance are interrelated to some level. Furthermore, Judge et al. (2001) conducted a meta-analysis that approximated a true population correlation of 0.30 - a result that was quite distinct form that of Iaffaldano and Muchinsky (1985). This is because they focused on the facet as opposed to the global level. Because they considered performance at a general level, it was expected that satisfaction evaluation at the facet level would generate lower correlation compared to measuring satisfaction at the global level. It is therefore reasonable to a correlation does exist between satisfaction and performance that is in close proximity to the correlation of 0.30 reported by Judge et al. (2001) instead of the one reported by Iaffaldano and Muchinsky's (1985) study, which was 0.17.

2.4.1 Models of the Job Satisfaction-Job Performance Relationship

Job satisfaction and job performance are described as different aspects, previous researches about their relationship have been reviewed, and the potential causal models that examine the relationships between the two have been discussed. During analysis of the link of job satisfaction to job performance, Judge *et al.* (2001) specifically insisted special models to be empirically conceivable.

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In this regards, two additional models namely; Hertzberg's model and Job Characteristics Model on the satisfaction-performance relationship seems incredible, according to them. One of these models claims that there does not exist any relationship between satisfaction and performance, and the second is that alternative conceptualisations of job satisfaction and performance should be used. These two models are not viable enough for future discussion. Empirically, three models have direct causal satisfaction-performance relationships: (a) satisfaction causes performance Fishbein and Ajzen's (1975) theory of attitude-behaviour relations; (b) performance causes satisfaction (Locke, 1970; Lawler & Porter, 1967); and (c) a reciprocal causal relationship among them (e.g., Wanous, 1974). This has been very hard to differentiate empirically in previous researches, owing to the satisfaction-performance data being cross-sectional and cannot clearly exhibit causation (Kenny, 1979; James, Mulaik & Brett, 1982).

Apart from these direct causal models, two alternative models of the satisfaction-performance relationship recommend that it is possible to assess how satisfaction is relative to performance by exogenous variables (Judge *et al.*, 2001). The idea is that they might have a moderate relationship. Importantly, depending on the number of conditional variables or spurious relationship due to any common cause of job satisfaction and job performance, a moderate relationship could be observed. Taking into account the prospect that satisfaction leads to performance, Fishbein and Ajzen (1975) explained positive or negative attitudes toward behaviour, which causes performance of that behaviour through behavioural intentions.

Stating to Fishbein and Ajzen's theory, organisational researchers have speculated that feelings toward the job, like job satisfaction, has to be associated with job behaviours, generally known as performance. Although the theoretical proposal that attitudes run behaviour makes innate sense and supports empirical investigation (Sutton, 1998), the Theory of Reasoned Action (TRA) may not be valid for the study of correlation between job satisfaction and performance. It could happen that an employee shows a different attitude toward the job than he does during working on the job. For instance, a worker may seem quite satisfied with his job as a whole but unhappy about one specific behaviour that he must carry out. In this scenario, in spite of employee's overall attitude toward the job is positive, his/her performance results show the one attitude that the employee dislikes would lesser.

The Theory of Planned Behaviour (TPB) by Ajzen (1991) proposes that attitudes as regards to behaviour drive one to carry out and later become performance behaviour. Taking into consideration the relation between satisfaction and performance, if satisfaction with the job does not relate with performance behaviours, then the attitude will not essentially lead to these behaviours, for instance, if an employee with poor performance is quite satisfied at work because he/she is sociable and likes to interact with people which the job offers. In this scenario, the employee`s attitude will be discussed on social factor of work rather than performance; consequently, satisfaction associated to the job would not essentially be directed to better performance.

Theoretical models suggestive of job performance causally preceding job attitudes usually support expectancy-value framework (Locke & Latham, 2004). The expectancy-

value theories fundamentally believe that individuals those who have higher anticipations about an effect, will act differently as compare to those with lower anticipations (Jorgenson, Dunnette & Pritchard, 1973). The importance varies from strongly positive to strongly negative, resulting in a change in his or her attitude. One such model has been introduced by Lawler and Porter (1967) in the past. According to them, a good performance provides a certainty of reward for the employee, which precedes him or her towards better job satisfaction. This model views job performance as an evaluation of behaviour (Motowidlo *et al.,* 1997). For performance expressed in terms of supervisor`s evaluations of job behaviour, operationalization is attached to organisational rewards. Locke (1970) is of the view that satisfaction could be conceived as an outcome of performance, using the goal theory. According to the model he prescribed, performance is based on goal-directed behaviour and satisfaction is achieved when an individual's performance accomplishes those goals. Job satisfaction causes performance and the reverse is not jointly exclusive.

Prior studies have delved into the chances that job satisfaction and performance could possibly lead to each other in a simultaneous manner (e.g. Judge et al., 2001; Wanous, 1974). Although the above models attempted to provide a detailed explanation of the relationship between satisfaction and performance, they overlooked the examination of the effect of employee's personality and job features. In the present study, the researcher includes stress in the descriptive model where the relationship between satisfaction and performance is deemed to be partially flimsy – such relationship exists between two variables when there are common causes as opposed to a direct association as argued by

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Cohen, Cohen, West & Aiken, 2003). In this context, studies investigating the familiar reasons will minimise the gap existing in the proposed theoretical models in literature that are dedicated to the relationship between satisfaction and performance, with the absence of both personality and job attributes.

The above premise that posits the flimsy relationship between job satisfaction and job performance indicates that the causal effects between the two may be limited in terms of direction (uni-directionally) and reciprocity, and they may be more confined in magnitude that what was first believed. Therefore, Judge et al. (2001) contended that the relationship between the two variables can be partially spurious. Prior studies contend that a statistically significant relationship between the two is actually not significant when the third variable is controlled (Brown & Petersson, 1993, where partial r=0.05, where role ambiguity was controlled; Gardner & Pierce, 1998, where partial r=0.09, where organisation-based self-esteem was controlled. On the other hand, such test of spuriousness is established on failure of statistical significance mainly forced by statistical power. There are possibilities for a relationship to lose its statistical meaning, if partially supposed common causes are out, or if insignificant direct effect exists. Integrative research requires high statistical power to notice minute non-spurious effects (Schmidt, 1992). Below, researcher reviews theoretical associations of several common causes with both job satisfaction and job performance.

Conscientious individuals are believed to be responsible and those who struggle hard to become successful. Organ and Lingl (1995) posited that conscientiousness and job satisfaction are linked; highly conscientious people mostly respond favourably to the

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predefined rules in organisations. Conscientiousness should encounter a positive relationship with employee performance because some jobs demand reliability of their employees, those who efficiently complete their specified tasks. Conscientiousness can be further explained from two dimensions namely; dependability and responsibility. Individuals high on these facets are expected to show better job performance (Barrick & Mount, 1991). Thus, conscientiousness results in increased satisfaction as well as performance. When looking at agreeableness, the relationship with job satisfaction is akin to Extraversion.

Those who possess the quality of agreeableness are more liable to have better interpersonal relationships and present a good conduct with others (Goldberg, 1990). Good interpersonal relationship in the workplace helps an employee to achieve high satisfaction. As with extraversion, agreeableness would affect people-oriented job performances (Hurtz & Donnovan, 2000). An agreeable person will be supportive and cooperate to a great extent which is fruitful for better performance while dealing with people. Unlike extraversion, agreeableness is not concerned with status seeking, but communion seeking (Barrick *et al.,* 2002).

According to Judge and Bono (2011), core self-evaluations including self-esteem, locus of control and emotional stability are related to both performance and satisfaction, where self-esteem is referred to as the level to which an individual thinks that he/she is significant (Baumeister, Campbell, Krueger & Vohs, 2003). High self-esteemed individuals are more confident about themselves regardless of their abilities or skills (Chen, Gully & Eden, 2004). In this context, self-esteem is deemed to be one of the

more accurate factors examined in overall life satisfaction – where high self-esteemed individuals are significantly better off compared to their low esteemed counterparts (Baumeister *et al.,* 2003).

More importantly, self-esteem offers an extensive overview of the individual's life satisfaction. In comparison, high self-esteemed individuals are characterised as having high spirits and contentment in comparison to their low self-esteemed counterparts (Baumeister *et al.,* 2003). Improved life happiness and satisfaction thus should lead to better satisfaction on the job, where a strong positive relationship exists between job satisfaction and overall life satisfaction (Tait, Padgett & Baldwin, 1989). Added to this, self-esteem encourages optimism and confidence in one's self (Zhang & Baumeister, 2006) and people with high self-esteem tend to sustain this positive attitude, even at times of failure (Dodgson & Wood, 1998). This constant optimism leads them to have better job satisfaction. Relating self-esteem and performance, people with high self-esteem tackle situations positively, believe in themselves and perform better. In simple words, self-esteem proposes that individuals who believe in themselves perform better (Baumeister *et al.,* 2003). Hence, self-esteem and performance are related through the affective domain (Chen *et al.,* 2004b), and with an optimistic approach, attaining high level of performance becomes easier. Performance may also get better if employees have high self-esteem as it decreases stress and behaviours influenced by anxiety, which lead to better performance (Pyszczynski, Greenberg, Solomon, Arndt & Schimel, 2004). On the other hand, it is established that successful performance makes people with lower self-esteem insecure as high levels of performance do not match their calibre (Marigold,

Holmes & Ross, 2007). This is the reason behind bad performance by low self-esteem people in contrast with people possessing higher self-esteem.

Comprehensively said, self-efficacy is a comparatively firm attribute concerning beliefs of an individual's own capability (Chen *et al.,* 2004b). Whereas; self-esteem belongs to a person's beliefs of self-value, self-efficacy relevant to awareness of their ability accomplishes tasks or achieves a goal.

The above hinges on the way individuals evaluate their abilities – employees who think they are proficient and talented are more satisfied with their work owing to the fact that the positive rating they gave themselves cascades down to their work attitudes and their satisfaction on the job (Chen, Goddard & Caper, 2004). To this end, Judge, Martocchio and Thoresen (1997) contended that general self-efficacy is linked to job satisfaction because self-efficacious individuals have a higher tendency to achieve their aims, and are more satisfied with their jobs. In other words, employees who are self-efficacious are also motivated and persistent (Chen *et al.,* 2004b) and in turn, they are better performers, especially in unexpected instances (Eden & Zuk, 1995).

On the other hand, Vancouver, Thompson, Tischner and Putka (2002) believe self-efficacy results in lower performance rate as those with high self-efficacy are usually overconfident about their capabilities that incline them to make more errors than usual (Bandura & Locke, 2003). To describe these results, a new research was conducted that tweaked the feedback sign that participants obtained (Vancouver & Tischner, 2004). A negative feedback received entailed the individuals to reaffirm themselves by writing

down their prior achievements/awards, where their performance showed a decline owing to their employment of resources that worked towards protecting their self-worth. Nevertheless, if the participants were not permitted to reaffirm, their performance did not suffer. In relation to this, high self-efficacy can be linked to better performance owing to a self-fulfilling perception. In other words, employees who are convinced of their capability to perform well, will give their best to prove it (Eden & Zuk, 1995).

Locus of control is related to the way individuals acknowledge the relationship between their actions and their outcomes (Rotter, 1966). Individuals who possess internal locus of control perceive themselves to be in charge of their actions, and their outcomes. On the other hand, individuals who possess external locus of control perceive outcomes as a trait of other forces that are external to them. Moreover, employees characterised as having internal locus of control appear to be more satisfied with their jobs (Spector, 1982) as they are convinced that it is their internal attributes that control the events – as such, they may venture into greener pastures if they feel discontented with their work. This can also be explained by the linkage between higher job satisfaction and oversight of failures and negative experiences (Rotter, 1975). In other words, an employee that disregards negative events in the workplace will have greater satisfaction.

Moreover, an individual with more internal locus of control can be linked to one that has a positive well-being when off the job (Spector, Cooper, Sanchez, O'Driscoll, Sparks & Bernin, 2002). On the other hand, employees with external locus of control often overlook the relationship between their efforts and the results (Raja, Johns & Ntalianis, 2004). Based on this argument, individuals with external locus of control display lower

job performance in comparison to their counterparts as the latter puts better effort to their performance. Also, individuals with internal locus of control display greater job performance as they are convinced that their efforts would lead to better performance (Spector, 1982).

2.5 Theory of Job Satisfaction

The motivation theory is the theory that mainly explains job satisfaction. According to Schermerhorn, Hunt and Osborn (2000), motivation is the individual force that denotes direction, level and persistence of one's effort spent at work. Gomez-Meija, Balkin and Cardy (2007) defined motivation as "an individual's wish to do the best available job or to put all effort to do the given task". People are also motivated through getting rewards of extrinsic or intrinsic nature but this works to the reverse if the reward distribution is not justified, which results in lowering the satisfaction level. Few of the relevant theories are discussed as under.

2.5.1 Two-Factor Theory

Frederick Herzberg posited that employee satisfaction couples on two issues, namely hygiene issue and motivator issue (Schermerhorn *et al.,* 2000). This is known as the motivator-hygiene theory as illustrated in Table 2.1.

Table 2.1

Sources of Dissatisfaction and Satisfaction in Herzberg Two- factors Theory

Hygiene factors in job context affect job satisfaction	Motivator factors in job context affect job satisfaction
•Organisational policies	Work itself
• Quality of Supervision	Achievement
• Based wage of salary	Recognition
• Relationship with peers	Responsibility
• Relationship with subordinates	Advancement
• Status	Growth
• Security	
• Working conditions	

Source: Adapted from Schermerhorn, Hunt, and Osborn, (2000).

The theory includes the hygiene factors namely; organisational policies, quality of supervision, base wage, relationship with peers, relationship with subordinates, status, working environment situations, security, and motivator factors; recognition, work itself, responsibility, progress and growth.

Based on the theory, hygiene factors are viewed as the bases of job satisfaction and they are linked to the environment where individuals work. The enhancement of hygiene factors will only lead to the prevention of dissatisfaction. According to Herzberg, there are eight hygiene factors, including organisational policies – one of the leading ones. These policies help drive people in the organisation. With ambiguous and irrelevant policies, employees will be frustrated (Syptak, Marsland & Ulmer, 1999).

With regards to the quality of supervision factor, according to Syptak *et al.* (1999), the organisation needs to be diligent when appointing a supervisor as the position entails working with subordinates at a regular basis in a way that his/her efficiency and attitude will influence the workers' satisfaction. As for the pay factor, according to Herzberg, low salary often leads to workers' dissatisfaction but high wages does not necessarily lead to satisfaction or motivation. In addition, peer relations is also among the hygiene

factors and if an organisation is desirous of strengthening its relationship with its employees and the teamwork among them, they have to give the employees a chance of socialising among themselves during lunch or break times.

Good and comfortable working condition has been included as one of the hygiene factors. In other words, the organisation has to maintain the equipment and facilities for smooth working. Management should also provide every worker with his/her own personal place. Most studies have only mentioned five factors but Schermerhorn *et al.* (2000) further added three hygiene factors i.e., subordinates' relationship, status and security; and in order to enhance worker satisfaction, motivator factors have to be stressed by the organisation as these factors are related to job content. Job content refers to the tasks that people have to perform in their job and it consists of six factors, the first being work. According to Syptak *et al.* (1999), the organisation has to help employees in believing that their work is important to the organisation in order to motivate them. In so doing, the employees will be more interested in their work. A sense of achievement is also among the six factors comprising job content. The supervisor has a key role in motivating people through their sense of achievement. Workers may be allocated to the suitable tasks so that they can use their skills to efficiently complete their work. It is also the responsibility of the supervisor to help workers to achieve their professional goals and provide timely feedback about their performance.

Furthermore, recognition is also another factor. Syptak *et al.* (1999) stated that every employee in every level of the organisation would be partial to it, particularly, those who are good workers. Acknowledging these workers will help in maintaining their

satisfaction. Another factor that could motivate people is responsibility, which encourages work ownership. When employees are provided with more responsibility, they are encouraged to do their work in an efficient manner and they feel more confident in themselves (Syptak *et al*., 1999).

Moreover, advancement is one of the six factors. It is important for the organisation to motivate workers' effective and efficient performance by providing them new titles reflecting their level and what they have achieved. The organisation may also offer to help workers in furthering their education, which will benefit not only the workers but also the organisation as this will lead to more professional and skilful employees (Syptak *et al*., 1999).

The last factor in the theory is the growth factor (Schermerhorn *et al*., 2000). Creativity and innovation are both important for the organisation in the hope of motivating the workers. The organisation may also expend efforts to maintain and allocate a library, which will encourage workers to learn more from the books or check out references in articles concerning their job or task at hand.

2.5.2 Maslow's Hierarchy of Need Theory

Abraham Maslow's Hierarchy of Needs Theory identifies five main levels of individual needs (Pearson, 1991), as shown in Figure 2.1. The top encapsulates the requirement for self-actualisation, which flows down to other requirements in the form of esteem needs, social needs, safety needs and basic needs in this particular order.
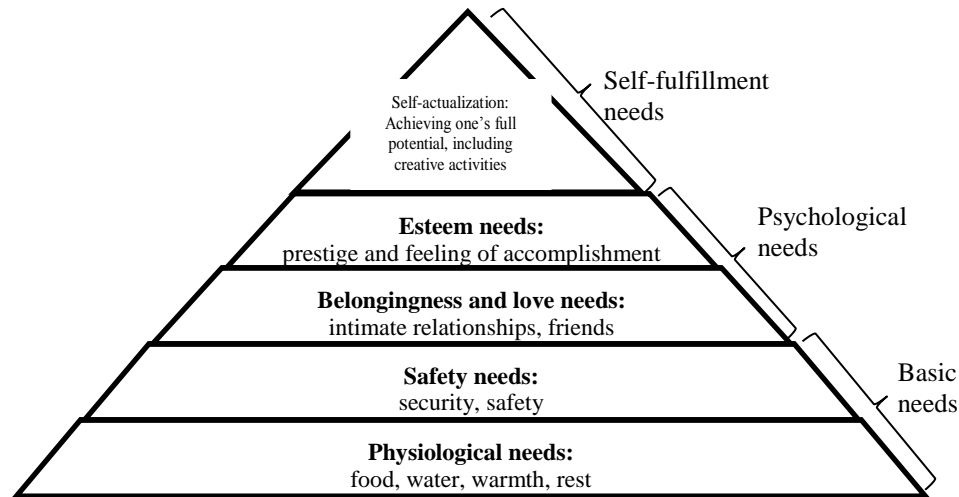
Figure 2.1
 Maslow's Hierarchy of Need
Source: *Pearson, R. (1991).*

In the theory, Maslow postulates that some needs are more significant compared to others and their satisfaction is a priority for motivation. The Needs Theory expounds on motivation in a sense that individuals may perceive their psychological and physiological requirements through their daily work (Furnham, 1995). The survival needs are considered the most basic needs and they have to be satisfied prior to other needs; they include basic elements that are required for living, such as food, water, sleep, and others. After these needs are met, people will start focusing on safety needs. Maslow believed safety needs refer to the requirements of individuals entailing protection from physical harm, provision of security and stability in the physical and interpersonal context of their daily lives (Furnham, 1995). Following the satisfaction of these needs, social needs motivate people and these include love, affection and the sense of belonging in one's relationships with others. The above-mentioned needs are considered as lower level needs.

The higher level needs are encapsulated in the esteem needs which include the need for respect of one's self and the need of self-worth, need for esteem of others and need for status and recognition from others. All these mentioned needs develop one's self-confidence (Furnham, 1995). The highest need is the self-actualisation need and it refers to fulfilment of oneself, to grow and utilise self-abilities to the fullest and to the most creative degree (Furnham, 1995).

Based on the above theories, it can be stated that both Maslow's and Herzberg's theories stress on the significance of each employee in the organisation to develop as development changes indirectly with the needs. Consequently, this will assist individuals in exerting effort in constantly achieving needs and satisfaction (Samad, 2006). Studies conducted by Price (2001) and Samad (2006) included job satisfaction as one of the factors or reasons for employee's intention to decide either to leave the organisation or stays with the organisation.

2.6 Work Ethics

The concept of work ethics plays a significant role in organisations (Haroon, Fakhar& Rehman, 2012). The notion was first pioneered by Max Weber's publication of the Role of Work Ethics in Accumulating Wealth and the Rise of Capitalism (Ali & Al-Kazemi, 2007). Cherrington (1980) highlighted the spirit of work ethics as implied in Weber's theory – i.e., encapsulating the aspect of hard work, long hours with little free time, showing satisfaction with work and a job well done, and an inclination towards success

and acquisition of wealth, with frugality, thrift and wise investment. All these elements that are advocated by Islam are being practised in the Western organisations.

Work ethics is defined by Boatwright and Slate (2000) in two approaches. First, work ethics is described as the level to which participants respond to items of work ethics in terms of their significance, and second, work ethics is defined by the values reacted to by the participants.

Ethics are the moral values and practices of a society that make a distinction among good and bad. Ethics used in management and organisations are together identified as business ethics. The *Holy Quran* has used the word 'khuluq' [68:4] for ethics. There are a collection of words in the *Quran* to describe notions of goodness: khair for goodness, birr for righteousness, qist for equity, adl for equality and justice, haqq for truth and right, ma'ruf for known and approved and taqwa for piety. Salihaat describes pious deeds where as sinful actions by sayye"aat (Fakhry & Majid, 1991). Muslim scholars have disseminated that the religious ethics taught by the *Holy Quran* and *Hadith* in great detail. Islamic ethics are a collection of moral philosophy and good behavioural characters. It is a flourishing combination of the Quranic teachings and Sunnah of Prophet Muhammad (peace be upon him, though Prophet Muhammad's (peace be upon him teachings have been bringing in a "drastic change in moral principles on the basis of a religion that stands on fear to Allah (SWT) and the Last Judgment".

Many professional organisations and institutions have presented work ethics in a changing world. Business ethics include trust, justice, honesty and mutual respect. Faith,

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truth, tolerance and forgiveness are ethical factors (Haroon, Fakhar & Rehman, 2012). Mohd Zin (2012), says that Muslims, particularly in Malaysia and Yemen, have faith that Islam is not merely a religion but provides a guideline for life as a whole. Muslims believe that Islam provides a complete code of life and at the core of Islamic moral character is faith in Allah (SWT). According to Maudoodi (1991), faith is the seed and Islam is the fruit. Conversely, the growing practice of Muslim`s unethical behaviour in the workplace indicates a weakened faith.

Hoffman *et al*. (2002) said a balance in institutional authority and individual autonomy is needed to set up an ethical culture as well as good direction to codes, rules and policies. The crucial aim is to build good ethical behaviour among employees and improve their abilities in ethical decision-making. Employees who give priority to ethics are more committed to their work and have potential for positive changes within the organisation. They prove themselves to be more beneficial in terms of profit generation as compared to other workers.

Hafiz (2012) conducted a research to observe the effect of Islamic Work Ethics (IWE) on Organisational Citizenship Behaviour (OCB). For data collection, 200 questionnaires were passed on to workers in public sectors of Pakistan, of which around 165 responses were found to be valid and helpful, making a response rate of 82.5%. The empirical testing showed a positive and strong correlation of OCB with IWE in the public sector of Pakistan.

The work ethics-organisational commitment relationship has been the subject of considerable studies (Yousef, 2001). This attention is due to the confidence that work ethics brings about both employees' work attitude and organisational attitude. The evolution of work ethics in literature and the meaning of work in the Western countries are aligned to the nature of the European and Western societies and its values and beliefs. Hence, other countries' work ethics and beliefs should not be ignored. This is particularly true when referring to Islamic civilizations and beliefs. Ali and Al-Owaihan (2008) said that from the beginning of Islam, Muslims have exhibited specific perspectives regarding work and have developed their own conceptualisation of work ethics.

2.6.1 Islamic Work Ethics

Islamic Work Ethics (IWE) are established from the teaching of the Holy Quran and Prophet Muhammad (peace be upon him). Prophet Muhammad (peace be upon him) asked to do work with dedication and referred to a hard worker as friend of Allah (SWT) (Attabarani in (East) (891), and Abu Ali (4386), and al-Bayhaqi in (people of faith) (4/334). While emphasising on self- work, He (peace be upon him) said he who works with his hands, his sins are forgiven and no one eats better food than that which he eats out of his work. The Holy Quran encourages honesty, fidelity, justice, incorruptibility in trade and demands a fair distribution of wealth in the society. The Holy Quran supports all human beings to learn skills, get knowledge and earn a living. The Holy Quran discourages laziness, sluggishness and begging (Abeng, 1997).

Business ethics are interconnected with work. A Muslim practicing Islamic ethics sets an example for people who belong to other faiths. The Quran favours close involvement in work and does not provide space to beggary, time wastage and idle activities (Ali & Ali, 2007; Yousef, 2000). Sharifah Hayaati (2007) believed this are a reflection of good values in actions, deeds, thinking and heart. Certainly, ethics are good manners, behaviour and an order in both visible and invisible spheres of human life.

2.6.1.1 Implications of Islamic Work Ethics

The Holy Quran is believed to be the flawless and ultimate revelation of Allah (SWT) to human beings on the earth that is valid until the Resurrection Day by the Muslims. All Muslims believe that the Holy Quran contains direct codified words of Allah (SWT). Muslims are Allah (SWT)'s servants and should thus adhere to the promotion of good deeds in business as well as in personal life (Beekun & Badawi, 2004). The Holy Quran is perfect in its revealed original Arabic language (Al-Qur'an, Ha-Mim, Vserse No. 44) with the translations (resulting from human effort) are not perfect owing to human fallibility and they lack the inspired element of the original copies. Hence, translations or Holy Quranic commentaries are not Holy Quran in its original form.

In the hopes of achieving the purpose of the present study, and for the benefit of the non-Arabic readers, English translations of the Holy Quranic verses are utilised to provide the concept of IWE. Some Quranic verses are cited to explain the implications of IWE below:

2.6.1.2 Agreements and Promises

The following verse from the Holy Quran mentions what happens to those who break agreements and promises, "But ones who break the promise of Allah (SWT), after having plighted their word to it, and separate those things which Allah (SWT) has asked to be tied, and work disobedience in the land on them is the curse; for them is the terrible place!" (Quran 13: 25, as cited in Ali, 1987).

2.6.1.3 Consideration for Others

With regards to consideration for others, it is explained in the following verse, "Serve Allah (SWT), and do not include partners with Him; and do good to parents, relatives, orphans, needy, neighbours who are near, neighbours who are unknown, the friends by your side, the traveller, and what your right hand has: For Allah (SWT) loves not the proud, the big headed" (Quran 4:36, as cited in Ali, 1987).

2.6.1.4 Consultation

Consultation is considered as a method to deal with obstacles and steer to clear mistakes (Yousef, 2001). The Holy Quran states that affairs should be conducted in mutual consultation, "And those who have answered to their Lord and established prayer and whose issue is sorted out with consultation among themselves, and from what we have given them, they spend" (Quran 42: 38, as cited in Ali, 1987).

2.6.1.5 Continuous Improvement

The Holy Quran addresses this element clearly in the verse, "Believers who work virtuously and to the full extent of a person's ability will go to paradise" (Quran 7:42, as cited in Ali, 1987). Allah (SWT) will reward the person who will do a good work more than he was doing, "That Allah (SWT) may recompense them for the fairest of whatever they were doing" (At-Tawbah, Verse No. 121), and Allah (SWT) loves who has this description, "And do good, indeed; Allah loves the doers of good" (Al-Baqarah, Verse No. 195). The Prophet Mohammed (peace be upon him) explained this meaning in the following Hadith, "Assuredly Allah (SWT) has given ability in all things. Thus, if you kill, kill well; and if you slaughter, slaughter well. Let each one of you sharpen his blade and let him spare agony to the animal he slaughters" (Al-Tirmidhi, Hadith No. 540).

2.6.1.6 Cooperation

It is imperative to have pure and good intentions to be able to carry out worthwhile actions (Ali, 1988). In other words, a Muslim's beliefs and actions should be interconnected, and they should know, believe and then act and implement (Esposito, 2005). In the Holy Quran, it is stated, "God loves those who act in justice and fairness" (Quran 49: 9, as cited in Ali, 1987) and "God loves those who act in justice and fairness" (Quran 19: 96, cited in Ali, 1987).

2.6.1.7 Equality and Unity

The Holy Quran states, "O mankind, We have created you male and female, and made you races and tribes, that you can recognise each other. Surely the best among you in the sight of God is the most God-fearing of you. God is All knowing, All-aware." (Al-Hujurat: 13).

2.6.1.8 Fairness in dealings

Islam advocates fair dealings as evidenced by the verse, "Provide measure and weight with justice; no burden do We put on any individual, but that which they can stand whenever you speak, speak justly, even if a blood relative is worried; and perform the covenant of Allah (SWT); thus act He command you, that you may remember" (Quran, 6: 152, as cited in Ali, 1987). In addition, "Allah (SWT) prohibits you not, with regard to those who fight you not for [your] faith nor drive you out of your homes, from dealing kindly and justly with them: for Allah (SWT) loves those who are just" (Quran 60: 08, as cited in Ali, 1987) and "Believers do not commit sin nor conduct acts of evil" (Quran 53: 32, as cited in Ali, 1987). Moreover, in another verse, "Do not let others jealousy swerve you to wrong things and depart you from justice; Allah (SWT) witnesses all you do (Quran 05: 08, as cited in Ali, 1987).

2.6.1.9 Fairness in Wages

The Holy Quran stresses on justice and the importance of generosity in the workplace and on the fact that every individual has a right to full wages (Yousef, 2000). The verse

states, "As to those who trust and work virtuously, Allah (SWT) will give those who believe and do fine deeds; Allah (SWT) does not love the unjust (Quran 3: 57, as cited in Ali, 1987). This is also evident in the verse, "Those who believe, and are fair, honest and truthful in their work dealings will be greatly rewarded for their actions (Quran 34: 37 as cited in Ali, 1987).

2.6.1.10 Hard Work

The importance of hard work is stressed in the following verses, "God will bestow those who believe in Allah (SWT) and His commands; and work in integrity and faithfulness (Quran 2: 62, as cited in Ali, 1987), and "Do work that is in your capability, do not promise that you cannot keep (Quran 6: 135, as cited in Ali, 1987).

2.6.1.11 Helping others

Helping others is important as evidenced by the verse, "O you who believe! Be your helpers of Allah (SWT)" As said Jesus the son of Mary to the follower, "Who will be my partner to [the work of] Allah (SWT)?" Said the follower, "We are Allah (SWT)'s helpers!" then a portion of the Children of Israel accepted, and a portion did not: but we granted power to those who accepted, against their enemies, and they turn out to be the ones that succeeded (Quran 61: 14, as cited in Ali, 1987). Similarly, "God will grant a good life to those that have faith, and act in honesty, fairness, and justice" (Quran 16: 97, as cited in Ali, 1987), and also, "If they charge them with dishonesty, declare: "my work to me, and yours to you! You are free from blame for what I do, and I for what you do" (Quran 10: 41, as cited in Ali, 1987).

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2.6.1.12 Honesty with Allah (SWT)

Honesty and justice are important as stated in the following verses: "It is virtue to believe in Allah (SWT) and the Last Day, and the Angels, and the Book, and the Messengers; to spend of your material, out of love for Him, for your relatives, for orphans, for those in need, for the traveller, for those who ask, and for the set free sum of slaves; to be committed in prayer, and follow habitual donations; to carry out the agreements which you have made; and to be firm and patient, in pain (or suffering) and adversity, and throughout time of distress" (Quran 2: 177, as cited in Ali, 1987).

2.6.1.13 Humility

The following verse stresses on humility, "And the servants of The Most Gracious are those who walk on the earth in humbleness, and when the ignorant speak to them, they say, "Peace!" (Quran 25: 63, as cited in Ali, 1987).

2.6.1.14 Patience

Allah (SWT) will give a Muslim patient a big reward, "The wrongdoings of believers that are uncomplaining, steady, faithful, and work with justice will be forgiven, and they will be pleased (Quran 11: 11, as cited in Ali, 1987).

2.6.1.15 Righteousness

In Islam, a Muslim is promised by Allah (SWT) the paradise gardens to live within it forever if he does good in the world. According to the verses in the Holy Quran, "But

give relieved news to those who believe and work uprightness that their portion is Gardens, underneath which rivers flow. Every time they are given fruits to eat there from, they say, "Why, this is what we were provided with before", for they are given things in resemblance; and they have their friends chaste [and holy]; and they live there (Quran Translation, Ali, 1987, 02:25). Further, in another verse it says "Those who believe, in the Quran, and those who follow the Jewish [scriptures], and the Christians and the Sabians, - and any who accept Allah as true and the Last Day, and work uprightness, shall have their reward with their Lord; on them shall be no fear, nor shall they mourn (Quran translation, Ali, 1987, 02:62). Furthermore, in yet another verse, say "Work (righteousness): shortly will Allah (SWT) views your work, and His Messenger, and the Believers: Soon will you be brought back to know of what is unseen and what is visible: then He proves to you the truth of all that you did (Quran translation, Ali, 1987, 09:105).

2.6.1.16 Social Order

Islam promotes social relations at work to satisfy needs and lay down equilibrium in both individual and social life (Yousef, 2001). According to the Quranic verse, "You are the best community developed for humankind, doing what is right and forbidding what is immoral" (Quran 3: 110, as cited in Ali, 1987). Moreover, it is the responsibility of the Muslim community to establish a moral social order (Esposito, 2005) wherein Muslims follow the path to social justice as the earth is Allah (SWT)'s alone and human beings are just merely caretakers (Esposito, 2005). In another verse, it is stated, "[Charity is] for needy, who, in Allah (SWT)'s cause are restricted [from travel], and

cannot move about in the land, looking for [work]: the unaware man believes, because of their humility, that they are free from want. Thou shall know them by their, unfailing, mark. They ask for not importunately from all and various. And whatever of good you give, be assured Allah (SWT) knows it well" (Quran 2: 273 as cited in Ali, 1987).

2.6.1.17 Truth

With regards to promoting truth, the Quranic verse says, "Do not deceive Allah (SWT), the Messenger, and people's trust in yourself" (Quran 8: 27, as cited in Ali, 1987). Similarly, in another verse, "In whatsoever business you may do, and whatever portion you may be reciting from the Qur'an - and whatever deed you may be doing. We are onlookers when you are totally occupied there. Nothing is concealed from your Lord from the weight of an atom in the world or in paradise. And not the least and not the greatest of these things but are documented in a clear record" (Quran 10: 61 as cited in Ali, 1987).

Verses from the Holy Quran

Allah (SWT) has said in the Holy Quran

{صُنْعَ اللَّهِ الَّذِي أَتْقَنَ كُلَّ شَيْءٍ إِنَّهُ خَبِيرٌ بِمَا تَفْعَلُونَ} سورة النمل الآية 88

- "It is the work of Allah (SWT), who perfected all things. Indeed, He is Acquainted with that which you do" (Surat An-Naml, verse No.88).

{وَأَحْسِنُوا إِنَّ اللَّهَ يُحِبُّ الْمُحْسِنِينَ}سورةالبقرةالآية 195

- "And do good; indeed, Allah (SWT) loves the doers of good" (Surat Al-Baqarah, verse No. 195).

{لِيَجْزِيَهُمُ اللَّهُ أَحْسَنَ مَا كَانُوا يَعْمَلُونَ}سورةالتوبةالآية121

- "That Allah (SWT) may recompense them for the fairest of whatever they are doing" (Surat At-Tawbah, verse No. 121)

{لِيَبْلُوَكُمْ أَيُّكُمْ أَحْسَنُ عَمَلًا}سورةهودالآية 7

- **"Allah (SWT) might test you as to which of you is best in deed"** (Surat Hud, Verse No. 7).

{إِنَّا لَا نُضِيعُ أَجْرَ مَنْ أَحْسَنَ عَمَلًا}سورةالكهف الآية 30

- **"deed, We will not allow to be lost the reward of any who did well in deeds"** (Surat Al-Kahf, Verse No. 30).

{فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ}سورةالزلزلة الآية 7

- **"whoever does an atom's weight of good will see it"** (Surat Al-Zalzalah, verse No. 7).

{وَقُلِ اعْمَلُوافَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ}سورةالتوبةالآية 105

- And say: "Do [as you will], for Allah (SWT) will see your deeds, and [so, will] His Messenger and the believers" (Surat Al-Tawbah, Verse No. 105).

Prophet Muhammad (peace be upon him) - Based on Islamic beliefs, the Prophet Muhammad (peace be upon him) was God's human instrument of revelation and a model that believers are encouraged to imitate and follow (Esposito, 2005). Based on these beliefs, the Prophet Muhammad (peace be upon him) is a good example of an

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individual who is characterised as upright, compassionate, merciful, generous, brave and far from evil in his dealings as well as actions (Islaam, 2009).

Appreciation is very important for employees; according to Allio (2005), appreciating employees shows empathy towards their followers and consequently developing a community of followers who align themselves to a single purpose. Prophet (peace be upon him) personified admirable leadership characteristics by adhering to the Islamic belief system. His followers described him as righteous, trustworthy, compassionate and honest (Esposito, 2005).

Moreover, Prophet Mohammed (peace be upon him) laid down laws and advocated fairness and justice as criteria for developing the foundation of the Islamic state (Ali, 2005) and based on Islamic beliefs, Prophet Mohammed (peace be upon him) taught that hard work pardons sins and one should earn wages (Ali, 2005). Moreover, Islam is against people living off of other's earnings as evidenced by the Quranic verses promoting honesty and justice in trade and calling for an equitable and fair distribution of societal wealth (Yousef, 2001).

Furthermore, Islamic beliefs report the Prophet's (peace be upon him) condemnation of deceptive contracts, usury and neglect and exploitation of orphans and widows (Esposito, 2005). The Prophet (peace be upon him) urged for the safeguarding of the rights of the poor and oppressed by stressing on the obligation of the rich to the poor and less able (Esposito, 2005). IWE stress on the significance of intention as opposed to outcome and more importantly, the Prophet (peace be upon him) stated that everyone's

actions are recorded based on their intentions and each individual is rewarded or punished according to their intentions (Yousef, 2000).

Hadiths of the Honourable Sunnah. The Prophet Mohammed (PEACE BE UPON HIM) says:

عَنْ عَائِشَةَ رضي الله عنها، أَنَّ النَّبِيَّ صلى الله عليه وسلم قَالَ: " إِنَّ اللَّهَ يُحِبُّ إِذَا عَمِلَ أَحَدُكُمْ عَمَلا أَنْ يُتْقِنَهُ ".مسندأبي يعلى رقم الحديث 1120.

- Aishah (May Allah (SWT) be pleased with her) reported, that the Prophet Mohammed (peace be upon him) said: { Allah (SWT) will be pleased with those who try to do their work in a perfect way } Musnad Abi Yaala, Hadith No. 1120.

عَنْ شَدَّادِ بْنِ أَوْسٍ، أَنَّ النَّبِيَّ صلى الله عليه وسلم قَالَ: " إِنَّ اللَّهَ كَتَبَ الْإِحْسَانَ عَلَى كُلِّ شَيْءٍ، فَإِذَا قَتَلْتُمْ فَأَحْسِنُوا الْقِتْلَةَ، وَإِذَا ذَبَحْتُمْ فَأَحْسِنُوا الذِّبْحَةَ، وَلْيُحِدَّ أَحَدُكُمْ شَفْرَتَهُ، وَلْيُرِحْ ذَبِيحَتَهُ ". الترمذي رقم الحديث 540.

- It was narrated from Abu Yaala Shaddad Bin Aws that the Messenger of Allah (SWT) said: "Verily Allah (SWT) has prescribed proficiency in all things. Thus, if you kill, kill well; and if you slaughter, slaughter well. Let each one of you sharpen his blade and let him spare suffering to the animal he slaughters." Al-Tirmidhi, Hadith No. 540.

عَنْ أَبِي حُمَيْدٍ السَّاعِدِيِّ، قَالَ: قَالَ رَسُولُ اللَّهِ صلى الله عليه وسلم:" أَجْمِلُوا فِي طَلَبِ الدُّنْيَا، فَإِنَّ كُلًّا مُيَسَّرٌ لِمَا خُلِقَ لَهُ ".ابن ماجة رقم الحديث 2133.

- It was narrated from Abu Hamid al-Saadi, that The Messenger of Allah (SWT) (peace be upon him) said: "be reasonable in going after life in this world because everything has been facilitated for the purpose it was created for" - Ibn Majah, Hadith No. 2133.

وقوله ـ صلَّى الله عليه وسلَّم ـ كذلك: (اللهم مَن ولي من أمر أمَّتي شيئًا فشقَّ عليهم فاشقق عليه، ومَن ولي من أمر أمَّتي شيئًا فرفق بهم فارفق به) 60

- The Messenger Mohammed (peace be upon him) said: "O Allah (SWT)! Treat harshly those who rule over my Ummah with harshness, and treat gently those who rule over my Ummah with gentleness).

According to Ali (1992), work ethics impact economic development and commitment to the organisation. He added that IWE have had a significant influence upon Muslims and the organisations in Islamic countries. In addition, IWE stress on working hard, commitment to work, dedication to work and creativity and the steering clear of competitiveness and unethical means of profitability and dealings (Yousef, 2000).

Moreover, IWE comprise four main concepts, namely: effort, competition, transparency and morally responsible conduct (Ali, 2005) and it is consistent with the notion of authentic leadership style (Avolio & Gardner, 2005; George, 2003; Luthans & Avolio, 2003). They foster confidence in the workplace, reinforce social contract and motivate leaders to focus on meeting their basic business responsibilities (Ali, 2005). A main principle of IWE is that life itself without work is meaningless and it advocates that economic activities are a must (Yousef, 2000). Moreover, according to Yousef (2000),

the important tenets of IWE are justice and generosity in the work environment (Abbas & Gibbs, 1998).

According to Karim (1999), Islam is a complete system of life as it provides guidance in all spheres of social and economic life of human-beings. This system contains two sources of revelation: Qur'an and Sunnah (the everyday sayings, deeds and determinations of the Prophet [peace be upon him]).

The main issue here is that Islam as a system used in Yemen poses no problems for the reason that more than 99% of the total population of Yemen are Muslims according to the Department of Central Statistics (2012); the problem is the poor performance of the people.

In 2002, the U.S. economy has 2.6 million fewer jobs that it did two years ago. Meanwhile, over two million people have lost health insurance coverage and personal bankruptcies hit a record of over 1.5 million households in 2002 (Lewis, 2003). In short, economic crises recessions and depressions, were a part of capitalism at its birth and despite promises to the contrary, continue to plague the system to this day. Financial crisis that happened around the world showed cheating, betrayal, corporate avarice and other types of corruption in the community. The downfall of Enron, WorldCom and Tyco was due to weak system of governance and fraudulence of management. Unexpected bankruptcies of these huge organisations will affect not only the future of employees but also influence the confidence of public on the current economic system. McCortney and Engels, (2003) pointed out that this crisis exposed the ethical weakness

leading to possible evil actions. Yulk (2002) emphasised that ethical leadership supports moral behaviour and starting tries to prevent immoral practices.

In the past, scholars have investigated substantially the attitudes toward work in non-western countries. The researchers refuted a number of traditional beliefs regarding work in different cultures (Ali & Al-Kazemi, 2007). Empirical studies supposed that the principles of the work ethics of Protestants are existing in non-western countries. In addition, the respondents also scored comparatively well on work ethics of Christians (Protestants) (Arslan, 2000 & 2001; Furnham & Muhuldeen, 1984). Consequently, despite the subjects' religious belief, empirical results gave evidence that devotion to work exists in every society. For instance, Harrell (1985) clarified that the work in the Chinese culture also supports the people to exert massive amounts of effort in the quest of familial development and safety.

The results of previous studies give strong evidence that there is significant association between organisational outcomes and work ethics from both Islamic and Protestant perspectives (Ali, 1992; Furnham & Muhuldeen, 1984). The increasing interest in this area of research is likely due to the belief that work ethics ease behaviour of employees and their work. Prior studies have shown that individuals have positive attitudes when they truthfully hold on IWE, and therefore, it might benefit both them and the organisation. These favourable attitudes are diligence, vigilance to work, commitment, great creativity, coherent teamwork and motivating just competitiveness among fellow workers (Ali, 1992; Yousef, 2000). The Prophet Muhammad (peace be upon him), for example, said that no Muslim eats good food than that of whoever eats from the work of

his hands (Ali & Gibbs, 1998). The research also showed strong relationship among IWE, organisational commitment and work satisfaction (Yousef, 2001).

IWE connected to control locus moderate the association between the control locus and uncertainty of the role (Yousef, 2000a). The researcher found also that IWE do not reconcile the correlation between the control locus and role differences. Furthermore, the outcomes showed that there is a considerable relationship between IWE and uncertainty of the role. The elements with internal control locus support the positive association of IWE with uncertainty of the role. Additionally, IWE have positive impacts in a direct sign on different dimensions of attitudes of both organisational change and organisational commitment (Yousef, 2000a & 2001).

There is evidence that IWE are also associated with a variety of organisational elements. Ali (1992) showed a strong relationship between IWE and individualism. Ali, Falcone and Azim (1995) also reported that work ethics of the Protestants, participation of work and individualism of job are connected to IWE. The research was conducted in North America. The study of Abu-Saad (2003) strongly proposed, in contrast to the instruments of work ethics in the West, that IWE uniquely portray the importance of contribution of an individual to the community and the organisation's obligations to its workers. Surprisingly, the results revealed that respondents (Arab teachers working in Palestine) scored quite high on the individualism of work, and comparatively lower on IWE. According to Ali (1992), the impact of the declining IWE within Arab countries is due to the domination of the outside socio-cultural factors in the region.

In a further research, Ali and Al-Kazemi (2007) empirically examined the relationship between Islamic work ethics and Kuwaiti managers' loyalty. The research work found that IWE have a positive association with loyalty. The results especially showed that the score of expatriates was greater than Kuwaiti managers on both IWE, and the score of faithfulness and the men had comparatively higher score than women on IWE.

In general, a number of researches on the IWE have been conducted in Malaysia. Fauzwadi, Hamed and Hasan (2008) empirically studied the association between role stress, reward, ethics of work and satisfaction of job within civil servants of Malaysia. The findings showed that a strong relationship exists between IWE and satisfaction of employees. In the same way, Rokhman (2010) indicated that IWE have a strong link with both satisfaction of job and organisational commitment. Nevertheless, the researcher found that there is no major correlation between the impact of IWE and turnover intention. Koh and Boo (2004) proposed there was significant and positive association between the constructs of ethical culture and satisfaction of employees. Furthermore, satisfaction of job and organisational commitment are positively connected. The results reveal that management can use organisational ethics to achieve positive organisational outcomes.

Nik Mu'tasim, Abdul Rahman, Nordin and Abdullah (2006) investigated the relationship between IWE and organisational commitment with 227 staff of several local banks in Malaysia. The results indicated positive and significant association linking commitment and IWE, particularly affective commitment secured the highest score. Kumar and Rose (2010) investigated the relationship between IWE and innovation

capability in the Malaysian public service. The results indicated that IWE have significant correlation with innovation capability scale in the public sector. The findings also demonstrated that public sector employees strongly adapted IWE at their workplace. These findings are similar to the study by Othman, Abdul Rahman, Alwi and Munira (2011).

IWE are hugely connected to the teachings of Shariah. It can be categorised into a number of groupings: engaging in lawful business, earning wealth, work quality, wages must be fair, dependence on self, domination, corruption, actions and objectives, simplicity, avarice and munificence (Ali, 2005). Accordingly, the moral system shows that the work in Islam is not only for the economic reasons exclusively; it also has social, psychological and ethical scope. Therefore, all work done must bring a benefit to the person and community on a large scale (Yousef, 2001). In general, IWE are based on four main concepts, namely: effort, competition, transparency and duty in an ethical way, and without doubt, all facets can concentrate the business and economic growth in the community (Ali & Al-Owaihan, 2008).

Lastly, empirical studies show strong proof that Islamic work ethics (IWE) have significant relationship with outcomes of both organisation and work. Earlier, many scholars of management might have restricted their research from the perspective of Islamic management, mainly due to the limited literature on Islamic researches produced in English language (Naresh & Raduan, 2010). Nevertheless, recently, a number of scholars have focused on Islamic management, particularly the concept of IWE and its

prominent impact on the place of work. Those efforts are getting massive attention from among scholars around the world.

In general, measures for IWE and the scale of individualism have been developed by Ali (1998). IWE structures which imply the base of a work ethics in Islam has been proven to be suitable and dependable (Ali & Al-Owaihan, 2008). The instrument comprises 62 items illustrating work, the IWE attitudes and assumptions (46-statements) and interpersonal relationships (16-statements). Work is an obligatory action to satisfy the needs of humans. Consequently, work allows an individual not to depend on others and as the basis of satisfaction, fulfilment, and self-respect. Temporarily, self-dependence is a foundation of realisation and an individual's ability to obtain the best option for his or her own benefits (Ali, 1992). An individual decides the success and growth relying on how great is one's effort to work. Ali (1992) suggested a reviewed, developed and brief version of the scale of IWE from the primary scale. There were 17 statements requesting respondents to proportion every statement on a five-point Likert-type scale from one (least importance) to five (most important). A previous study showed an acceptable level of reliability, with Cronbach's alpha ranking from 0.76 to 0.89 (Ali, 1992; Ali & Al-Kazemi, 2007; Kumar & Raduan, 2010; Yousef, 2000). The objective of the instrument is based on the view that work is a foundation of satisfaction, fulfilment, self-respect and allows an individual to be autonomous. Consequently, diligence and commitment decides the development and success of one's work (Ali & Al-Kazemi, 2007).

Islam provides a vast array of knowledge with the inclusion of work ethics. The Islamic values of work ethics are the greatest compared to other religions as Islam adds to the

development of a positive work ethic among civil servants by urging followers to expend efforts in their work performance and to support and promote 'merit' (Mafunisa, 2000). A unique aspect of Islamic work ethics is the inclination towards work responsibility. In particular, according to Western viewpoint idea of work ethics (developed from Protestant work ethics), individuals are often recipients of rewards whilst alive whereas the Islamic concept states that positive work ethics are rewarded both in this world and in the hereafter.

Aside from Islamic work ethics, organisations can be a mechanism to enable commitment to organisational environment, which is why understanding the culture of an organisation is important for r the protection of one's life and limb (Linn, 2008). In fact, culture is considered as a significant driving force in the place of work, which is voluntarily developed and shared among new staff. It reveals the actual nature and the personality of the organisation. Baker (1980) stated that good cultures have rules and principles that support quality, cooperation, productivity, integrity, customer service orientation, pride in work and organisational obligation. On top of this, employers are supportive towards adaptability, which is defined as the capacity for sustainability in the long-run regardless of the competitive environment, the developments in technology and growth barriers.

However, to date, only few studies have been dedicated to IWE' relationship with job satisfaction and employee performance in the private and government sectors, particularly in Yemen. It should be noted that, to the best knowledge of the author of this research, no study on IWE is found in the context of Yemen. However few related

studies were done outside Yemen such as by Yousef (2001), Putti *et al.* (1989), Oliver (1990), Abboushi (1990), Furnham and Rajamanickam (1992), Jones (1997), Yavas *et al. (*1990), Beutell and Brenner (1986), Elizur *et al.* (1991), and Wayne (1989). Yousef (2001) as an example in his study has indicated the moderating effect of IWE on the link between organisational commitment and job satisfaction. These researchers established the potential moderating effect of IWE on dimensions of job satisfaction and job performance.

In addition to the above, studies on the IWE were also found to be done in Malaysian context. For instance, Fauzwadi, Hamed and Hasan (2008) found that there is a strong relationship between IWE and satisfaction of employees. Findings by Nik Mu'tasim, Abdul Rahman, Nordin and Abdullah (2006) indicated positive and significant association linking commitment and IWE. The findings from the studies of Kumar and Rose (2010) and Othman, Abdul Rahman, Alwi and Munira (2011) signified that IWE have significant correlation with innovation capability scale in the public sector and that public sector employees strongly adapted IWE at their workplace.

Generally, researches have strongly indicated that IWE have significant relationship with outcomes of both organisation and work. The scholars of management in the past might have restricted their research from the perspective of Islamic management, mainly due to the limited literature on Islamic researches produced in English language (Naresh & Raduan, 2010).

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2.7 Underpinning Theories

Many theories are related to this study, but the most relevant is presented in this section. Actually, three theories including social exchange theory (SET), Weber's theory in the ethics, and motivation theory are presented. Also, many ideas in these theories are explained.

2.7.1 Social Exchange Theory

The social exchange theory (SET) describes the motivations of people's relationships that could or could not be continued, and these relationships establish relational exchanges (give and receive). SET initially started as a response to what is looked upon as macro- level view of the world in the structural functionalist viewpoint. The theory was presented by George Homan (1958) and focuses on the dynamics of interpersonal and human relationships along with the reasons underpinning their choices. Homan advised that the most appropriate way to explain societal role is through the examination of human interaction and motivation, particularly when it comes to the rewards and costs pattern occurring within the relationships (Stockard, 2000).

According to Cropanzano and Mitchell (2005), SET is defined as the effectual conceptual sample in behaviour of organisations. SET's tests tend to rely on a group of incomplete and specific ideas; they also highlighted and paid specific attention to some conceptual issues, (i.e., conceptual ambiguities' origin, exchange rules and its standards, the natural resources that had been exchanged and finally, the relationships for social

exchange). However, this theory remains usefulness and theoretical ambiguities (Cropanzano & Mitchell, 2005).

Owing to what is considered as a strong macro-level perspective of the world in the structural functionalist point of view, the SET was proposed by Edwards *al et,* 2008 in the US context. The development of the theory is attributed to Goerge Homan (1958). The theory expounds on the interpersonal interaction dynamics as the reasons behind the choices made by individuals. Stockard suggested that the most suitable way to understand the role of society is by examining human interaction, particularly the reward and costs pattern that arise within the relationship (Stockard, 2000). Based on the theory, social action is an on-going exchange of rational individuals' activities -those who make a decision if they will go through the performance of a specific action based on its relative costs or rewards. Blau (1964) argued that reward and cost produce a sustainable mutual confidence and attraction.

Homan considered rewards as not only substantial things such as money but intangible things as well such as love, esteem, approval and care (Stockard *et al.,* 2000; Yukl, 1994). He postulated that individuals are inclined to believe that they and others should be the recipient of rewards equating to their contribution to a relationship or interaction (Homan, 1961; Howard & Hollander, 1997; Zanden, 1987).

In the context of working environment, employees naturally anticipate some kind of rewards including acknowledgment and promotion in lieu of their hard work. This is consistent with Jawahar and Hemmasi's (2006) statement that when a party does a

favour to another, the former expects some future return in lieu. Also, significant to the SET and norms of reciprocity is the unclear obligation that may be conducted in the form of maximized commitment to the relationship with time, and reciprocity trend develops which leads to perceived balance in the relationship (Blau, 1964; Gouldner, 1960; Rousseau, 1989).

The SET is focused on the power among individuals; employees are often superior to their employers in light of power and as a result, they adhere to the request of their employers as they depend on the resources provided by them (Stockard *et al.,* 2000). The employees' exchange relationship with their employers is of great importance to the former and they expect organisational support from their employers in order to feel that their value is being appreciated. This is developed through many exchanges between the two parties during specific time and it reveals the level to which employees distinguish that their employers acknowledge and value their contribution, respect them and care about their welfare (Esenberger, Huntington, Hutchinson & Sowa, 1986 cited in Jawahar & Hemmasi, 2006). Hence, organisations are more likely to improve employee commitment and retention (Rhoades & Eisenberger, 2002) as people generally value the norm of reciprocity (Bunk *et al.,* 1993; Gouldner, 1960) and they frequently reciprocate in kind (Foa & Foa, 1980; Sherony & Green, 2002). Nevertheless, dissatisfaction may arise over unjust treatment, which then influences the organisation's productivity. In addition, when employees feel that the organisation is not supporting them sufficiently, they are more likely to exhibit behaviour of withdrawal, such as plans to quit the organisation (Guzzo, Noonan & Elron, 1994; Wayne, Shore & Liden, 1997).

According to Blau (1964), under the SET, social action is a continuous interaction between rational individuals who are desirous of performing a given action on the basis of its relative rewards and costs. He further added that reward and cost result in sustainable mutual confidence and attraction. So, the behaviour in any properly socialised and individual situation will be predicted as per the following basic formula:

Behaviour (Profits) = Rewards of interaction - Costs of Interaction.

So, from this formula, the SET posits that behaviour of people make them seek good relationships that can provide them rewards more than costs, and they use this formula to compare between rewards and costs. Nevertheless, the elementary supposition of SET is that human being expects shared assistances by others and they invest and continue their communal relationships on the basis of their prospects. Numerous scholars have approved SET as their theoretical foundation to identify the employer – employee relationship (Coyle-Shapiro, Jacqueline & Conway, 2005). The proposition of SET is that employees feel appreciative to repay the organisation through positive attitudes and proper actions if they acquire vast level of organisational support from them (Coyle-Shapiro *et al*., 2005). However, SET can play momentous role in the relationship of job satisfaction with job performance.

2.7.2 Weber's Theory

Max Weber presented his theory in his book (The Protestant Ethics and the Spirit of Capitalism), which he wrote in 1905. Psychology was introduced to him by McClelland (1961) who provided socio-psychological details for the relationship between

Protestantism and the essence of capitalism. He integrated the Protestant Work Ethics (PWE) idea into the requirement for the concept of attainment, which he viewed as a primary facet of personality (Furnham, 1990). Actually, Weber's theory argues that Protestantism has a calling to work ethics; so he built the spiritual sanction to provide capitalism. However, he opined that the Protestant ethics was not the only reason in development of modern capitalism, but it was one of the reasons. He referred the spreading of capitalism over the world (spirit of capitalism) to the effect of religion. But he did not omit the interdependencies between institutions and modern technology to be combined with other causes for developing work in capitalist institutions (Basten & Betz, 2009).

Several researches have been done relying on Weber's theory of Protestant work ethics but these researches were conducted in Europe and America. Generally, business work ethics in Muslim countries are interpreted by Islamic religious resources. Actually, in Islam, all the aspects of life are covered. Several verses of the Holy Qur'an and Sunnah (Hadith) urge Muslims to work diligently, with commitment and honesty, which underlie IWE (Ahmed, 2011).

According to Ali (2007), researchers have given increasing interest to work ethics and the role of religion in pursuing economic gain and wealth following Max Weber's works on the role of work ethics in wealth accumulation and the rise of capitalism. Initially, Weber's theory of work ethics encompassed several positive elements of less leisure and long working hours, hard work, perfection in doing a job, feeling pride in the job, recognizing achievement, wealth accumulation, thrift, frugality and prudent investment

(Ali *et al.,* 1995). Work ethics is very important because it has been recognized to have a positive relationship with organisational outcomes (Ali & Gibbs, 1998).

The IWE notion originated from the sayings of the Holy Quran and hadith that advocates hard work counteract sins and that 'no one eats better food than that he earns out of his work'. For example, the Quran frequently addresses integrity and fair dealings in trade and advocates the reasonable and just division of societal wealth. Furthermore, it urges individuals to obtain skills and expertise, and admire those efforts to make a living. Along the same line, the Holy Quran speaks against idleness and misuse of time through idleness or taking part in unproductive activities. Islamic ethics advises against begging and living off of others labours (Abeng, 1997).

IWE considers work devotion as a virtue. Enough effort should be expended in performing one's work and this is made obligatory for every individual who is capable. While work ethic beliefs vary across time and culture, scholars have provided their opinion on the subject following Max Weber's work dedicated to the role of work ethics in gathering wealth and the advent of capitalism (Ali, 2007). According to Cherrington (1980), the spirit of work ethics taken from Weber's theory includes elements of hard work, long hours with minimal time off, pride in a work done well and an inclination toward achievement and getting wealth, coupled with prudence and frugality in investment. All fundamental characteristics practiced by organisations in the West were also advocated in the Islamic regions. However, Islam, as a religion, enjoins people to put in their best in anything they are in charge of. Also, it enjoins them to correct the emerging mistakes using their power and authority or by telling those in authority to

correct it. The issue is not that we are being paid for the job, it is a religious duty to put forth the best in whatever under our watch. Hence, this will enhance the betterment of Muslim Society. To some extent, Weber's theory can be adopted in the current study in such circumstance to understand the differences in IWE.

2.7.3 Herzberg's Motivator-Hygiene Theory

In these theories, we have assumption to motivate the action of individual needs, so the attitude and behaviour of employees will be explained by motivation theories. For example, Maslow (1954), Alderfer (1969), McClelland (1961) and Herzberg's (1966), theories are considered as one of the most renown in the field of satisfaction and dissatisfaction factors. Herzberg (1959) identified two categories of factors related to content of job: motivators and hygiene factors as shown in figure 2.2. Regarding Herzberg's theory, the high level of performance would be achieved with both categories of motivators and hygiene factors when employees are being satisfied and vice versa (Hong & Waheed, 2011).

'Motivators'

| Achievement |
| Recognition |
| Work itself |
| Responsibility |
| Advancement |
| Personal growth |

'hygiene' (or 'maintenance') factors			
status	security	relationship with subordinates	
personal life	relationship with peers		salary
work conditions	relationship with supervisor		
company policy and administration		supervision	
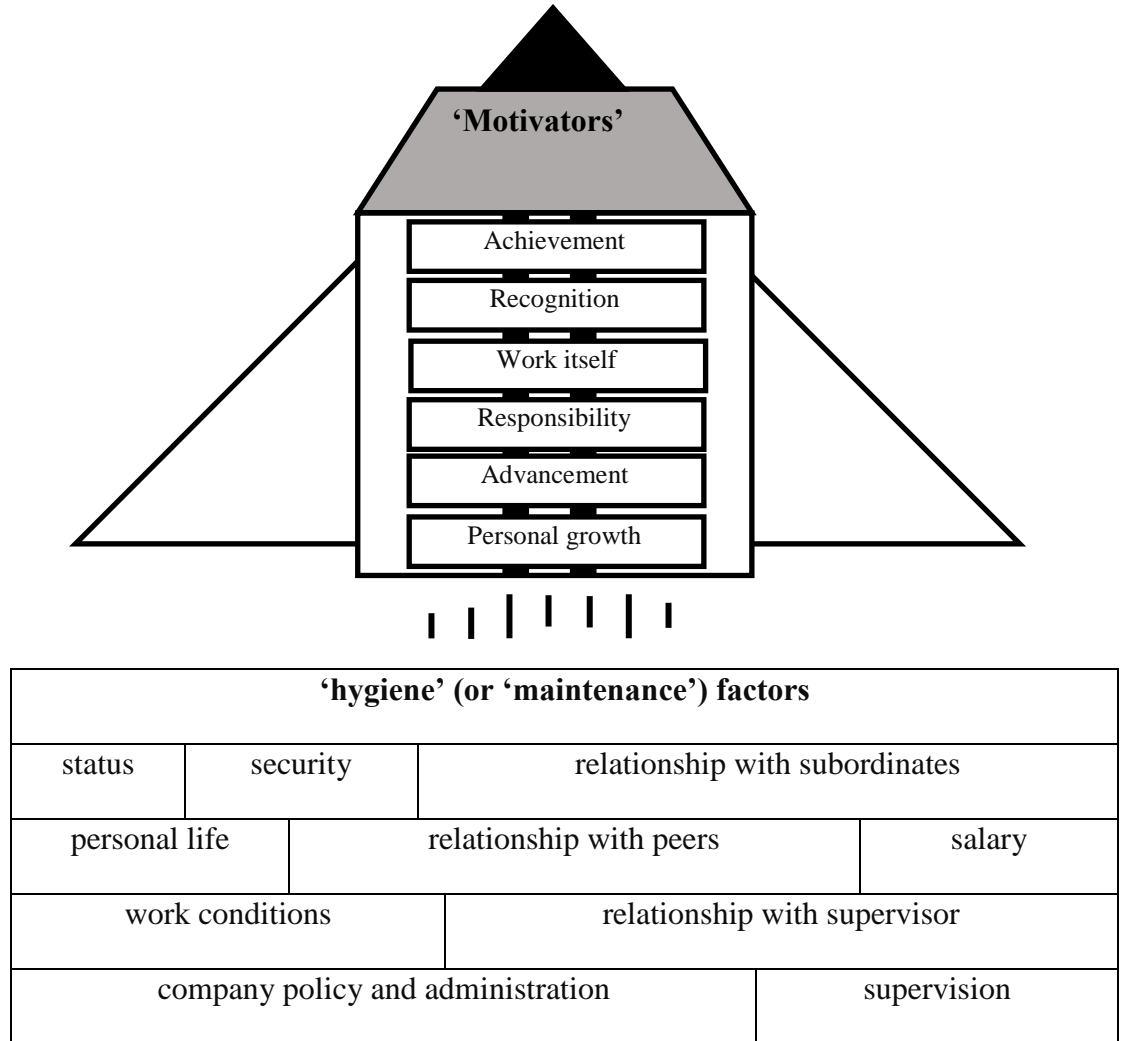
Figure 2.2
Herzberg's Motivator - Hygiene Theory
Source: *Alan Chapman 2003, free resource from www.businessballs.com.*

According to Herzberg's hygiene/motivator theory, a motivator contributing to employee commitment is recognition. Employees value reward and acknowledgment activities are therefore considered as motivation or inducement. If suitably executed, they can obtain the employees' commitment to their jobs and make them enjoy performing them, hence facilitating the overall commitment to the organisation (Zhang, 2000). Reward and recognition activities can be described as benefits in the form of increased salary, bonuses, and promotion, which are provided to publicly acknowledge the employees' superior performance in terms of goals (Juran & Gryna, 1993). In summary, the SET, in explaining the behaviour of organisations, compares between

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reward and costs of interaction. Weber's theory provides socio-psychological details concerning the relationship between Protestantism and capitalism. He stressed the importance of religion in improving the performance of staff. Herzberg's Motivator - Hygiene Theory illustrates the motivation of the action for individual needs by highlighting the attitude and behaviour of employees (Chapman, 2003). Moreover, under the SET, social action is a continuous interaction between rational individuals who are desirous of performing a given action on the basis of its relative rewards and costs, while Webers' theory explains how religion impacts on employee performance.

Islam is a complete system of life affecting our social life as well as our job performance. Islam asks people to do their job at the right time at the right place with the right behaviour. In the following section, relationship of job performance "task and contextual" with job satisfaction is elaborated, further, the role of Islamic work ethics as moderator with job performance and job satisfaction has been presented.

2.8 Theoretical Framework and Hypothesis Development
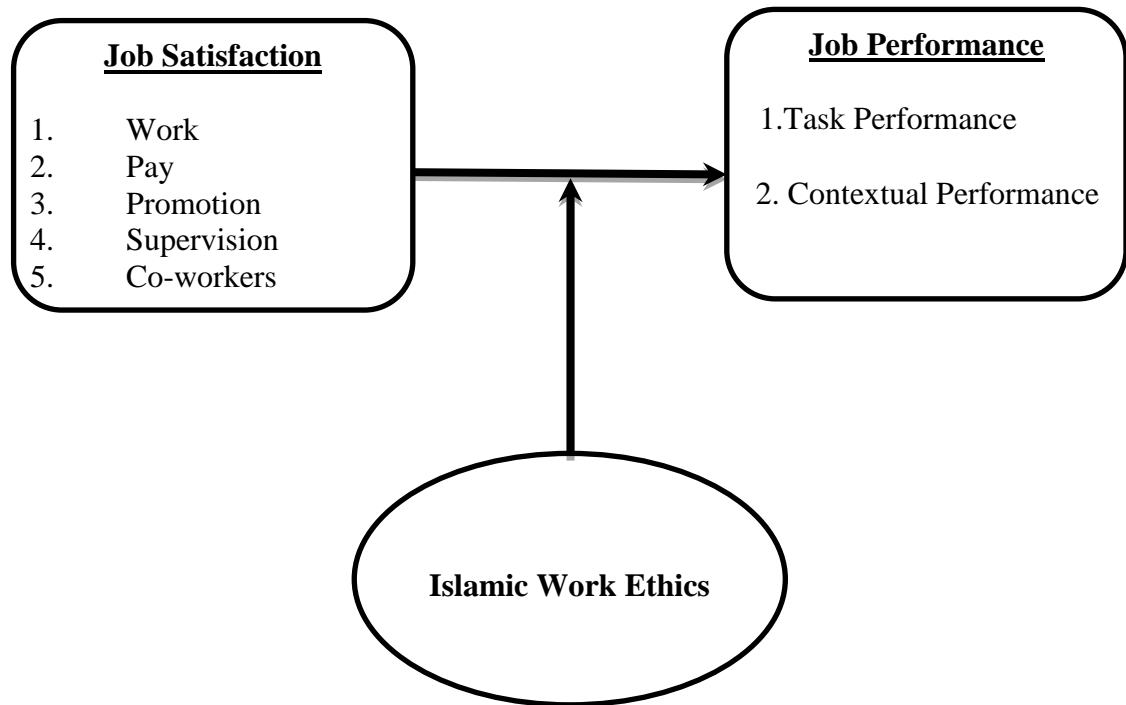
Figure 2.3

Theoretical Framework

2.8.1 Hypothesis Development

Prior research for instance Iddekings, Roth, Raymark and Odle-Dusseau (2012), Rotundo and Sackett (2002) and Sackett (2002) have identified three dimensions of job performance: in-role or task performance, extra-role performance and counterproductive work behaviour. The three categories are defined as follows: (1) In-role or task performance has been defined as "the effectiveness with which job incumbents perform activities that contribute to the organisation's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services" (Borman & Motowidlo, 1997). (2) Extra-role performance

(i.e., organisational citizenship behaviour) is defined as "individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate, promotes the effective functioning of the organisation" (Organ, 1988). Organ (1988) added that discretionary means voluntary behaviour is not reflected in the job description or individual's employment contract with his/her organisation. Hence, performing of such behaviour is a matter of personal choice, and neglecting such behaviour is not considered as punishable. And at the last (3) counterproductive work behaviour is defined as "any intentional behaviour on the part of an organisation member viewed by the organisation as contrary to its legitimate interests" (Sackett, 2002).

The past studies focused on three dimensions of job performance, which are in-role or task performance, extra-role performance and counter-productive work behaviour. However, this study will only focus on two dimensions of job performance namely; task performance and contextual performance. The reason for this is that a great number of studies on the job satisfaction and job performance failed to examine the task and contextual performance distinction (Edwards *et al.,* 2008). This indicate that this study is unique for considering the study of task and contextual aspects of job performance since there is dearth of studies on it.

2.8.1.1 The Relationship between Job Satisfaction and Task Performance

Research suggests that perceptions of overall job satisfaction which are nature of work, pay level, promotion practices, nature of supervision and interpersonal relationships with

co-workers in explaining task performance (Edwards *et al.,* 2008; Kappagoda, 2012; Peng, 2014; Ren-Tao, 2011). Specifically, Edwards *et al.* (2008) found a significant positive relationship between facets of job satisfaction such as; "pay, promotion, peers, sub-ordinates, and work itself" and task performance. Ren-Tao (2011) found a significant and positive association between job satisfaction and task performance among 159 employees of two large-scale steel corporations in China. A study by Kappagoda (2012) found a significant positive relationship between job satisfaction and task performance among 400 non-managerial bank employees in Sri Lanka. A recent study by Peng (2014) showed a significant positive relationship with certain facets of intrinsic job satisfaction and task performance. Thus, it is hypothesised that:

Hypothesis a1: There is a positive relationship between nature of work and task performance.

Hypothesis a2: There is a positive relationship between pay level and task performance.

Hypothesis a3: There is a positive relationship between promotion practices and task performance.

Hypothesis a4: There is a positive relationship between nature of supervision and task performance.

Hypothesis a5: There is a positive relationship between interpersonal relationships with co-workers and task performance.

2.8.1.2 The Relationship between Job Satisfaction and Contextual Performance

Research in the area of job satisfaction has shown that perceptions of satisfaction are re-lated to contextual performance (Edwards *et al*., 2008; Foote & Tang, 2008; Islam, Khan, Ahmad & Ahmed, 2014; Jena & Goswami, 2013; Judge, Thoresen, Bono & Patton, 2001; Ng, Sorensen & Yim, 2009; Zeinabadi, 2010). If employees form positive opinions about job satisfaction, they are more likely to exhibit discretionary behaviour that promotes the effective functioning of their organisations. Several studies have looked into the relationships between job satisfaction and contextual performance and found significant correlations between the two. In particular, Edwards *et al.* (2008) found a significant positive relationship between job satisfaction and contextual performance. Recently, Islam *et al.* (2014) and Jena and Goswami (2013) found a significant positive relationship between job satisfaction and contextual performance. On the basis of foregoing empirical studies, the following hypotheses are advanced:

Hypothesis b6: There is a positive relationship between nature of work and contextual performance.

Hypothesis b7: There is a positive relationship between pay level and contextual performance.

Hypothesis b8: There is a positive relationship between promotion practices and contextual performance.

Hypothesis b9: There is a positive relationship between nature of supervision and contextual performance.

Hypothesis b10: There is a positive relationship between interpersonal relationships with co-workers and contextual performance.

2.8.1.3 The Moderating Effect of IWE in the Relationship between Job Satisfaction and Task Performance

IWE is defined by Ashton and Lee (2007) as the tendency to be fair and genuine in dealing with others, in the sense of cooperating even when one might exploit them, IWE plays an important role in explaining employees' job performance (Abdi, Nor & Radzi, 2013; Alhyasat, 2012; Hayati & Caniago, 2012; Imam, Abbasi & Muneer, 2013). Specifically, in a study conducted by Alhyasat (2012) of 204 employees of seven daily newspapers in Jordan, employees with higher level of IWE were more likely to exhibit higher level of job performance than those with lower level of IWE, because their behaviours are regulated by Islamic injunctions from the Holy Qur'an and *Sunnah*. Hayati and Caniago (2012) reported a significant positive relationship between IWE and job performance in a sample of 149 employees of Islamic banking in Bandar Lampung in Indonesia. Research suggests that individuals with high levels of IWE are more likely to exhibit higher level of performance at work than those with low levels of IWE (Abdi *et al.,* 2013).

Regarding the relationship between IWE and task performance, the extensive review of extant literature on IWE in this study has revealed that there is little/no studies that investigate that directly investigate IWE in relation to task performance. Hence, this

renders this study a unique and contributory study to the literature on IWE and task performance.

Ali (1992), investigated the effect of IWE Muslims behaviours and the organisations in Islamic countries and found that the former has a significant effect on the latter. Ali (2005) found that the concepts of IWE foster confidence in the workplace, reinforce social contract and motivate leaders to focus on meeting their basic business responsibilities Yousef (2000) found that IWE stress encourage hardworking, commitment to work, dedication to work and creativity and the steering clear of competitiveness and unethical means of profitability and dealings. In another study conducted by Yousef (2000a), IWE was found to be related to organisational commitment and work satisfaction.

Findings of the study of Nik Mu'tasim, Abdul Rahman, Nordin and Abdullah (2006) indicated positive and significant association linking commitment and Islamic work ethics (IWE). The findings from the studies of Kumar and Rose (2010) and Othman, Abdul Rahman, Alwi and Munira (2011) signified that IWE have significant correlation with innovation capability scale in the public sector and that public sector employees strongly adapted IWE at their workplace.

Generally, researches have strongly indicated that IWE have significant relationship with outcomes of both organisation and work. The scholars of management in the past might have restricted their research from the perspective of Islamic management, mainly due to the limited literature on Islamic researches produced in English language (Naresh

& Raduan, 2010). Nevertheless, recently, a number of scholars have focused on Islamic management, particularly the concept of IWE and its prominent impact on the place of work. Those efforts are getting massive attention from among scholars around the world.

Therefore, this study will become outstanding as it investigates the relationship between IWE and task performance. In addition to being directly related to job performance, it is expected that IWE might strengthen the relationship between job satisfaction and job performance. Consistent with the foregoing empirical evidences and theoretical perspective, the following propositions are advanced:

Hypothesis c11: Islamic work ethics (IWE) moderate the relationship between satisfaction with nature of work and task performance.

Hypothesis c12: Islamic work ethics (IWE) moderate the relationship between satisfaction with pay level and task performance.

Hypothesis c13: Islamic work ethics (IWE) moderate the relationship between satisfaction with promotion practices and task performance.

Hypothesis c14: Islamic work ethics (IWE) moderate the relationship between satisfaction with nature of supervision and task performance.

Hypothesis c15: Islamic work ethics (IWE) moderate the relationship between satisfaction interpersonal relationships with co-workers and task performance.

2.8.1.4 The Moderating Effect of IWE in the Relationship between Job Satisfaction and Contextual Performance

The review of studies by Abdi, Nor and Radzi (2013), Alhyasat (2012), Hayati and Caniago (2012) and Imam, Abbasi and Muneer (2013) have indicated that IWE has positive effect on job performance. Thus, it expected that IWE can also fortify the connection between job satisfaction and the contextual aspect of job performance. Based on these empirical evidences, coupled with the theoretical perspectives discussed in the literature review, it is sufficed to propose the following hypotheses:

Hypothesis d16: Islamic work ethics (IWE) moderate the relationship between satisfaction with nature of work and contextual performance.

Hypothesis d17: Islamic work ethics (IWE) moderate the relationship between satisfaction with pay level and contextual performance.

Hypothesis d18: Islamic work ethics (IWE) moderate the relationship between satisfaction with promotion practices and contextual performance.

Hypothesis d19: Islamic work ethics (IWE) moderate the relationship between satisfaction with nature of supervision and contextual performance.

Hypothesis d20: Islamic work ethics (IWE) moderate the relationship between satisfaction interpersonal relationships with co-workers and contextual performance.

2.8.1.5 The Relationship between JS and JP with Moderation Effect of IWE

A good number of studies have established the link between job satisfaction and job performance. Among these studies were conducted by Judge, Thoresen, Bono and Patton, (2001); Judge and Bono (2001), Wanous, (1974), Edwards, Bell, Arthur and Decuir (2008), Kappagoda (2012), Peng, (2014) and Ren-Tao, (2011). However, from the overall review from these studies on IWE, it is discernible that there is no a single research on the moderating effect of IWE on the relationship between job satisfaction and job performance. Therefore, the following propositions are made:

Hypothesis e21: There is a positive relationship between job satisfaction and job performance.

Hypothesis e22: There is a positive relationship between Islamic work ethics and job performance.

Hypothesis e23: Islamic work ethics (IWE) moderate the relationship between overall job satisfaction and overall job performance.

2.9 Summary of the Chapter

This chapter explains job performance concepts that comprised of task and contextual performance and the definition of job performance and both task performance and contextual performance. Moreover, this chapter is dedicated to the discussion concerning the relationship between job satisfaction facets including nature of work, pay level, promotion practices, nature of supervision and interpersonal relationships with co-

workers and that of job performance. Then followed by the discussion on the association of various facets of job satisfaction with job performance. Next, the chapter also highlights about IWE, a moderator, in the job satisfaction-job performance relationship and explains the literature review and concludes with the theoretical framework and hypothesis development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the approaches that were used to test the variables in the research framework and its hypotheses. The purpose of the research design is to facilitate an evaluation of the strength and direction of the association between organisational factors, such as; job satisfaction (work, pay, promotion, supervision and co-workers) and job performance, as well as the moderating effect of IWE in the relationship between job satisfaction and job performance. This chapter also describes the population and sampling design, data collection method, instrumentation, pilot study and techniques for data analysis.

3.2 Research Design

There are several types of research methodologies, each one of those having its own advantages. The selection of the research method hinges on the research problem, objectives and hypotheses. This is the reason why the appropriate approach used has resulted in supporting the value of the research findings (Sekaran, 2003). In an attempt to achieve the research objectives, the present study used the quantitative research design to collect the data.

3.2.1 Quantitative Approach

The results of quantitative approach method are based on the questionnaires, it is limited to numbers, statistics, the measurement of data and many forms of statistical analysis (Hossein, 2007). Quantitative research design has been frame for this study, providing assistance to the researcher to thoroughly examine a large sample of respondents; opinions regarding the proposed phenomenon. Moreover, the researcher can take a summarised perspective of human behaviour (Lakshman, Sinha, Biswas, Charles & Arora, 2000).

In this regard, the researcher used questionnaire as the main tool in this research in order to understand the determinant factors that affect employees' performance in the public universities. The questionnaire was designed according to the objectives, problem and hypotheses of the study to determine the relative importance of factors that may control the employees' performance in the public Universities in Yemen.

The questionnaire mainly comprises of two parts: Part A covers information concerning demographic profile of the respondents. Whereas part B covers three sections that are job satisfaction, job performance and IWE in which respondents are asked to choose their responses based on a five-point Likert-type scale ranging from "strongly disagree" - (1) to "strongly agree" (5).

3.3 Population and Sampling Design

The unit of analysis for this study is individual employee. The population of the study consists of all administrative employees of Yemen's public universities. The target population of this study includes employees at all cadres from the eight public universities in Yemen, namely: University of Sana'a which has about 1,544 administrative staff, University of Aden which has 1,372 staff, University of Hadhramaut which has 645 staff, University of Taiz which has 789 staff, University of Al Hudaydah which has 478 staff, University of Ibb which has about 438 staff, University of Thamar which has 276 staff, and finally, University of Ammran which has 113 staff (The Supreme Council of Education Planning (SCEP) Report, 2010). However, the performance problems facing Yemen's public universities came from their staffs, in case of this study, the administrative staff was the target of this study. The total number of the administrative staff of Yemen's public universities was estimated to be 5,655 people (SCEP, 2010).

To select the sample, simple random sampling is used in this study. Employees are randomly selected by chance in a way that each employee has equal chance of being chosen at any stage of the process of sampling (Yates, Moore & Starnes, 2008). This technique required an ordered population, such as a staff lists, telephone directory, or any document containing the list of all employees to be used as a sampling frame (Kathleen & Kane, 2007). Furthermore, employees' list in the universities was used as a sampling frame.

Determination of sample size for this study was made by referring to the contribution of Krejcie and Morgan (1970). In their generalised scientific guideline for sample size decisions, Krejcie and Morgan (1970) stated that the sample size of 375 was appropriate for study population of up to 6,000 elements. Using their guide and based on the study population of 5,655 employees, this study determined a sample size of 359. The sample of this study is appropriate referring to the Roscoe's (1975) rule of thumb, as he stated that for most research, the sample bigger than 30 and less than 500 was appropriate. Therefore, the sample size of 359 is appropriate based on the rule of thumb. Subramaniam (2009) reported that for a multivariate study, the sample size has to be several times (10 or over) more than the variables in the research. In this study, there are three variables and the required sample should therefore be 30 or more.

3.4 Data Collection Method

The present study makes use of the field study design in an attempt to examine the three research constructs. There is no attempt to manipulate any of the research constructs. Furthermore, the researcher employs the cross-sectional survey method to steer clear of long time consumption attributed to the longitudinal method (Sekaran & Bougie, 2009). The researcher got the assistance of individuals in distributing questionnaires to the sample study in the universities. Different communication channels like; personal contacts, telephone calls and e-mail to follow up and to guarantee completion in a timely manner and effective and orderly collection of the questionnaires.

From the population of 5,655 staff, the selected sample size was 359; it is appropriate for the research as determined by Krejcie and Morgan (1970); Cavana, Delahaye and Sekaran (2003); and Sekaran and Bougie (2009). Table 3.1 provides the generalized guidelines for sample size decisions.

Table 3.1
Determining Sample Size of a Given Population

N	S
5000	357
5655	359
6000	361
7000	364
8000	367
9000	368

N refers to population size, *S* refers to sample size

Source: Sekaran and Bougie (2009).

Since, the researcher was unsure of about the response rate, a total of 600 questionnaires were distributed. Based on the above discussion, 600 samples are targeted to be technically acceptable, completed, and returned 495. However, the recorded response rate for the universities' employees in past studies is between 40-60% (Al-Majali, 2011). However, it is larger than the recommended sample.

The questionnaires of this study was distributed to all the eight universities to about 10% of each university's employees. This technique was used to make sure that the questionnaires were distributed equally according to each universities' employee population. This approach has been used in previous studies such (Hashim, 2008). Table 3.2 illustrates the population and sample size in each university.

Table 3.2
Distribution of Respondents According to Each University

University	Population of the employees	Sample size of the employees
Sana'a	1544	164
Aden	1372	146
Hadhramout	645	68
Taiz	789	84
Al Hudaydah	478	51
Ibb	438	46
Thamar	276	29
Ammran	113	12
Total	5655	600

Source: *The Supreme Council of Education Planning Report, 2010*

This technique was used for eight universities, to collect the data required, a total of 600 questionnaires were distributed to administrative staffs in the eight public universities with two or sometimes three assistants in each university. The data collection process was conducted from the 14th of July to 28th of September 2013. Out of 600 questionnaires distributed, 475 usable questionnaires were returned with the response rate of 79%.

3.5 Instrumentation

The survey was developed through a structured questionnaire with 69 close-ended multiple-choice questions related to the three constructs of this study and five questions dedicated to the demographical variables. All of the questions were written in the Arabic language and translated and proofread by expert.

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Arabic language is a medium of communication in the context of this study because it is an official language in Yemen. All of the targeted respondents could understand and communicate the Arabic language very well. Answers were measured through Likert-type scale, as it is an appropriate and reliable measurement for the perceptions and attitudes of respondents (Alreck & Settle, 1995; Miller, 1991). This scale is appropriate for this study to measure employees' perception on their job satisfaction level, the effect of IWE, as well as the contextual behaviours of employees (employees' positive attitudes toward their colleagues).

The constructs for this study includes job satisfaction, IWE and job performance. Two constructs, job satisfaction, and job performance are multi-dimensional while IWE is uni-dimensional. Accordingly, the questionnaire instrument was made up of four sections. Section 1 consisted of demographic questions that are designed to obtain information regarding the respondents' age, gender, highest level of education, years of experience, status in the organisation and department. Section 2 consisted of 34 questions that are designed to measure job satisfaction. Section 3 consisted of 21 questions that are designed to measure influence of IWE. Finally, section 4 consisted of 14 questions, designed to measure the employees' task performance and contextual performance. It is noteworthy that only relevant items for answering the research questions were included in the questionnaire. Questions perceived to elicit suspicion or anger from the respondents due to peculiarities of environment were not included. In Yemen, questions concerning amount of salary do not always go well with respondents

as they are considered personal or sensitive. The exclusion was done in order to avoid sensitivities and ensure high response rate (Sekaran & Bougie, 2009).

3.5.1 Measurement/Instrumentation

This study has three constructs to be measured namely job satisfaction (work, pay, promotion, supervision and co-workers) and moderating variable of IWE and dependent variable of job performance (task and contextual performance). This section discusses the measurement scales those have been appropriately used in measuring all constructs.

This study extends the previous research of Edwards *et al.* (2008) by examining the moderating effect of IWE on the association among facets of job satisfaction (work, pay, promotion, supervision and co-workers) and job performance (task and contextual performance). Edwards *et al.* (2008) have examined the relationship between facets of job satisfaction (work, pay, promotion, supervision and co-workers) and job performance (task and contextual performance).

3.5.1.1 Job Satisfaction

Job satisfaction entails the employees' complete sense of well-being for doing their job. It is described as the individual's internal state of job assessment and job-related experiences coupled with some positive or negative feelings (Locke, 1976). To measure job satisfaction, the present study makes use of the Job Descriptive Index (JDI) proposed by Smith *et al.* (1969) to gauge the five aspects of satisfaction, namely: work, pay, promotion opportunities, supervision and co-workers. The scale's internal reliability

(Cronbach's alpha) calculated in the statistical analysis. The JDI comprises 34 statements relating to job satisfaction's five dimensions: for instance, the pay subscale comprises items like "income sufficient for normal expenses" and "income offers luxuries". Employees responded to each item on the JDI using a 5-point Likert scale (1= strongly disagree to 5= strongly agree). The JDI was selected because it has been shown, by extensive research, to be reliable and a valid measure of job satisfaction (Smith *et al.*, 1969). However minor adjustments to few wordings of items have been made to better suit the Yemen's context. Scores for each job aspect were obtained by tallying the assigned weight for each item across all items covering the particular aspect, while the overall job satisfaction score was obtained by totalling up all the five dimensions of job satisfaction. Table 3. 3 indicated the items of job satisfaction.

Table 3.3
Items of Job Satisfaction

Construct	Operational definition	Code	Items
Job Satisfaction work, pay, opportunities for promotion, supervision co-workers	Job satisfaction is concerned with an employee's overall sense of well-being at work	JSW1	My job is routine
		JSW2	My job is satisfying
		JSW3	My job is boring
		JSW4	My job gives me sense of accomplishment
		JSW5	My job is respected
		JSW6	My job is challenging
		JSW7	My job is dull
		JSP1	My income is enough for normal expenses
		JSP2	My income is fair
		JSP3	I barely live on my income
		JSP4	My income is bad
		JSP5	My income provides luxuries
		JSP6	My income is less than what I deserve
		JSP7	My income is well paid
		JSPROM1	My organisation has good opportunities for promotion
		JSPROM2	My organisation promotes based on employees' ability
		JSPROM3	My organisation has unfair promotion policy
		JSPROM4	My organisation rarely promotes employees
		JSPROM5	My organisation regularly promotes employees
		JSPROM6	My organisation offers a fairly good chance for promotion
		JSSUP1	My supervisor asks for my advice
		JSSUP2	My supervisor is hard to please
		JSSUP3	My supervisor is impolite
		JSSUP4	My supervisor praises good work
		JSSUP5	My supervisor is up-to-date
		JSSUP6	My supervisor knows job well
		JSSUP7	My supervisor is always around when needed
		JSCOW1	Majority of people with whom I work are lazy
		JSCOW2	Majority of people with whom I work are boring
		JSCOW3	Majority of people with whom I work are responsible
		JSCOW4	Majority of people with whom I work easily make enemies
		JSCOW5	Majority of people with whom I work are smart
		JSCOW6	Majority of people with whom I work are gossipy
		JSCOW7	Majority of people with whom I work are loyal

Source: *Smith, P. C., Kendall, L. M., & Hullin, C. L. (1969). The measurement of satisfaction in work and retirement. Chicago: Rand-McNally.*

3.5.1.2 Islamic Work Ethics

IWE describe the workplace values that should guide employees with Islamic faith. It emphasises acts of justice and generosity in the workplace; and pays heed to creative work as a cause of contentment and achievement (Yousef, 2000). IWE was measured using 21 items developed by Ali (1992); and Kadhum (2011). This has become popular and has been practically implemented in various Muslim countries including; Saudi

Arabia, Malaysia, Kuwait, United Arab Emirates, where the effects were comparatively better. IWE items include: *laziness is a vice, workplace justice and generosity are required for the welfare of the society, generating enough to satisfy personal needs and more items add to societal prosperity.* Prior studies showed significant internal consistency and reliability (Cronbach's alpha). For example, it has been reported that Ali and Al-Kazemi's (2007) Cronbach's reliability coefficient was 0.85. Table 3. 4 showed Items describing IWE.

Table 3.4
Items of Islamic Work Ethics

Construct	Operational definition	Code	Items
Islamic work ethics	Code of conduct that emphasizes acts of justice and generosity in the workplace; and stresses creative work as a source of contentment and achievement	IWE1	Laziness is a vice
		IWE2	Dedication to work gives advantage the person and other people
		IWE3	Good work benefits the person and others
		IWE4	Justice and generosity in the workplace are compulsory condition for society's wellbeing
		IWE5	generating more than adequate needs
		IWE6	One should do his work to the best of his ability
		IWE7	Work is not an end in itself but a way to promote personal growth and social relations
		IWE8	Life is meaningless without work
		IWE9	More leisure times is good for society
		IWE10	Human relations in organisations should be stressed and encouraged
		IWE11	Work allows man to control nature
		IWE12	Creative work is a source of contentment and achievement
		IWE13	Any person who works is liable to advance in life
		IWE14	Work makes us independent
		IWE15	A successful person is the one who follow deadlines at work
		IWE16	One should keep on working hard to fulfil responsibilities.
		IWE17	Employees are evaluated based on their work effectiveness and outcome.
		IWE18	Employees behave according to the ethical and social rules and the job traditions.
		IWE19	Employees should devote all of their time to do their official job and should work honestly.
		IWE20	Employees keep the official information and documents confidential and they use them according to the regulations.
		IWE21	Most employees work honestly.

Source: *Ali, A. (1992). Islamic work ethic in Arabia. Journal of Psychology, 126, 5, 507-20.*

3.5.1.3 Job Performance

Job performance was measured using two dimensions, namely; task and contextual performance (Borman & Motowidlo, 1993). Task performance normally represents situation where employees perform duties that are predetermined, whereas contextual performance is described as the inclination of the employees to go beyond their appointed tasks (Organ, 1990). For this present study the items used to measure task and contextual performance have been adapted from the previous works by Borman and Motowidlo (1993), Organ (1990), and Chandrakumara (2007) as well as related items from Williams and Anderson (1991). A total of 7 items taken for task performance and 7 items for contextual performance have been derived. It is reported from the past that the scale has reliability (Cronbach's alpha) of more than 0.68 for both contextual and task performance constructs (Chandrakumara, 2007). Example of scale items that measure task performance include: *I effectively fulfil my given task; I obey my duties described in my job; I complete my responsibilities.* Meanwhile two example of items that measure contextual performance are: *I maintain the norm at work, I give notice of my absenteeism in advance*, It has been reported that the scale has reliability (Cronbach's alpha) of 0.96 for task performance and 0.74 for the contextual performance by Borman and Motowidlo (1993), Organ (1990), Chandrakumara (2007) and Williams and Anderson (1991). Table 3.5 below showed all the items to measure both task and contextual performance.

Table 3.5
Items of Job Performance

Construct	Operational definition	Code	Items
Job performance	Behaviour that is	JPTASK1	I effectively fulfil my given task.
1. Task	directly related to	JPTASK2	I obey my duties described in my job.
Performance	the production of	JPTASK3	I complete my responsibilities.
	goods or services	JPTASK4	I fulfil formal performance obligation of
	and/or that		my job.
	supports the	JPTASK5	I connect with activities directly
	production		influence my performance assessment.
	process.	JPTASK6	I ignore parts of my job that essential to
			perform. (R)
		JPTASK7	I fail to carry out important duties. (R)
2. Contextual	Approach to	JPCONTEX1	I maintain the norm at work
Performance	evaluating the	JPCONTEX2	I give notice of my absenteeism in
	function of an		advance.
	employee within	JPCONTEX3	I take unmerited leaves. (R)
	the boundaries of		
	his or her	JPCONTEX4	I waste time on personal phone
	assigned		conversations at work. (R)
	responsibilities.	JPCONTEX5	I criticize the irrelevant things at work.
			I conserve and protect organisational
		JPCONTEX6	property.
			I obey informal rules developed to
		JPCONTEX7	maintain order

Source: *Borman and Motowidlo (1993), Organ (1990), Chandrakumara (2007), Williams and Anderson (1991).*

3.6 Data Analysis

The statistical software partial least squares structural equation modelling (PLS-SEM) approach (the latest version) was used to ensure the correlation between independent variable which was job satisfaction, and dependent variable which was job performance, and the moderating effect of IWE. Both simple and advanced statistical tools and method were used, appropriate for analysing the relationship among the variables and the model.

Therefore, use of statistical techniques was according to commonly accepted research assumption and practice. Multivariate statistical analysis was performed to analyse the

data of this research. According to Hair *et al.* (2010), PLS has become a popular technique as an alternative to SEM technique such as LISREL, AMOS and other programmes.

3.6.1 Descriptive Statistics

The descriptive statistics option in SPSS (version 18) has been used to find the frequency and standard deviation was used to understand the profile of the respondents as well as to get a feel of the data. This technique presents a description of the overall responses that were obtained. In addition, SPSS 18 is used to test Non-Response Bias of the late and early responses.

3.6.2 Factor Analysis

Factor analysis is a helpful instrument that is used in order to investigate the underlying patterns and relationships among a number of variables and to find out if the variables can be decreased into a lesser set of factors (Hair *et al.,* 1998). Factor analysis was used to recognize those items that did not belong to the specified field. Therefore, the main idea of using this technique is for the purpose of data reduction (Hair *et al.,* 2006). Two main techniques were used to analyse factors like; the confirmatory factor analysis (CFA) and the exploratory factor analysis (EFA). Nunn ally and Bernstein (1994) said that the aim of CFA lies to validate some prior hypothesised structure among items or variables, while the EFA aims to identify the underlying structure. This study used EFA technique to achieve the needed analysis. Hair *et al.* (2006) suggested some assumptions to be carried out for factor analysis as follows:

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1- The test of Kaiser-Meyer Olkin (KMO) values more than 0.5 is acceptable.

2- The Bartlett's test of sphericity should be significant and at least at .05.

3- The acceptable level of the anti-image correlation of items is above 0.5.

4- A measuring of sampling adequacy must be greater than 0.5.

The lowest requirements for factor loading range between 0.30 and 0.40, and loadings of 0.50 or greater are taken as significant.

3.7 Pilot Study

To carry out the pilot study the questionnaire would go through several stages of revisions to make it clear and correct in case of any mistakes. Additionally, it is a critical step to carry out this pilot test using the data, which was collected from the same pool to test validity and reliability of the measurements (Sproull, 2004). In this study, nine academicians from Aden University, one from Thamar University and one from Universiti Utara Malaysia revised the questionnaire. They were also requested to advise their feedback and comments on the questions, which eventually decreased the risk of misunderstanding. Later, a few questions were reformulated to remove the misunderstanding and any sort of confusion which increased the quality of the data of this study. During pilot study, 73 employees from the administrative staff selected from public universities in Yemen responded to the questionnaire.

3.7.1 Measuring the Validity and Reliability of the Measurements

In analysing the pilot study, validity and reliability analysis were performed on the pilot study samples.

3.7.1.1 Validity Analysis

Measurements can have a good level of reliability but may lack validity; reliability can lead to a good measurement but it does not imply the goodness of the measurement (Churchill, 1979; Sekaran, 2003). However, this study tested for the validity of the measure before proceeding to the data collection stage.

As defined by Nunnally and Bernstein (1994), validity describes the scale to which the measurement measures what is intended to measure. In the literature of research methodology, there have been many types of validity measures.

Specifically, the literature of research methodology, particularly in the behavioural science, reveals that content and construct validity are the most commonly used validity measures (Kerlinger & Lee, 2000; Leary, 2004; Nunnally & Bernstein, 1994).

Generally, content validity is the measure that shows the extent a measurement measures what is indented to measure. Therefore, the content validity is mainly based on the judgmental evaluation by experts to ensure that the measurement items comprise the construct measure of all the aspects of the construct. To guarantee the content validity of the measurements, the development of items encompasses the measurements of the study based on a comprehensive review of the study.

Moreover, thorough discussions with several academicians and administrators led to the development of the items of constructs. To measure the construct validity, factor analysis was performed using the principle component method and Varimax rotation. By

using factor analysis, the items explaining the same construct could be identified. In the pilot study, the sample size was small (n=73), and the factor analysis on each construct was examined separately.

The first step was to check the applicability and appropriateness of items based on factor analysis through checking the Kaiser-Meyer-Olkin (KMO) measure of sampling sufficiency and the Bartlett's test of sphericity. In Kaiser`s (1974) view, KMO is an index used to compare the magnitude of the observed correlation coefficient to that of the partial correlation coefficient.

The smaller the sum of the partial correlation between all pairs of variables, the closer will be KMO to one (1.0) and hence the more appropriate factor analysis will be. Following the same, Kaiser (1974) described the KMO measure based on their closeness to one as marvellous if it is around 0.90; meritorious if it is around 0.80; middling if it is around 0.70; mediocre if it is around 0.60; miserable if it is around 0.50; and unacceptable when it is below 0.50.

The pilot study results as presented in Table 3.6 shows that the KMO measure ranges between 0.711 to 0.825 and only contextual performance variable is not in that range which has 0.572 of KMO and hence the appropriateness of factor analysis was achieved. In relation to that, the factor loadings of the items were examined and compared to the minimum benchmark of 0.50 as described by Hair *et al.* (2010) for practically significant item loading. Based on that, items with loadings less than 0.50 were deemed meaningless and eliminated from their respective constructs.

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As shown in Table 3.6, some items had low factor loading below than 0.5, namely Work (Q7JSW,deleted), Pay (Q13JSP, deleted), Promotion (Q15JSP, deleted), Supervision (Q22JSSUP, deleted), Co-workers (Q29JSCOW, deleted); for IWE, the researcher deleted nine items (Q37Islamic, Q43Islamic, Q44Islamic, Q45Islamic, Q51Islamic, Q52Islamic, Q53Islamic, Q54Islamic, Q55Islamic, deleted), Task Performance (Q60JPTask, deleted) and Contextual Performance (Q65JPContex, Q66JPContex, Q67JPContex, deleted). However, the factor loading for all other constructs had values greater than 0.5 of loading.

Table 3.6
Factor Analysis of the Final Instrument (Pilot Study)

Constructs	No of Items	Item	Factor loading	KMO	Eigen-value	% of Variance
Work	6	Q1JSW	0.549	0.750	2.679	38.267
		Q2JSW	0.620			
		Q3JSW	0.715			
		Q4JSW	0.722			
		Q5JSW	0.662			
		Q6JSW	0.542			
Pay	6	Q8JSP	0.808	0.801	3.740	53.428
		Q9JSP	0.804			
		Q10JSP	0.675			
		Q11JSP	0.814			
		Q12JSP	0.708			
		Q14JSP	0.813			
Promotion	5	Q16JSProm	0.858	0.801	3.612	60.201
		Q17JSProm	0.908			
		Q18JSProm	0.619			
		Q19JSProm	0.850			
		Q20JSProm	0.852			

Table 3.6 (Continued)

Constructs	No of Items	Item	Factor loading	KMO	Eigen-value	% of Variance
Supervisor		Q21JSSup	0.618			
		Q23JSSup	0.822			
		Q24JSSup	0.797			
	6	Q25JSSup	0.763	.825	3.884	55.483
		Q26JSSup	0.871			
		Q27JSSup	0.799			
Co-Worker		Q28JSCoW	0.649			
		Q30JSCoW	0.724			
		Q31JSCoW	0.672	.711		
	6	Q32JSCoW	0.643		2.875	41.072
		Q33JSCoW	0.576			
		Q34JSCoW	0.722			
Islamic Work Ethics		Q35Islamic	0.578			
		Q36Islamic	0.802			
		Q38Islamic	0.856			
		Q39Islamic	0.702			
		Q40Islamic	0.802			
	12	Q41Islamic	0.564	.815	7.688	36.609
		Q42Islamic	0.677			
		Q46Islamic	0.792			
		Q47Islamic	0.746			
		Q48Islamic	0.805			
		Q49Islamic	0.834			
		Q50Islamic	0.788			
Task Performance		Q56JPTask	0.795			
		Q57JPTask	0.614			
		Q58JPTask	0.562	.728	3.097	44.250
	6	Q59JPTask	0.767			
		Q61JPTask	0.720			
		Q62JPTask	0.719			
Contextual Performance		Q63JPConte	0.638			
	4	Q64JPConte	0.563	.572	2.224	31.773
		Q68JPConte	0.759			
		Q69JPConte	0.808			

*Item are as ordered in the questionnaire set

3.7.1.2 Reliability Analysis

Reliability is defined as the assessment of stability level among measurements of construct (Hair *et al.,* 2010). Consequently, reliability analysis of the instrument was conducted to evaluate the consistency in items that measures a construct. Reliability of the instrument is when a measure generates the similar results over and over again. Sekaran (2003) mentioned the four methods generally used by researchers to ensure their measuring instruments are reliable. Those methods include; test-retest methods, split half method, alternative form methods and Cronbach's alpha coefficient method, one of the most frequently used methods. This study applied the test of Cronbach's alpha coefficient method that examines the reliability of instruments.

Moreover, Cronbach's alpha method for reliability measure possess its own strength. Because of its usefulness, Cronbach's alpha method has prevailed over the reliability testing method, particularly amongst the mainstream social science investigators. This study used Cronbach's alpha method to check reliability of the measurements. The Cronbach's alpha coefficient points out the stability of items used to measure the same construct. In other words, high Cronbach's alpha coefficient means the items of the construct confirm high consistency and split high tendency to measure the intended construct. To determine a suitable and standard of the level of Cronbach's alpha coefficient, Nunnally (1978) recommended smallest standards for Cronbach's alpha. Cronbach's alphas of 0.7, 0.8 and 0.9 are for investigative basic and critical issue-based research. George and Mallery's (2003) optional standard for Cronbach's alphas that are more than 0.9 is Excellent, 0.7 - 0.9 is Good, 0.6 - 0.7 is Acceptable, 0.5- 0.6 is Poor,

and less than 0.5 is Unacceptable. Hair *et al.* (2010) suggest that 0.6 is the minimum acceptable level of Cronbach's alpha for any construct to possess an acceptable reliability.

To check reliability of the intended measures, the study performed the Cronbach's alpha analysis. The reliability analysis was performed for each construct separately. However, to increase the reliability coefficient of a construct, some items were deleted by the system. To decide the items for deletion, item-construct analysis can help to determine the ones with the least contribution to be removed. Table 3.7 indicated the reliability analysis of the pilot study.

Table 3.7
Reliability Analysis of Pilot Study

Constructs	No of items	Cronbach's Alpha	Item deleted*	Cronbach's Alpha if item deleted
Work	6	0.714	1	0.705
Pay	6	0.85	1	0.866
Promotion	5	0.84	1	0.872
Supervisor	6	0.855	1	0.869
Co-Worker	6	0.753	1	0.755
Islamic Work Ethics	12	0.824	9	0.933
Task Performance	6	0.755	1	0.795
Contextual Performance	4	0.574	3	0.665

*Number of items sequenced in questionnaire

As presented in the Table 3.7, it can be seen that the Cronbach's alpha coefficients for all the constructs under study are at the acceptable internal consistency level. Clearly, most tabulated values of the coefficient alpha exceed the agreed upon lower level for alpha (that is 0.7) (Nunnally & Beinstein, 1994). Actually, it was argued by Hair *et al.* (2010) that 0.6 is the minimum acceptable level of Cronbach's alpha for any construct to

possess an acceptable reliability. Therefore, although the coefficient alpha for contextual performance construct is lower than 0.7, but it is still acceptable by researchers for exploratory research (Hair *et al*., 2010; Cortina, 1993). It can also be noticed that some items were deleted for the sake of raising the internal consistency of the constructs. In general, items included in the study showed a good level of internal consistency when measuring their respective intended measures.

3.8 Structural Equation Modeling Approach (SEM)

The Partial Least Squares (PLS) modelling was proposed by Wold (1982; 1985), in the computational aspects of the Latent Variables Partial Least Squares (LVPLS) software. It has also been attributed to Wold through theoretical developments and by Chin (1998; 2001) and Chin and Newsted (1999) for the new graphical interface (PLS-Graph) and for enhanced validation methods. Lohmöller's program PLSX for units x variable data is the basis of the PLS-Graph software and eventually enables similar options.

The PLS path modelling method is commonly used in the estimation of causal relationships in the field of path models involving latent constructs that are not measured directly by many indicators. Previous studies by Wold (1982), Lohmöller (1989), Chin (1998), Tenenhaus, Vinzi, Chatelin, and Lauro (2005) explained the methodological basis and methods for outcome evaluation and provided some instances of this methodology.

There are two models, showing description of PLS path model: first is a measurement model that links manifest variables (MVs) to their latent variables (LVs) and a structural

model that relates endogenous LVs to other LVs. The measurement model is referred to as the outer model whereas the structural model is the inner one.

The inner model describes the link between LVs that remain unobservable as the outer one describes the link between a LV and its MV. Figure 3.1 is an example of a PLS path model. The general design of a PLS presents a recursive inner model, exposed to predictor specifications. Therefore, the inner model comprises a causal chain system and includes two varying types of outer models: the reflective and the formative measurement models are represented by Mode A and B, respectively. Selecting a particular outer mode is explained by theoretical rationale (Diamantopoulos & Winklhofer, 2001).
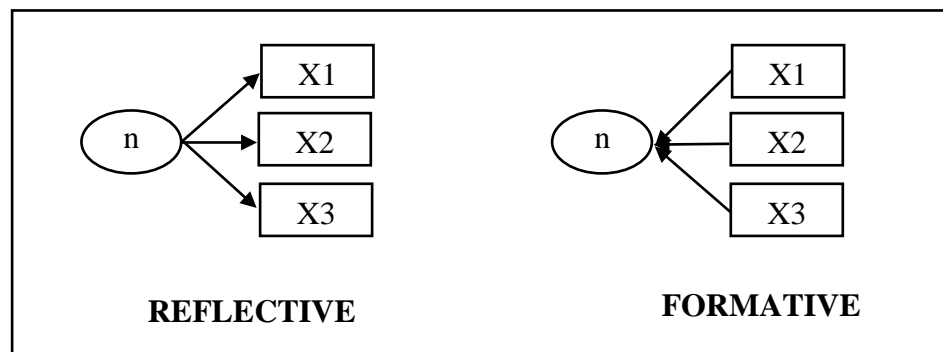
Figure 3.1
An example of a PLS Path Model

The reflective mode develops contributory relations from the LV to the MV within the block it is located. Therefore, every evident variable within a particular measurement model is perceived to be developed as a linear function of the LVs along with residuals. On the other hand, a model`s formative mode develops occasional relations from the evident variables to the latent ones.

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In addition, it is imperative to consider the terms, 'formative' and 'reflective', and the implication linked with the classification of 'causal' and 'effect'; these highlight the distinction among the characterisation of the mode of the LV measurement models.

Despite the LV's original consideration being an exact linear grouping of its indicators of the specifications of formative indicator or a causal indicator specification, its actual term is broader as it considers both in an exact linear combination even when the indicator does not extensively establish the LV (Bollen & Davis, 2009).

3.8.1 The PLS Path Modelling Algorithm

The PLS algorithm is primarily regression sequence which is based on weight vectors. These weight vectors achieved at convergence reach to fixed point equations. Lohmöller (1989) suggested that the basic PLS algorithm includes three stages, which are as follows:

Stage 1: An iterative estimate of Latent Variable (LV) scores comprising a four-steps iterative process that repeats until convergence is achieved. The steps include:

1. The external approximation of the Latent Variable (LV) scores;
2. Inner weights evaluation;
3. Latent Variable (LV) scores internal approximation; and
4. Outer weights estimation.

Stage 2: Evaluation of outer weights/ loadings and path coefficient.

Stage 3: Evaluation of location parameter.

3.8.2 Methodological Characteristics

Publications concerning PLS path modelling and other literature regarding applications of causal modelling using PLS path modelling method often highlight its beneficial features (e.g., Falk & Miller, 1992; Fornell & Bookstein, 1982; Jöreskog & Wold, 1982; Lohmöller, 1989).

The extensive use of PLS path modelling amongst scientists and practitioners stem from four basic features: (1) as opposed to singularly stressing on the common reflective mode, PLS path modelling algorithm enables unconfined calculation of cause-and-effect relationship models employing reflective and formative measurement models (Diamantopoulos & Winklhofer, 2001); (2) PLS is able to utilise the estimation of path models in smaller sample sizes (Chin & Newsted, 1999); (3) PLS path models can turn extremely complex as they comprise varying latent and MVs, but they never lead to issues of estimation (Wold, 1985). Moreover, the PLS path modelling is considered as methodologically beneficial compared to Covariance-Based Structural Equation Modelling (CBSEM) cases in which improper or non-convergent outcomes are possible (e.g., Heywood cases, see Krijnen, Dijkstra & Gill, 1998).

Additionally, with increasing complex models, the amount of latent and MVs can become greater relative to the observation numbers. Finally, PLS path modelling can be utilised in highly skewed distributions (Bagozzi, 1994), or when independent interpretation is not guaranteed since according to Fornell (1982), there are no distributional conditions.

3.8.3 Reflective and Formative Measurement Models

Structural Equation Modelling (SEMs) often include LVs having numerous indicators. The outer or measurement model provides specifications of the connection between indicators and LVs. The path direction associated per measurement model. Hence, the causality existing among the indicators and the LV is defined by reflective or formative method (Henseler, Ringle & Sinkovics, 2009).

The reflective measurement model originates from the classical test theory along with psychometrics (Nunnally & Bernstein, 1994). Every indicator reflects erroneous measurement of the LV. Direction of causality begins from the construct to the indicators and therefore, observed measures construct reflects in the indicators' changes (Henseler, Sinkovics & Ringle, 2009). In certain circumstances, like in the onset of the model development, it is suitable to find out causality from the measures of the construct as opposed to the other way around (Blalock, 1985). This type of circumstance reflects a formative measurement model that is sufficient when a construct is described as a grouping of indicators. One such good case is the marketing mix elements established during the combination of variables (Fornell, 1982). Therefore, it must model as a typically linear combination of indicators along with a disturbance term (Diamantopoulos, 2006).

As an outcome, construct modifications are often revealed in the changes in the indicators. The LV is consequently described as weighted score across the representative indicator variables, where every variable is considered as one dimension. When the

value of one indicator increases, a higher score is established for the composite variable no matter what the values of the other indicators are (Henseler *et al.,* 2009).

Contrary to this, the formative measurement model utilises an overall index domain where the indicators represent the overall important dimensions or independent source of the LVs. This implies that the omission of a single indicator could lead to the omission of a specific component of the formative measurement model and modify the variable's meaning (Diamantopoulos & Winklhofer, 2001). Finally, all the above situations reported are the advantages for choosing (VBSEM)-PLS path modelling for analysis, if compared to other software such as (CBSEM)-AMOS.

3.8.4 Sample Size

The debate surrounding sample size stems from the considerable challenges faced when carrying out Covariance-Based Structural Equation Modelling (CBSEM) with smaller samples. Quite significant figures of simulation studies dedicated to CBSEM made comparisons to different discrepancy functions and their estimation bias, robustness and accuracy in terms of sample size. For instance, Boomsma and Hoogland (2001) claimed that in small samples of 200 or less, there are issues of non-convergence and improper CBSEM solutions. Boomsma and Hoogland (2001) concluded that CBSEM is based on the chosen discrepancy function and the model complexity calls for quite a few hundred or thousand samples at times.

In PLS path modelling, the size of the sample can be significantly smaller. This aspect of the sample is illustrated by Wold (1989) through the analysis of a path model on the

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basis of a set of data comprising 10 observations and 27 obvious variables. Based on the rule of thumb, for a strong estimation of PLS path modelling, the size of sample should be equal to the larger of the sizes as follows (Barclay, Higgins, & Thompson, 1995): (a) 10 times the scale's number of indicators with the highest number of formative indicators; or (b) 10 times the highest number of structural paths concentrated on a specific construct located in the inner path model. This study followed the table established by Sekaran and Bougie (2009) to calculate the sample size which is required for analysis.

Similarly, Chin and Newsted (1999) quoted a study sample of Monte Carlo, concerning PLS with small samples. The selection of a suitable sample size hinges on the relationship magnitude or else the required degree of power. Clearly, it is important for the investigator to take the following into consideration: the distributional characteristics of the data, potential missing data, the psychometric properties of the examined variables and the relationship magnitude prior to deciding on a suitable sample size to utilise or guarantee an appropriate sample size concerning the phenomenon of interest is available (Marcoulides & Saunders, 2006).

Similarly, Goodhue, Lewis and Thompson (2006) emphasised that although PLS path modelling appears to lack special skills in small sample size, in the light of statistical power, its performance is at par with other methods for normally distributed data. Since PLS deals with normally and non-normally distributed data, this study has normally distributed data, so the current study applied PLS path modelling for analysis. In addition, Goodhue, Lewis and Thompson (2006) reported that PLS path modelling is so

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far a convenient and robust method suitable for several research situations like complex research models with too small sample sizes for CBSEM methods. Consistent with their conclusion, Marcoulides and Saunders (2006) revealed that PLS is not a silver bullet to be used with samples of any size. Therefore, it is imperative for researchers to make sure if size of the sample is sufficient to hold up the conclusions; while PLS' rule of thumb may be effective within any circumstances, it may fail in others.

PLS path modelling is found appropriate for this study because it has become more appropriate for real world applications and more advantageous to use when models are complex (Fornell & Bookstein, 1982; Hulland, 1999). More so, this current study involves the complex relationships. Thus, the use of PLS SEM techniques was appropriate for better prediction.

3.8.5 Model Complexity

With the increase of model complexity, certain CBSEM discrepancy functions, such as Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI), decline and possibly become unsuitable for more complex models (Anderson & Gerbing, 1984). For example, Boomsma and Hoogland (2001) conducted an experimental variation of model complexity by modifying the estimated parameters and the number of freedom levels. They also revealed that the more the parameters to be estimated, the more will be the occurrence of non-convergence and ineffective solutions. In other words, the greater the number of estimation requirements, the more will be the information required.

Hence, PLS is widely used for its suitability in explaining complex relationships (Fornell, 1982; Fornell, Lorange & Roos, 1990). Similarly, according to Wold (1985), PLS is prominent among larger models at the time it came in to importance, moving from individual variables and parameters to variable groups along with total parameters. Hence, complex models having LVs, and PLS is the most common choice. In addition, the PLS algorithm enables a significant increase in model complexity and a significant decrease between the distance of subject matter analysis as well as statistical methods within realms that are characterised by continuous access to data that is reliable.

3.8.6 Evaluation of the PLS Path Model

The PLS path modelling does not employ the condition of global goodness-of-fit. As such, Chin (1998) proposed a catalogue of criteria for partial model structure`s assessment. The criteria comprise a two-phase method that covers: (1) the outer model assessment; and (2) the inner model assessment.

During the onset of the two level processes, model assessment concentrates on the measurement models. The measurement reliability and validity is revealed by a systematic evaluation of PLS based on specific criteria which is linked to formative and reflective outer models. It is reasonable to assess estimates of inner path model while the calculated LV scores reveal the appropriate validity and reliability.

3.8.7 Covariance Based SEM (CBSEM) and Variance Based SEM (VBSEM) Approaches (SEM and PLS)

The CBSEM is proposed as a confirmatory model and it is distinct from the PLS path modelling as the latter is prediction-oriented. CBSEM has always been a common approach for the estimation of SEMs. The popularity of PLS path modelling is recent, particularly in the consumer and service research field. The PLS path modelling is considered more a less strict replacement of CBSEM but as an approach that complements CBSEM (Lohmöller, 1989). Covariance-based SEM, Components-based SEM along with PLS path modelling are methods that complement each other. The aim of the covariance-based SEM is to decrease the fit-function between sample covariance matrix and implied covariance. As for the PLS path modelling, the estimates of parameters are acquired to decrease the residual variance of dependent variables, both manifest and latent. Nevertheless, conditions may exist when PLS path modelling may outperform the covariance-based SEM in its assessment of hierarchical construct models (Mathwick, Malhotra & Rigdon, 2001).

Utilising covariance-based SEM for the identification of reflective hierarchical models is a challenging task. Even in cases when the model is identified theoretically, it may take a backlash from empirical under-identification, which could lead to non-convergence and/or unsuitable solutions. As for formative hierarchical construct models or such models with a combination of formative and reflective constructs, the challenges are multiplied. The PLS path modelling is not as vulnerable to identification issues and unsuitable solutions compared to covariance-based SEM (Mathwick *et al.,* 2001).

Cassel, Hackl, and Westlund (1999) managed to present the robust deviation from normality of PLS path modelling with the exception of highly skewed distributions with the help of a Monte Carol simulation. The PLS path modelling is more suitable for complex models such as; those with hierarchical constructs (with a complete disaggregation method), mediating and moderating impacts (Chin, Marcolin & Newsted, 2003) .

The present study employed the PLS method because of several reasons; first, PLS path modelling is suitable for real world applications and it is beneficial to complex models (Fornell & Bookstein, 1982; Hulland, 1999). In the PLS method, the soft modelling assumptions provides the advantage of gauging large complex models (Akter *et al.,* 2011) and in the present study, complex relationships were examined and as such, PLS SEM method is suitable to be used for accurate prediction. Second, in social sciences studies, data frequently has normality issues (Osborne, 2010) and PLS path modelling does not call for normal data (Chin, 1998a). Stated clearly, PLS views non-normal data in an appropriate manner. In sum, PLS path modelling was chosen to be used in the present study to steer clear of normality issues that may occur during the analysis. Third, PLS SEM is capable of generating accurate and valid outcomes compared to other analysis methods like SPSS – that leads to unclear conclusions and would need multiple individual analysis to be conducted (Bollen, 1989). Moreover, according to Tabachnick and Fidel (2007), SEM is the most effective statistical tool that is extensively utilized in social and behavioural sciences that is capable of testing relationships in a simultaneous manner. Lastly, PLS-SEM method is versatile as a statistical model building and prediction tool (Ringle, Wende & Will, 2012).

The primary benefit of covariance based SEM that is superior to PLS path modelling is its use of formal testing procedures enabling for the assessment of the global model fit's validity (Bollen & Bollen, 1989; Chin, 1998; Tenenhaus *et al.,* 2005). As for hierarchical construct models, the model fit is not the only thing that is assessed through formal testing procedures but also different alternative nested models (Edwards, 2001; Marsh & Hocevar, 1985; Rindskopf & Rose, 1988). This is however impossible in the PLS path modelling, and as a result, the model validity cannot be assessed globally.

In social sciences, unobserved heterogeneity and measurement errors are prominent. PLS path modelling applications however often exist on the rationale that the analysed data stems from one population. The rationale of homogeneity is always unrealistic as perceptions of individuals and evaluations of latent constructs are mostly heterogeneous that can impact the measurement part (varying LVs means in a single segment) and also the structural part (varying relations between the LVs in a single segment) of a causal model (Williams, Edwards & Vandenberg, 2003).

There is a lack of a well-developed statistical instrument to expand and reinforce the PLS path modelling method. Monte Carlo simulations should complement the utilisation of actual data sets. The Monte Carlo simulations may function as an effective tool in exploring the effect of improper solutions in covariance-based SEM for hierarchical models and the possibility for the PLS path modelling to solve a problem.

The PLS modelling has to be employed in the initial stage of theoretical development to assess and validate investigative models. In addition, a powerful feature is its suitability

for prediction-oriented research where the methodology helps investigators to concentrate on the clarification of endogenous constructs.

3.9 Summary of the Chapter

This chapter presented the quantitative research approach which was used to test the variables in the research framework and its hypotheses. In addition, the chapter also highlighted the population, sampling techniques, samples, and data collection method. The purpose of the quantitative research is to facilitate an evaluation of the strength and direction of the association between organisational factors, such as; job satisfaction (work, pay, promotion, supervision and co-workers) and job performance, as well as, the moderating effect of IWE in the relationship between job satisfaction and job performance. Hence, PLS has been chosen to analyse the data after considering its model assumptions and the appropriateness of the statistical tool in analysing the data.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

The present chapter discusses the data analysis results in a organised sequence. First, the study investigated the dissimilarities among the respondents in light of their demographic variables, where the main study variables were described through descriptive statistics. The study then used the Partial Least Squares Structural Equation Modeling (PLS-SEM) for the assessment of the outer model to meet the criterion of the inner structure model assessment. Specifically, the outer model provides a description of the relationships between the LVs and their indicators while the inner one provides a description of the relationships between the LVs that comprises the model. In regards to this, the path coefficients comprise the parameter estimates of the inner model, while the weights and loadings comprises the parameter estimates of the outer model. Both inner and outer models are often considered as the structural and measurement models respectively. In other words, the structural model is the mathematical equations that express the relationships among LVs, whereas the measurement model are those that express the relationships between LVs and indicators. In this study, SEM was employed to use the structural and measurement models combined and to test the proposed hypotheses.

Specifically, this study establishes the goodness of the outer model related to the constructs of this study, namely job satisfaction (work, pay, promotion, co-workers and

supervision), IWE and job performance (task performance and contextual performance). Once the construct validity was established, the process was to examine the quality of the structural model. Finally, the results of the hypothesis testing procedures were reported based on the direct relationship between variables of work, pay, promotion, co-workers and supervision with task performance and contextual performance. In addition, the moderating effect of IWE on the relationship between each variable of work, pay, promotion, supervision and co-workers with task performance and the moderation effect of IWE on the relationship between each variable of work, pay, promotion, co-workers and supervision with contextual performance were reported.

4.2 Demographic Profile of the Respondents

The survey was carried out from July to September, 2013. A total of 600 questionnaires were distributed and 495 questionnaires were returned. The final data used for analysis was 475 questionnaires. The response rate was 79%. Table 4.1 shows the Employees' Category in the Yemeni's universities.

Table 4.1
Employees Category at Universities

University	Director	Deputy Director	Head of department	Admin Staff	Total
Sana'a University	10	20	30	40	100
Aden University	12	24	36	48	120
Hadramout University	5	10	16	21	52
Taiz University	7	13	20	27	67
Al-Hudaydah University	3	7	10	14	34
Ibb University	3	6	10	13	32
Thamar University	6	12	17	23	58
Ammran University	1	2	4	5	12
Total	47	94	143	191	475

Table 4.1 indicates that 191 respondents are administrative staff, 143 respondents are heads of departments, 94 respondents are deputy director and 47 respondents are directors, meaning most of the tasks in the universities in Yemen are done by the administrative staff, thus having an effect on the performance of universities in Yemen. The largest number of respondents was from Aden University of 120 employees and the smallest number of respondents was from Ammran University of 12 employees, since it is the newest public university established in Yemen. Table 4.2 depicts information about the size of respondents and their universities' location.

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Table 4.2
Location of Respondents

Universities	Frequency N=475	Percentage %
Sana'a University	100	21.1
Aden University	120	25.3
Hadhramaut University	52	10.9
Taiz University	67	14.1
Alhudaydah University	34	7.2
Ibb University	32	6.7
Thamar University	58	12.2
Ammran University	12	2.5
Total	475	100.0

The final data sample comprised 120 respondents from Aden University, 100 respondents from Sana'a University followed by Taiz University, Thamar University, Hadhramout University, Alhudaydah University, Ibb University and Ammran University.

From the demographic analysis, the study categorised the respondents into six demographic variables: age, gender, qualification, position, income level and experience. Table 4.3. In terms of the age of respondents, 109 respondents (22.9%) were from 24 to 30 years, 250 respondents (52.6%) were from 31 to 40 years, 87 respondents (18.3%) were from 41 to 50 years and 29 respondents (6.1%) were from 51 to 60 years. The gender of respondents showed that 270 respondents (56.8%) were males and 205 (43.2%) were females.

In terms of qualification, 106 respondents (22.3%) have diploma, 314 respondents (66.1%) are holding bachelor's degree, and 48 respondents (10.1%) are holding higher master's degree and seven respondents (1.5%) have PhD. The respondents (66.1%) holding bachelor's degree. In terms of job title, 47 respondents (9.9%) are Directors, 94 respondents (19.8%) are deputy director, 143 respondents (30.1%) are Heads of Department and 191 respondents (40.2%) are employees. A majority of respondents (191 or 40.2%) reported are administrative staff.

In terms of income level, 148 respondents (31.2%) earn equal to or less than 40,000YR, 265 respondents (55.8%) earn 40,001-60,000YR, 29 respondents (6.1%) earn 60,001-80,000YR, 20 respondents (4.2%) earn 80,001-100,000YR and 13 respondents (2.7%) earn equal to or more than 100,001YR. A majority of respondents earn not more than 60,000 YR. In terms of working experience, 98 respondents have served for one to five years (18.5%), 141 have served for six to 10 years (29.7%), 114 have served for 11 to 15 years (24%), 66 have served for 16 to 20 years (13.9%), 38 have served for 21 to 25 years (8%), and 28 have served for more than 25 years (5.9%). The detailed profile of respondents was demonstrated in Table 4.3.

Table 4.3
Demographic Profile of Respondents

Demographic Variables	Category	(N = 475) Frequency	Percentage %
Gender	Male	270	56.8
	Female	205	43.2
Age	24 to 30	109	22.9
	31 to 40	250	52.6
	41 to 50	87	18.3
	51 to 60	29	6.1
Qualification	Diploma	106	22.3
	Undergraduate	314	66.1
	Master	48	10.1
	PhD	7	1.5
Administrative Staff	Director	47	9.9
	Deputy Director	94	19.8
	Head of department	143	30.1
	Admin Staff	191	40.2
Income Level YR	≤ YR40000	148	31.2
	YR40001-60000	265	55.8
	YR60001-80000	29	6.1
	YR80001-100000	20	4.2
	≥YR100001	13	2.7
Experience	1 to 5 Years	88	18.5
	6 to 10 Years	141	29.7
	11 to 15 Years	114	24.0
	16 to 20 Years	66	13.9
	21 to 25 Years	38	8.0
	>25 Years	28	5.9

4.3 Testing Non-Response Bias

As indicated earlier, this study employed the survey questionnaire research design for which the questionnaire was the tool for data collection. The questionnaires were self-administered in all public universities in Yemen. However, it was necessary to conduct the non-response bias for the following two reasons. First, there were many respondents who responded only after many reminders and repeated visits. Secondly, it took three months from July, 2013 to September, 2013 for data collection.

To assess non-response bias, the t-test was conducted to compare the responses that reached before and after the given time. Following the suggestions of Armstrong and Overton (1977) and Kannan, Tan, Handfield, and Ghosh (1999), if the differences between delayed and early responses were found to be significant, it may indicate the fundamental differences between respondents and non-respondents.

The t-test was carried out to compare the responses of the early respondents (420) and the late respondents (55). Every variable of the study was taken into account. Before testing the equality of the means, the equality of variances between the early and late group was examined by Levene's test, which confirmed the equality of the variances of the two groups across all the variables under study. This study employed the independent sample t-test analysis to test whether a non-response bias exists between the early and late responses. Table 4.4 and Table 4.5 provide the results of the independent sample t-test.

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Table 4.4
Group Statistics of Independent Sample t-test (n=475)

Constructs	Early/Late response	N	Mean	Std. Deviation	Std. Error
Work	Early Responses	420	4.009	0.794	0.039
	Late Responses	55	3.699	0.846	0.117
Pay	Early Responses	420	2.380	0.941	0.046
	Late Responses	55	2.216	0.823	0.114
Promotion	Early Responses	420	2.051	0.979	0.048
	Late Responses	55	2.006	0.953	0.132
Supervision	Early Responses	420	3.678	0.976	0.048
	Late Responses	55	3.646	0.859	0.119
Co-worker	Early Responses	420	3.375	0.825	0.040
	Late Responses	55	3.231	0.749	0.104
Islamic Work Ethics	Early Responses	420	3.467	1.023	0.050
	Late Responses	55	3.288	0.920	0.128
Task Performance	Early Responses	420	4.305	0.557	0.027
	Late Responses	55	4.293	0.594	0.082
Contextual Performance	Early Responses	420	4.177	0.725	0.035
	Late Responses	55	4.221	0.682	0.095

Table 4.4 shows that there are only small differences of the mean score between the two groups (early and late response) of each dimension. Therefore, it can be indicated that the respondents from this two groups are free from data bias, since there is no change in the mean of all two groups as also supported by Levene's test for equality of variance in Table 4.5.

Table 4.5
T-test Results for Non-Response Bias

Constructs	Early/Late response	Leven's Test of Equality of Variances		Test of Equality of the Means		
		F Value	Sig	T Value	DF	Sig
Work	Early Responses	1.626	0.203	2.637	470	0.009
	Late Responses			2.509	63	0.015
Pay	Early Responses	2.249	0.134	1.196	470	0.232
	Late Responses			1.329	69	0.188
Promotion	Early Responses	0.622	0.431	0.309	470	0.757
	Late Responses			0.316	65	0.753
Supervision	Early Responses	1.553	0.213	0.225	470	0.822
	Late Responses			0.249	68	0.804
Co-worker	Early Responses	0.706	0.401	1.199	470	0.231
	Late Responses			1.293	67	0.200
Islamic Work Ethics	Early Responses	1.432	0.232	1.197	470	0.232
	Late Responses			1.301	68	0.198
Task	Early Responses	0.084	0.773	0.147	470	0.883
	Late Responses			0.139	63	0.890
Contextual Performance	Early Responses	0.416	0.519	-0.413	470	0.679
	Late Responses			-0.434	66	0.666

The result in Table 4.5 suggests that there is no major difference between early and delayed response across all the dimensions (*p*-value at the 0.01 significance level). Hence, it can be concluded that the samples obtained are able to represent the total population of the study (Armstrong & Overton, 1977).

4.4 Descriptive Statistics

To get a summary of the data, a descriptive analysis was conducted to describe the general situation of job satisfaction (work, pay, promotion, supervision and co-workers), IWE and job performance (task performance and contextual performance) from the respondents' perspective. As shown in Table 4.6, the mean, standard deviation, maximum and minimum of the constructs were reported. These results were reflected in the level of all the constructs investigated. The minimum and maximum responses on the constructs were also reported in Table 4.6.

Table 4.6
Descriptive Statistics of the Constructs

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Work	475	1	5	3.977	.803
Pay	475	1	5	2.359	.929
Promotion	475	1	5	2.048	.977
Supervision	475	1	5	3.673	.965
Co-worker	475	1	5	3.363	.817
Islamic Work Ethics	475	1	5	3.447	1.013
Task Performance	475	1	5	4.306	.559
Contextual Performance	475	1	5	4.184	.718

All the constructs have the means just above the average ranging from 2.048 to 4.306, and only two variables (pay and promotion) have lower than average mean of 2.359 and 2.048, respectively. In addition, the standard deviation ranges from .559 to 1.013.

4.5 Testing the Measurement Model (Outer Model) Using PLS Approach

Before testing the hypotheses of the study, the measurement model or outer model was assessed through PLS-SEM technique. In order to do that, this study followed the two steps approach proposed by Anderson and Gerbing (1988). Figure 4.1 shows the model of the study with structural dimensions.
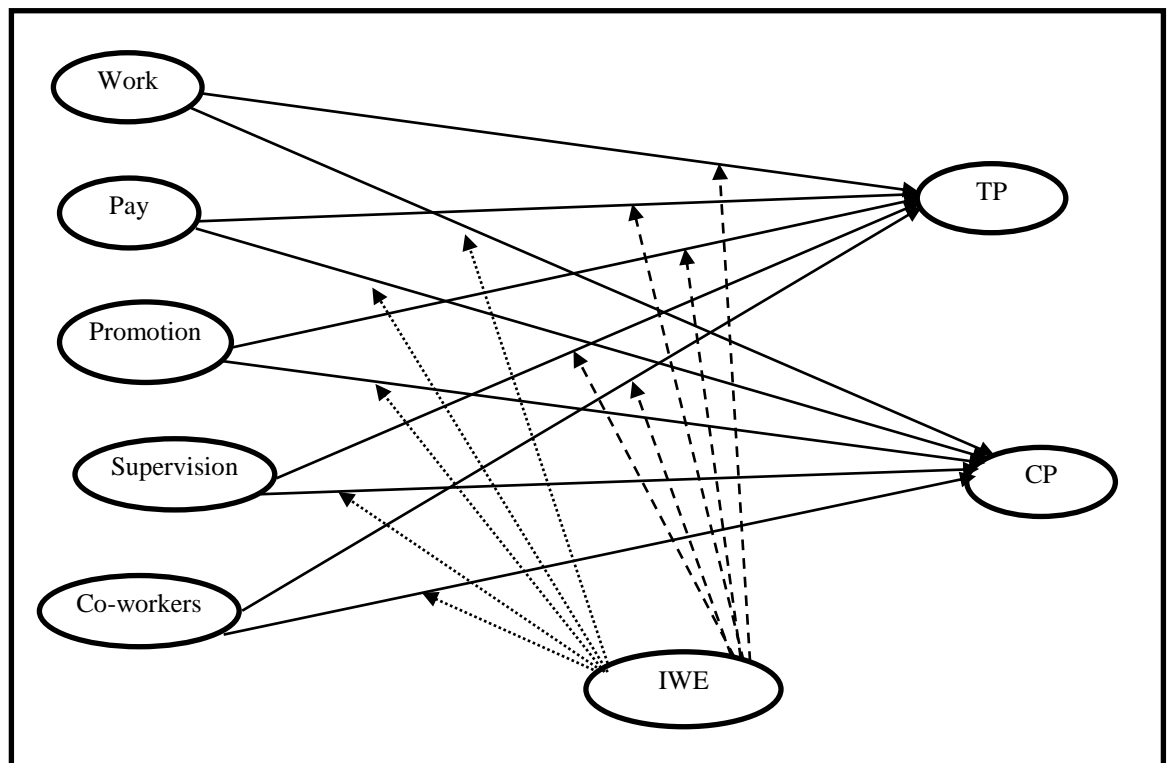
Figure 4.1
The Research Model

4.5.1 The Construct Validity

The construct validity can be established by the content validity, convergent validity and discriminant validity (Hair *et al.,* 2010).

4.5.1.1 The Content Validity

A measure's content validity refers to the level to which the items produced for it smeasurement appropriately measures the concept intended to be measured (Hair *et al.,* 2010). More importantly, the entire items developed for a measurement of a construct have to load greater on their construct compared to other constructs and this is guaranteed through an extensive literature review. Through such a review, the items that have already been established in literature in terms of their validity are selected. On the basis of the results of the factor analysis, it was confirmed that in this study, the developed items correctly loaded to their respective constructs. It is evident from Table 4.6 that the measures validity are presented in two ways; first, high loading to their respective constructs in comparison to other constructs and second, significant item loadings (Chow & Chan, 2008) (See Table 4.7 and Table 4.8 for details of the test).

In order to significantly load factors for IWE variable, five items were deleted which had low loading (IWE 51, IWE 52, IWE 53, IWE 54, IWE 55); the loading was 0.502, 0.386, 0.236, 0.941, 0.367, respectively. Also, contextual performance had one item deleted (Contextual 65) which had 0.215 of loading. Lastely, with regards to the work variable, one item was deleted (JSW 6) which had loading of 0.293.

Table 4.7
Cross Loding Factors

Constructs	Items	Contextual	Co-workers	IWE	Pay	Promotion	Supervision	Task	Work
Contextual	Q63JPContex	**0.724**	0.18	0.092	0.023	-0.014	0.101	0.459	0.156
	Q64JPContex	**0.881**	0.029	0.19	-0.055	-0.138	0.032	0.424	0.087
Co-workers	Q30JSCoW	0.049	**0.769**	0.29	0.204	0.208	0.315	0.138	0.276
	Q31JSCoW	0.108	**0.763**	0.212	0.107	0.078	0.238	0.225	0.114
	Q32JSCoW	0.049	**0.754**	0.27	0.085	0.223	0.371	0.157	0.245
	Q33JSCoW	0.031	**0.68**	0.181	0.047	0.179	0.217	0.164	0.129
	Q34JSCoW	0.138	**0.844**	0.368	0.116	0.139	0.405	0.24	0.239
IWE	Q41Islamic	0.132	0.219	**0.798**	0.051	0.065	0.021	0.211	0.079
	Q42Islamic	0.175	0.36	**0.896**	0.163	0.081	0.049	0.289	0.224
Pay	Q8JSP	-0.054	0.19	0.052	**0.762**	0.099	0.101	0.037	0.181
	Q9JSP	-0.031	0.056	0.148	**0.919**	0.231	0.21	0.12	0.298
	Q11JSP	0.068	0.164	0.09	**0.66**	0.214	0.137	0.054	0.047
	Q14JSP	-0.036	0.171	0.067	**0.608**	0.339	0.082	0.026	-0.022
Promotion	Q16JSProm	-0.123	0.201	0.039	0.189	**0.925**	0.258	-0.046	0.183
	Q17JSProm	-0.068	0.232	0.16	0.285	**0.874**	0.212	0.045	0.151
	Q20JSProm	-0.069	0.094	0.08	0.294	**0.844**	0.18	-0.024	0.143
Supervision	Q23JSSup	0.084	0.255	0.035	0.165	0.11	**0.867**	0.23	0.303
	Q24JSSup	0.076	0.307	0.041	0.135	0.313	**0.838**	0.144	0.284
	Q25JSSup	0.046	0.411	0.069	0.153	0.226	**0.832**	0.134	0.257
	Q26JSSup	0.051	0.46	0.014	0.19	0.249	**0.875**	0.14	0.24
	Q27JSSup	0.03	0.336	0.024	0.193	0.23	**0.754**	0.12	0.237

Table 4.7 (Continued)

Constructs	Items	Contextual	Co-workers	IWE	Pay	Promotion	Supervision	Task	Work
Task	Q56JPTask	0.433	0.212	0.304	0.069	-0.039	0.13	**0.824**	0.188
	Q57JPTask	0.363	0.209	0.217	0.079	0.024	0.143	**0.763**	0.208
	Q58JPTask	0.295	0.247	0.185	0.071	-0.073	0.101	**0.715**	0.182
	Q59JPTask	0.425	0.161	0.192	0.17	0.007	0.158	**0.766**	0.144
Work	Q4JSW	0.12	0.227	0.2	0.249	0.211	0.25	0.239	**0.858**
	Q5JSW	0.13	0.264	0.113	0.204	0.117	0.381	0.164	**0.825**
	Q7JSW	0.072	0.072	0.115	0.068	0.075	0.095	0.135	**0.637**

4.5.1.2 The Convergent Validity of the Measures

Convergent validity refers to the level to which a set of variables converge in their measurement of a specific concept (Hair *et al.,* 2010). The establishment and confirmation of convergent validity calls for meeting certain criteria including factors loadings, composite reliability (CR) as well as average variance extracted (AVE) – these were all employed at a simultaneous manner as recommended by Hair *et al.* (2010). In doing so, the item loadings were observed and it was evident that the entire items were over 0.50 indicating acceptable levels (Hair *et al.,* 2010). All the factor loadings are significant at the significant level of 0.01 (See Table 4.8).

Table 4.8
Significance of the Factors

Constructs	Items	Loadings	Standard Error	t - Value	p - Value
Contextual Performance	Q63JPContex	0.724	0.211	3.428	0.000
	Q64JPContex	0.881	0.236	3.742	0.000
Co-workers	Q30JSCoW	0.769	0.036	21.634	0.000
	Q31JSCoW	0.763	0.039	19.541	0.000
	Q32JSCoW	0.754	0.041	18.346	0.000
	Q33JSCoW	0.680	0.061	11.101	0.000
	Q34JSCoW	0.844	0.023	36.648	0.000
Islamic Work Ethic	Q41Islamic	0.798	0.042	18.931	0.000
	Q42Islamic	0.896	0.026	34.352	0.000
Pay	Q8JSP	0.762	0.261	2.921	0.002
	Q9JSP	0.919	0.255	3.602	0.000
	Q11JSP	0.660	0.235	2.806	0.003
	Q14JSP	0.608	0.239	2.542	0.006
Promotion	Q16JSProm	0.925	0.266	3.483	0.000
	Q17JSProm	0.874	0.333	2.627	0.004
	Q20JSProm	0.844	0.322	2.618	0.005
Supervision	Q23JSSup	0.867	0.058	15.061	0.000
	Q24JSSup	0.838	0.065	12.916	0.000
	Q25JSSup	0.832	0.068	12.201	0.000
	Q26JSSup	0.875	0.079	11.067	0.000
	Q27JSSup	0.754	0.093	8.125	0.000
Task Performance	Q56JPTask	0.824	0.022	37.848	0.000
	Q57JPTask	0.763	0.042	18.130	0.000
	Q58JPTask	0.715	0.045	16.070	0.000
	Q59JPTask	0.766	0.034	22.796	0.000
Work	Q7JSW	0.858	0.038	22.775	0.000
	Q4JSW	0.825	0.033	25.373	0.000
	Q5JSW	0.637	0.077	8.273	0.000

The second feature of the convergent validity is the composite reliability, which indicates the degree to which a set of items constantly indicates the latent construct (Hair *et al.,* 2010). The process then examined the composite reliability values as shown in Table 4.9 It can be noticed that the composite reliability values range from 0.787 to 0.920 which exceeds the recommended value of 0.7 (Fornell & Larcker, 1981; Hair *et al*., 2010). These results confirm the convergent validity of the measurements model.

To verify the convergent validity of the outer model, the values of AVE were examined. The AVE reflects the average of the variance among a set of items relative to the variance shared with the measurement errors. More specifically, AVE measures the variance captured by the indicators relative to the variance assignable to the measurement errors. If the AVE values are at least 0.5, this suggests the set of items enough convergence in measuring the concerned construct (Barclay *et al.,* 1995). For this study, AVE values ranged between 0.557 and 0.777, indicating a good level of construct validity of the measures used (Barclay *et al*., 1995).

Table 4.9
The Convergent Validity Analysis

Constructs	Items	Loadings	CR[a]	AVE[b]
Contextual Performance	Q63JPContex	0.724	0.787	0.651
	Q64JPContex	0.881		
Co-workers	Q30JSCoW	0.769		
	Q31JSCoW	0.763		
	Q32JSCoW	0.754	0.875	0.584
	Q33JSCoW	0.680		
	Q34JSCoW	0.844		
Islamic Work Ethic	Q41Islamic	0.798	0.837	0.720
	Q42Islamic	0.896		
Pay	Q8JSP	0.762		
	Q9JSP	0.919	0.831	0.557
	Q11JSP	0.660		
	Q14JSP	0.608		
Promotion	Q16JSProm	0.925		
	Q17JSProm	0.874	0.913	0.777
	Q20JSProm	0.844		
Supervision	Q23JSSup	0.867		
	Q24JSSup	0.838		
	Q25JSSup	0.832	0.920	0.696
	Q26JSSup	0.875		
	Q27JSSup	0.754		
Task Performance	Q56JPTask	0.824		
	Q57JPTask	0.763	0.866	0.564
	Q58JPTask	0.715		
	Q59JPTask	0.766		
Work	Q7JSW	0.858		
	Q4JSW	0.825	0.821	0.608
	Q5JSW	0.637		

4.5.1.3 The Discriminant Validity of the Measurements

To confirm the construct validity of the measurements model, it was necessary to establish the discriminant validity. This step is mandatory prior to testing the hypotheses through the path analysis. The discriminant validity of the measures shows the extent to which items differentiate among constructs. Simply put, it shows that the items that use different constructs do not overlap. Therefore, constructs although correlated, yet measure distinct concepts. This indicates that if the discriminant validity of the measures is confirmed, the shared variance between each construct and its measures should be greater compared to the variance shared between specific constructs (Compeau, Higgins & Huff, 1999). In the present study, the measures discriminant validity was confirmed by employing the method of Fornell and Larcker (1981).

Table 4.10 shows that the square root of AVE for the entire constructs were located at the diagonal elements of the correlation matrix and because the diagonal elements were greater compared to those located in rows and columns, the discriminant validity of the outer model is established. In regards to this, after the confirmation of the outer model's construct validity, it was expected that the generated results relating to the hypotheses testing should be valid and reliable.

Table 4.10
The Discriminant Validity Analysis

Constructs	1	2	3	4	5	6	7	8
1) Contextual Performance	**0.807**							
2) Co-workers	0.111	**0.764**						
3) Islamic Work Ethic	0.184	0.351	**0.849**					
4) Pay	-0.029	0.143	0.135	**0.747**				
5) Promotion	-0.107	0.199	0.087	0.269	**0.882**			
6) Supervision	0.074	0.407	0.044	0.198	0.254	**0.834**		
7) Task Performance	0.536	0.253	0.300	0.099	-0.022	0.195	**0.751**	
8) Work	0.141	0.254	0.190	0.240	0.185	0.322	0.238	**0.780**

4.5.2 The First-Order and Second-Order Constructs

Before moving on to examine the theoretical and conceptual aspects of the second order

constructs in the model, more explanation is provided on the differences between the

first and the second order measurement models as discussed in the following.
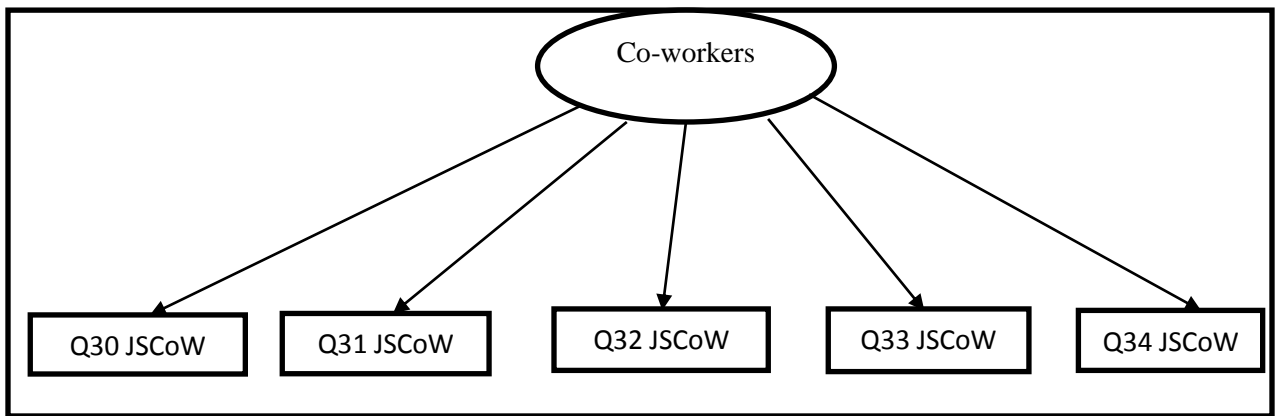
Figure 4.2
First Order Measurement Model of Co-worker

As illustrated in Figure 4.2, co-workers, as a latent construct, was measured by a set of measured variables, namely JSCOW30 through JSCOW34. As illustrated in Figure 4.3, the job satisfaction construct was measured indirectly by 20 items through other layers of latent constructs. Therefore, job satisfaction was called a second-order measurement model. As in the case of this study, the second-order factor structure has two layers of LVs -job satisfaction and job performance, which are second-order, constructs as they cause multiple first order latent factors (Hair *et al*., 2010).
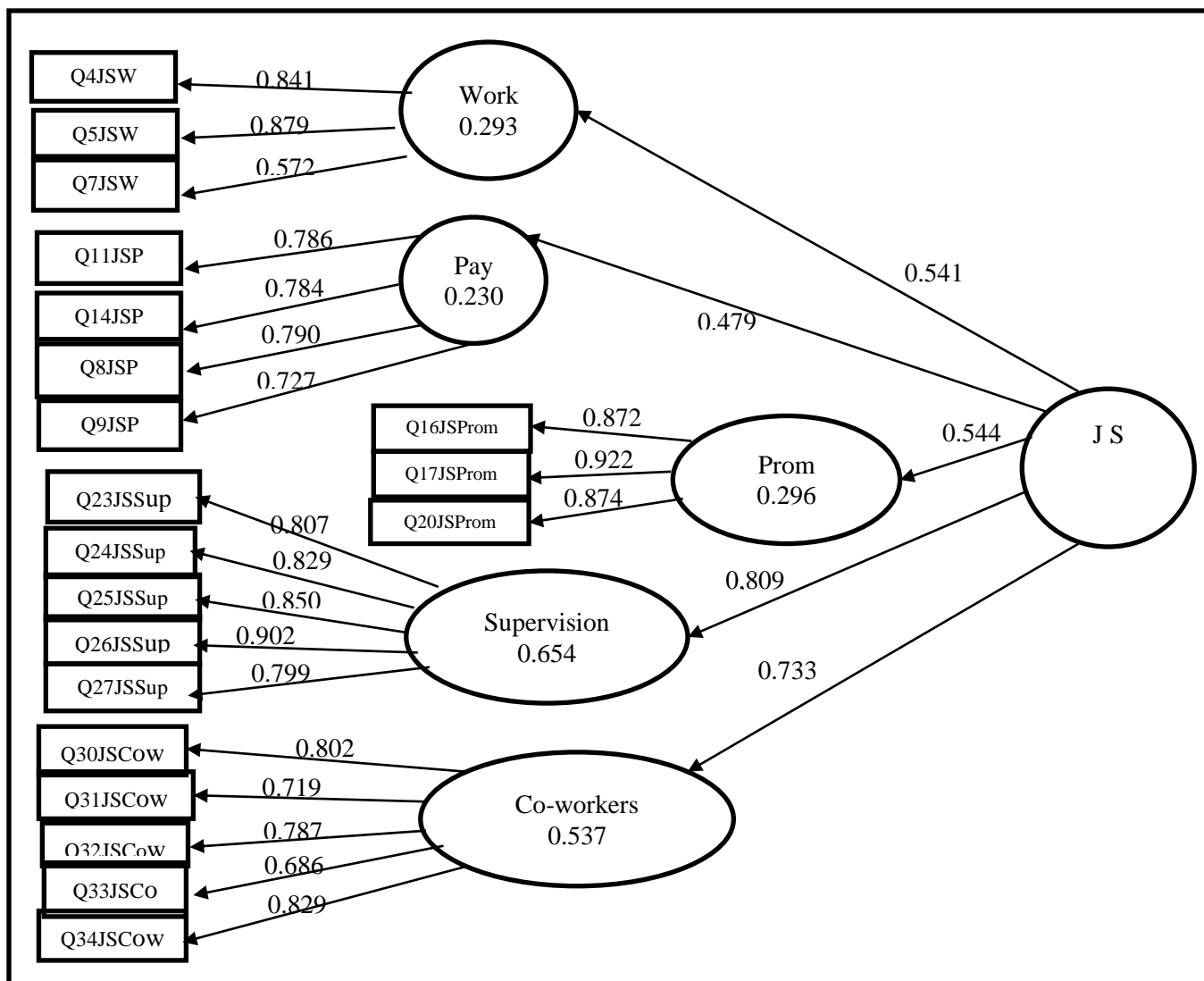
Figure 4.3
Second Order Measurement Model of Job Satisfaction

4.5.2.1 The Establishment of the Second Order Constructs

This study has two second-order latent constructs, namely, job satisfaction and job performance. Before proceeding to test the research model, the procedure was to examine whether the first order constructs qualified to be conceptually explained by the respective second-order construct.

For the first-order constructs to be conceptually explained by a second-order construct, they have to be explained well by the hypothesised second-order construct and they have to be distinct (Byrne, 2010).

For the job satisfaction construct, the five first-order constructs, namely: work, pay, promotion, supervision and co-workers were explained well by the job satisfaction construct since the R square ranged from 0.230 to 0.654. For the job performance construct, two first order constructs, namely: task performance and contextual performance, were explained well by the job performance construct since the R square was 0.901 and 0.568, respectively as illustrated in Table 4.11. In addition, these constructs were confirmed to be distinct using the Fornell and Larcker (1981) criteria. Thus, these constructs were conceptually explained by the second-order constructs, i.e., job satisfaction and job performance.

Table 4.11
Second Order Measurement Model of Job Satisfaction

Variables	Dimensions	Original Sample (O)	Standard Error (STERR)	t-Value	p-Value	R-Square
Job Satisfaction	Co-workers	0.733	0.027	27.472	0.000	0.537
	Pay	0.479	0.058	8.205	0.000	0.230
	Promotion	0.544	0.041	13.127	0.000	0.296
	Supervision	0.809	0.018	44.259	0.000	0.654
	Work	0.541	0.047	11.577	0.000	0.293
Job Performance	Contextual Performance	0.754	0.037	20.280	0.000	0.568
	Task Performance	0.949	0.005	198.676	0.000	0.901

4.5.3 The Prediction Relevance of the Model

As it is widely known in the literature of multivariate data analysis, R^2 of the endogenous variable accounts for the variance of a particular variable that is detailed by predictor variables. Therefore, the magnitude of the R^2 for the endogenous variables was considered as an indicator of predictive power of the model. In addition to that, the sample reuse technique was applied as developed by Stone (1975) and Geisser (1975) to confirm the predictive validity of the model. It was argued by Wold (1982) that the sample's reuse technique to fit, very well, the PLS modelling approach (Götz, Liehr-Gobbers & Krafft, 2011).

In particular, the predictive significance of the model could be examined by the Stone–Geisser non-parametric test (Chin, 1998; Fornell & Cha, 1994; Geisser, 1975; Stone, 1975). This can be performed by employing the blind folding procedure embedded in Smart-PLS 2.0 package. Blindfolding procedure can take out some of the data that is taken as missing values to estimate the parameters. Next, the estimated parameters are used to reconstruct the raw data that are assumed to be previously missing. As a result, the blindfolding procedure produces general cross-validating metrics Q^2.

Generally speaking Q^2 are of various kinds and they can be employed on the basis of the form of the required prediction. Specifically, a cross validated Q^2 communality is obtained in cases where data points are gauged with the help of underlying LV scores. Contrastingly, in predictions of data points obtained through LVs estimating a specific block, a cross-validated redundancy Q^2 is the result.

In this regard, the cross-validated redundancy measure can be an accurate indicator of the predictive relevance of the examined model, where a communality that is higher than 0 for every endogenous variable, constitutes a model having predictive validity otherwise not (Fornell & Cha, 1994). The study results in terms of the model's prediction quality as presented in Table 4.12, shows that cross-validated redundancy for task performance and contextual performance are 0.106 and 0.093 respectively. Such values are greater than and hence, the predictive validity of the model is found to be appropriate and as such, it supports the criteria proposed by Fornell and Cha (1994). Table 4.12, indicate that the cross-validated redundancy.

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Table 4.12
Predictive Quality of the Model

Variable	R Square	Cross-Validated Communality	Cross-Validated Redundancy
Task Performance	0.190	0.566	0.106
Contextual Performance	0.143	0.654	0.093

4.5.4 The Goodness of Fit of the Model

Contrary to the CBSEM approach: PLS-SEM has just a single measure of goodness of Fit (GoF). As predicted by Tenenhaus *et al.* (2005), a (GoF) for PLS path modelling is the geometric mean of the average communality and average R^2 for the endogenous constructs. Therefore, the GoF measure accounts for the variance extracted by both outer and inner models. In order to encourage the validity of the PLS model, GoF value was estimated in accordance with the rules developed by Wetzels, Odekerken-Schroder and Van Oppen (2009), given as:

$$GoF = \sqrt{(\overline{R^2} \times \overline{AVE})}$$

In this study, the obtained GoF value was 0.327 as calculated by the formula.

Table 4. 13
Goodness of Fit Measure

Constructs	R Square	AVE
Contextual Performance	0.143	0.651
Co-workers		0.583
Islamic Work Ethic		0.719
Pay		0.567
Promotion		0.746
Supervision		0.697
Task Performance	0.190	0.564
Work		0.608
Average	0.166	0.642
GoF		**0.327**

The comparison was made with the baseline values of GoF (small = 0.1, medium = 0.25, large = 0.36) as suggested by Wetzels *et al.* (2009). The finding depicted that the model's GoF measure is more than medium, indicating a sufficient level of global PLS model validity.

4.5.5 The Assessment of the Inner Model and Hypotheses Testing Procedures

Following the confirmation of the goodness of the outer model, the researcher tested the hypothesised relationship among the constructs through Smart PLS 2.0, PLS Algorithm. Figure 4.4 and Figure 4.5 display the path coefficients and t-values that were obtained from the test.

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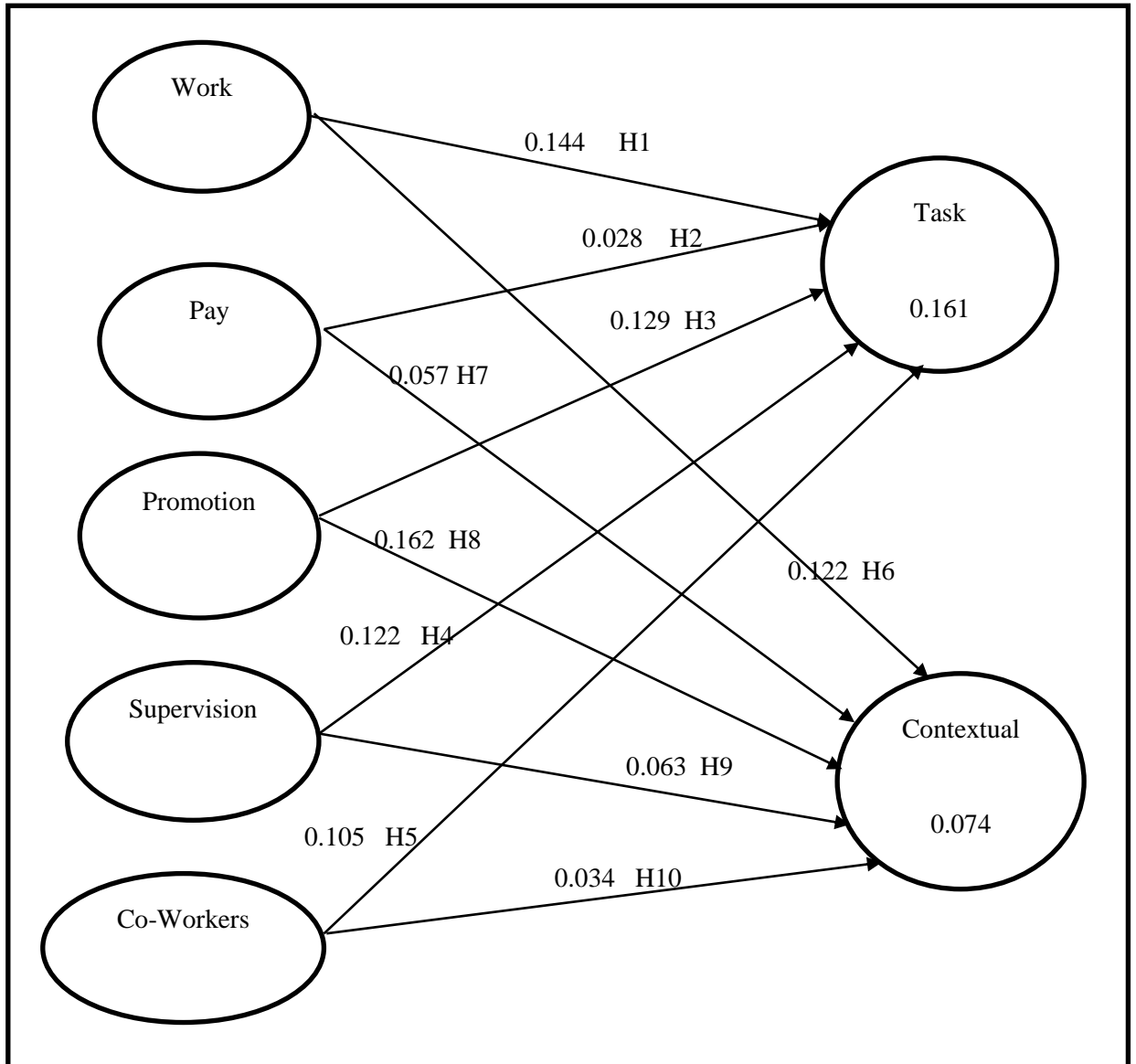
Figure 4.4
Path Model Results
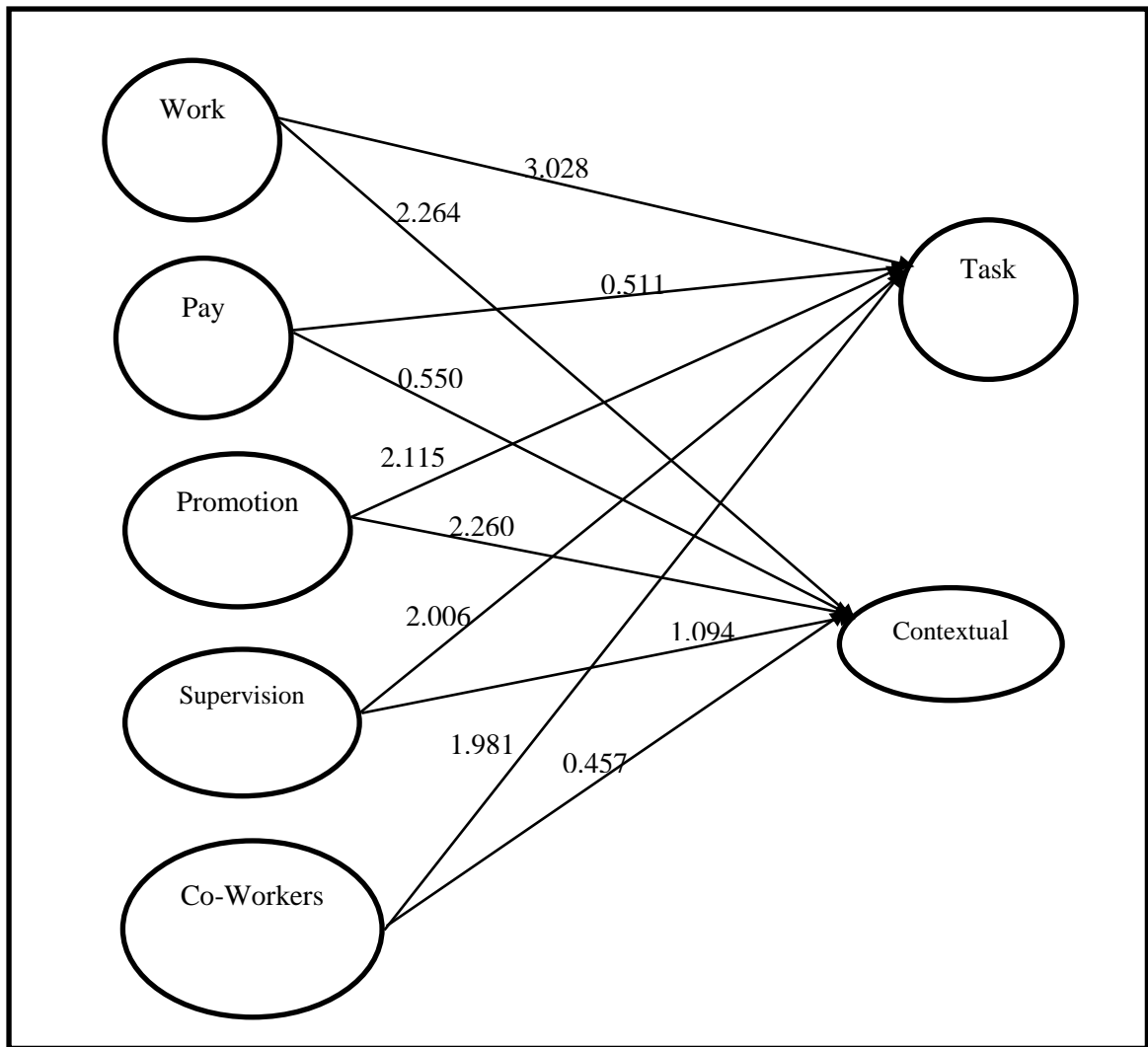
Figure 4.5
Path Model Significance Results

In order to confirm that the path coefficients are statistically significant, the present study made use of the bootstrapping method integrated with Smart PLS2.0. The bootstrapping method was used to generate t-values coupled with each path coefficients and as a subsequence, the p-values of the hypotheses were also generated as displayed in Table 4.14.

From the results obtained, it can be concluded that work satisfaction positively and significantly impacts task performance at the significant level of 0.01 (β= 0.144, t=

3.028, p= 0.001) but the relationship between pay satisfaction and task performance was rejected at the level of significance of 0.01 (β= 0.028, t= 0.511, p= 0.305). The rest of the results obtained showed that promotion satisfaction negatively and significantly impacted task performance at the level of significance of 0.01 (β= -0.129, t= 2.115, p= 0.017), supervision satisfaction positively and significantly impacted task performance at the level of significance of 0.01 (β= 0.122, t= 2.006, p= 0.023), and co-worker's satisfaction positively and significantly impacted task performance at the level of significance of 0.01 (β= 0.105, t= 1.981, p= 0.024).

Moreover, work satisfaction was revealed to positively and significantly impact contextual performance at the level of significance of 0.01 (β= 0.122, t= 2.264, p= 0.012), and pay satisfaction was revealed to negatively and significantly impact contextual performance at the level of significance of 0.01 (β= -0.057, t= 0.550, p= 0.291) whereas promotion as a job satisfaction dimension negatively impacted contextual performance (β= -0.152, t= 2.26, p= 0.012). Meanwhile, supervision satisfaction and contextual performance relationship as rejected at (β= 0.063, t= 1.094, p= 0.137) and co-workers' satisfaction was found not to impact contextual at the significant level of 0.01 (β= 0.034, t= 0.457, p= 0.324).

Table 4.14
The Results of the Inner Structural Model

NO	Hypotheses	Original Sample (O)	Standard Error (STERR)	t-Value	p-Value	Results
Ha1	Work -> Task Performance	0.144***	0.051	3.028	0.001	Supported
Ha2	Pay -> Task Performance	0.028	0.054	0.511	0.305	Not Supported
Ha3	Promotion -> Task Performance	-0.129**	0.062	2.115	0.017	Not Supported
Ha4	Supervision -> Task Performance	0.122**	0.059	2.006	0.023	Supported
Ha5	Co-workers -> Task Performance	0.105**	0.055	1.981	0.024	Supported
Hb6	Work -> Contextual Performance	0.122**	0.054	2.264	0.012	Supported
Hb7	Pay -> Contextual Performance	-0.057	0.107	0.55	0.291	Not Supported
Hb8	Promotion -> Contextual Performance	-0.152**	0.068	2.26	0.012	Not Supported
Hb9	Supervision -> Contextual Performance	0.063	0.057	1.094	0.137	Not Supported
Hb10	Co-workers -> Contextual Performance	0.034	0.075	0.457	0.324	Not Supported

*: p<0.1; **: p<0.05; ***, p<0.01

4.5.6 Testing the Moderating Effect of the Islamic Work Ethics (IWE)

A moderating variable is the variable that moderates the strength of causal effects from independent variable X, such as work to its dependent variable Y, such as task performance. Let M - Islamic Work Ethics (IWE) be a moderator variable in the X-Y relationship, i.e., between work and task performance. The moderation effects of M - IWE would "alter" the causal effects of independent variable X - work on dependent variable Y - task performance (Hair *et al.,* 2010). The position of moderating variable in the model is illustrated below: Figure 4.6 and Figure 4.7
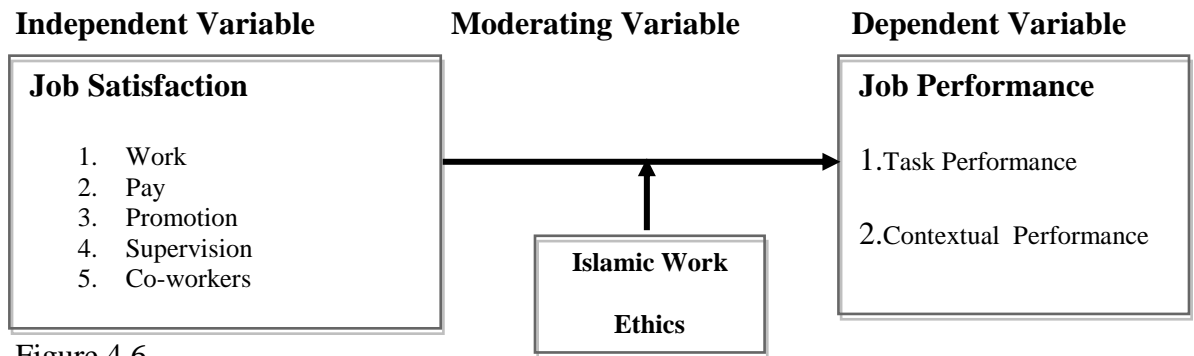
Figure 4.6
Moderating Effect of Islamic Work Ethics
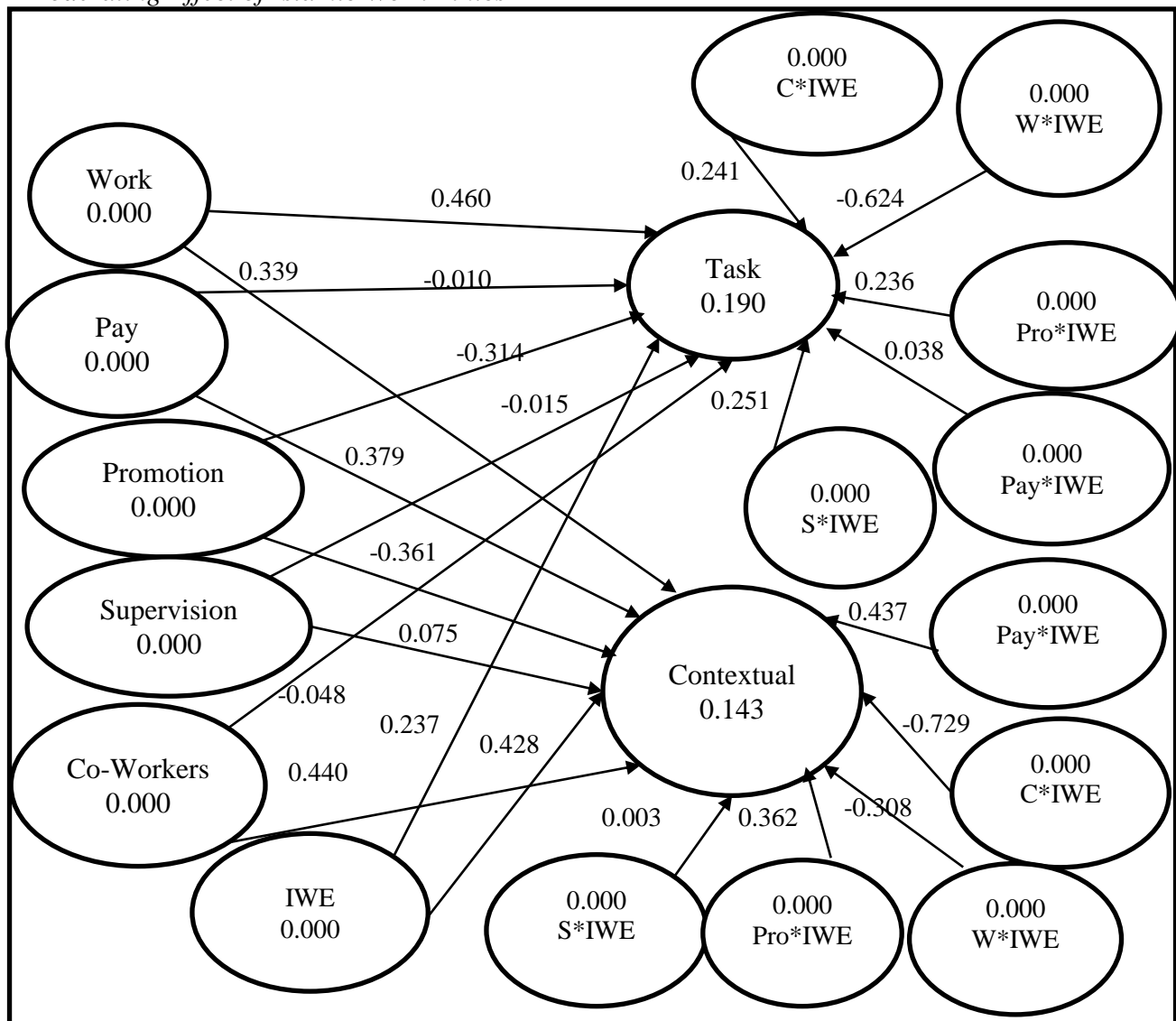
Figure 4.7
Moderating Effect of Islamic Work Ethics on Task Performance and contextual Performance.

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4.5.6.1 Moderating Effect of the Islamic Work Ethics (IWE) on Task Performance

This study also aims to examine the moderation effect of IWE on the relationship between job satisfaction (work, pay, promotion, supervision and co-workers) and task performance. In doing that, the Smart PLS 2.0 was employed to examine the interaction effect of IWE on task performance. As illustrated in Figure 4.7 and Figure 4.8, Smart PLS 2.0 used the cantered variables of IWE to form the interaction variables by multiplying all the variables of job satisfaction (work, pay, promotion, supervision and co-workers); then, the effect of interaction variables were examined.

Figure 4.8
Significant of Moderating Effect of Islamic Work Ethics

As illustrated in Table 4.15, the moderating effect of IWE on the relationship between job satisfaction (work, pay, promotion, supervision and co-workers) and task performance was examined by using the PLS algorithm and bootstrapping. The results revealed that IWE moderate the relationship between work satisfaction and task performance at the 0.01 level of significance (β= -0.621, t= 2.098, p= 0.018). On the other hand, IWE do not moderate the relationships between pay satisfaction and task performance at the 0.01 level of significance (β= 0.038, t= 0.231, p= 0.409). IWE do not moderate the relationship between promotion satisfaction and task performance at the 0.01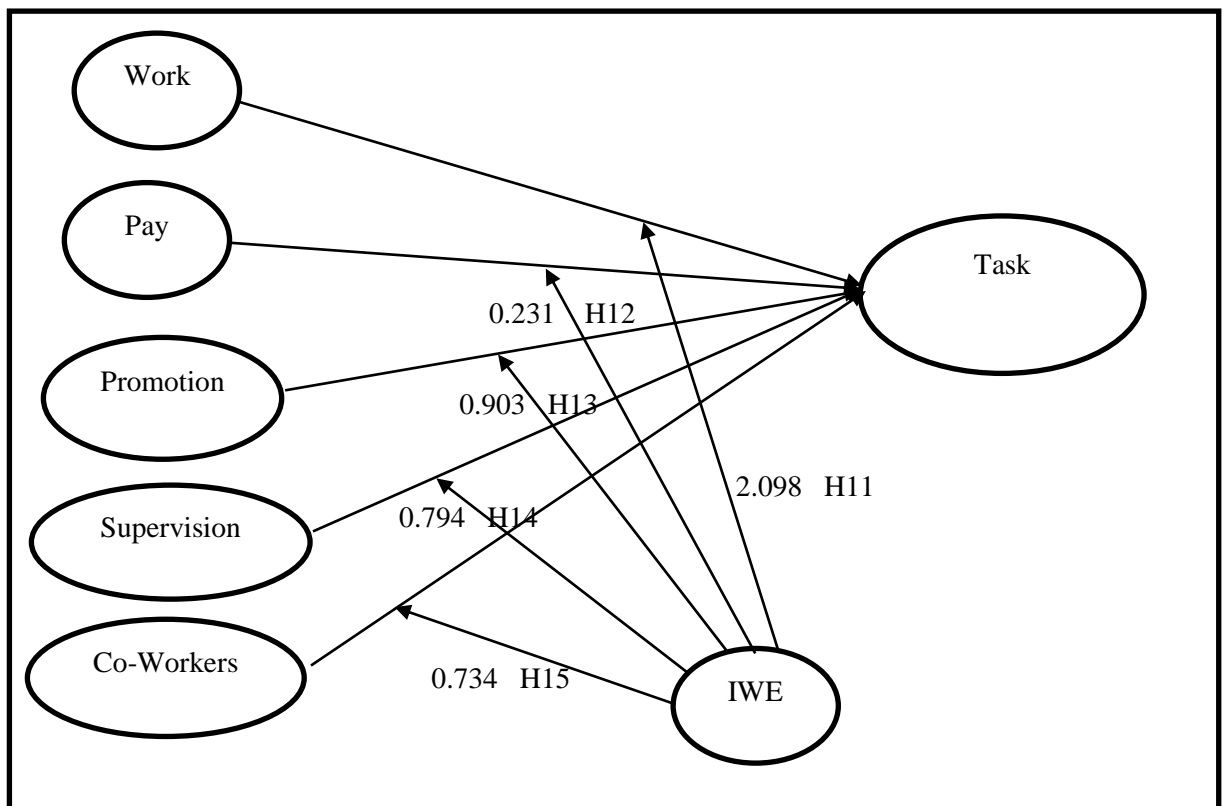 level of significance (β= 0.236, t= 0.903, p= 0.184). IWE do not moderate the relationship between supervision satisfaction and task performance at the 0.01 level of significance (β= 0.251, t= 0.794, p= 0.214). Finally, there is no moderation effect of IWE on the relationship between co-workers' satisfaction and task performance at the 0.01 level of significance (β= 0.241, t= 0.734, p= 0.232).

Table 4.15
The Results of the Moderation Analysis

NO	Hypotheses	Original Sample (O)	Standard Error (STERR)	t-Value	p-Value	Results
Hc$_{11}$	Work × Islamic Work Ethics -> Task Performance	-0.621**	0.296	2.098	0.018	Supported
Hc$_{12}$	Pay × Islamic Work Ethics -> Task Performance	0.038	0.163	0.231	0.409	Not Supported
Hc$_{13}$	Promotion × Islamic Work Ethics -> Task Performance	0.236	0.262	0.903	0.184	Not Supported
Hc$_{14}$	Supervision × Islamic Work Ethics -> Task Performance	0.251	0.316	0.794	0.214	Not Supported
Hc$_{15}$	Co-workers × Islamic Work Ethics -> Task Performance	0.241	0.329	0.734	0.232	Not Supported

*: p<0.1; **: p<0.05; ***, p<0.01

4.5.6.2 Moderating Effect of the Islamic Work Ethics (IWE) on the Contextual Performance

This study also aims to examine the moderation effect of IWE on the relationship between job satisfaction (work, pay, promotion, supervision and co-workers) and contextual performance. In doing that, the Smart PLS 2.0 was employed to examine the interaction effect of IWE on contextual performance. As illustrated in Figure 4.6 and Figure 4.9, Smart PLS 2.0 used the cantered variables of IWE to form the interaction variables by multiplying all the dimensions of job satisfaction (work, pay, promotion, supervision and co-workers); then the effect of interaction variables were examined.
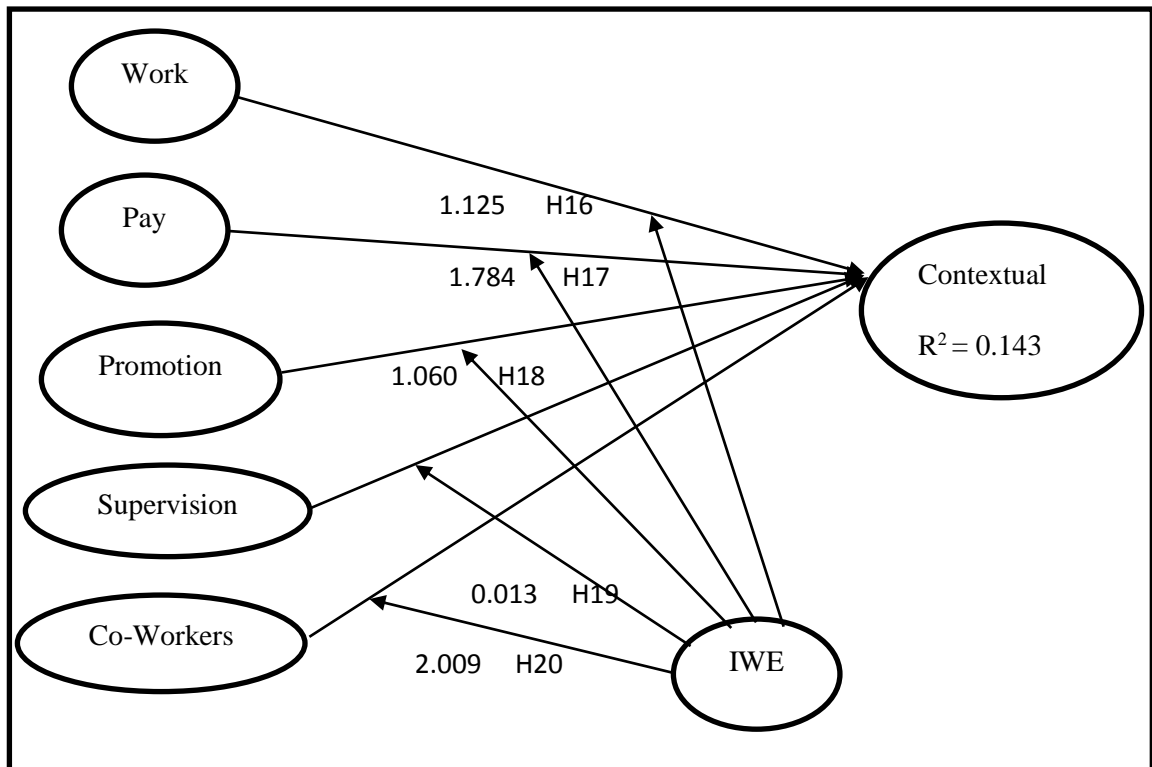
Figure 4.9
Significant of Moderating Effect of Islamic Work Ethics

The results of the moderating effect of IWE on several variables relationships are presented in Table 4.16. Specifically, IWE's moderating effect on the relationship

between job satisfaction and contextual performance was investigated through the use of PLS algorithm and bootstrapping method. According to the results, IWE did not moderate the relationship between work satisfaction and contextual performance at the significant level of 0.01 (β= -0.308, t=1.125, p=0.131) (refer to Hd16). With regards to hypothesis (Hd17) that proposed the moderating effect of IWE on the relationship between pay satisfaction and contextual performance, since the direct relationship between pay satisfaction and contextual performance was rejected, there was no need to confirm the moderating effect of IWE as suggested by Hair *et al.* (2010). Added to the above, IWE was found not to moderate the relationship between promotion satisfaction and contextual performance at the level of significance of 0.01 (β= 0.362, t=1.060, p=0.145) and similarly, the moderating effect of IWE on the relationship between supervision satisfaction and contextual performance was also rejected at the level of 0.01 significance (β= 0.003, t= 0.013, p= 0.495).

Finally, with regards to (Hd20) that proposed the moderating effect of IWE on the relationship between co-workers satisfaction and contextual performance, the result rejected as the direct relationship between independent and dependent variable was not supported at the level of significance of 0.05 (β= -0.729, t= 2.009, p= 0.023), and as such, it became unnecessary to examine the moderating impact of IWE on the stated relationship as suggested by Hair *et al.* (2010).

Table 4.16
The Results of the Moderation Analysis

No	Hypotheses	Original Sample (O)	Standard Error (STERR)	t-Value	p-Value	Results
Hd$_{16}$	Work × Islamic Work Ethics -> Contextual Performance	-0.308	0.274	1.125	0.131	Not Supported
Hd$_{17}$	Pay × Islamic Work Ethics -> Contextual Performance	0.437**	0.245	1.784	0.038	Not Supported
Hd$_{18}$	Promotion × Islamic Work Ethics -> Contextual Performance	0.362	0.341	1.060	0.145	Not Supported
Hd$_{19}$	Supervision × Islamic Work Ethics -> Contextual	0.003	0.253	0.013	0.495	Not Supported
Hd$_{20}$	Co-workers × Islamic Work Ethics -> Contextual Performance	-0.729**	0.363	2.009	0.023	Not Supported

*: $p<0.1$; **: $p<0.05$; ***, $p<0.01$

4.5.6.3 The Relationship between JS and JP with Moderation Effect of IWE

This study contributes to the literature by examining the moderation effect of IWE in the connection between overall job satisfaction (work, pay, promotion, supervision and co-workers) and overall job performance (task performance and contextual performance). Furthermore, the current study observed the direct relationship between overall job satisfaction and overall job performance. In doing that, the Smart PLS 2.0 was employed to verify the interaction effect of IWE on job satisfaction and job performance, as illustrated in Figures 4.10, 4.11, 4.12. Figure 4.11, shows the direct relationship between job satisfaction and job performance as well as the relationship between IWE and job performance.
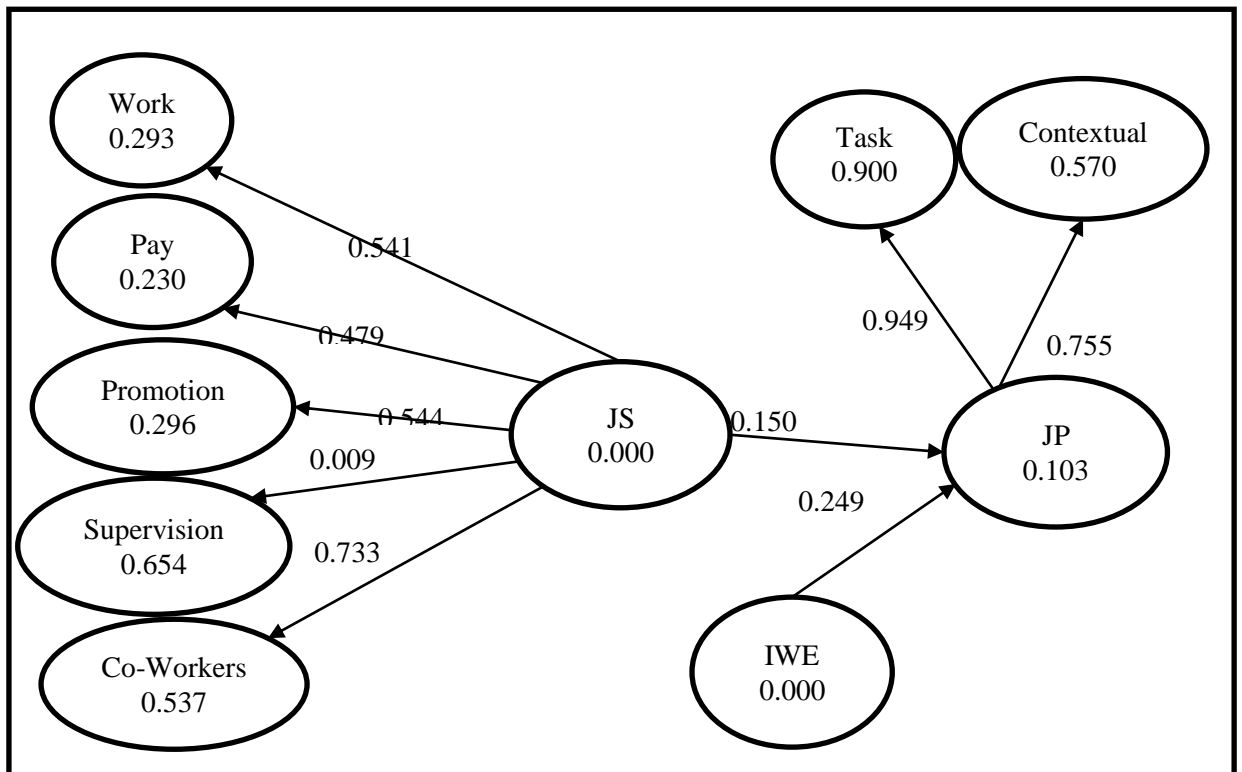
Figure 4.10
Path Model Results
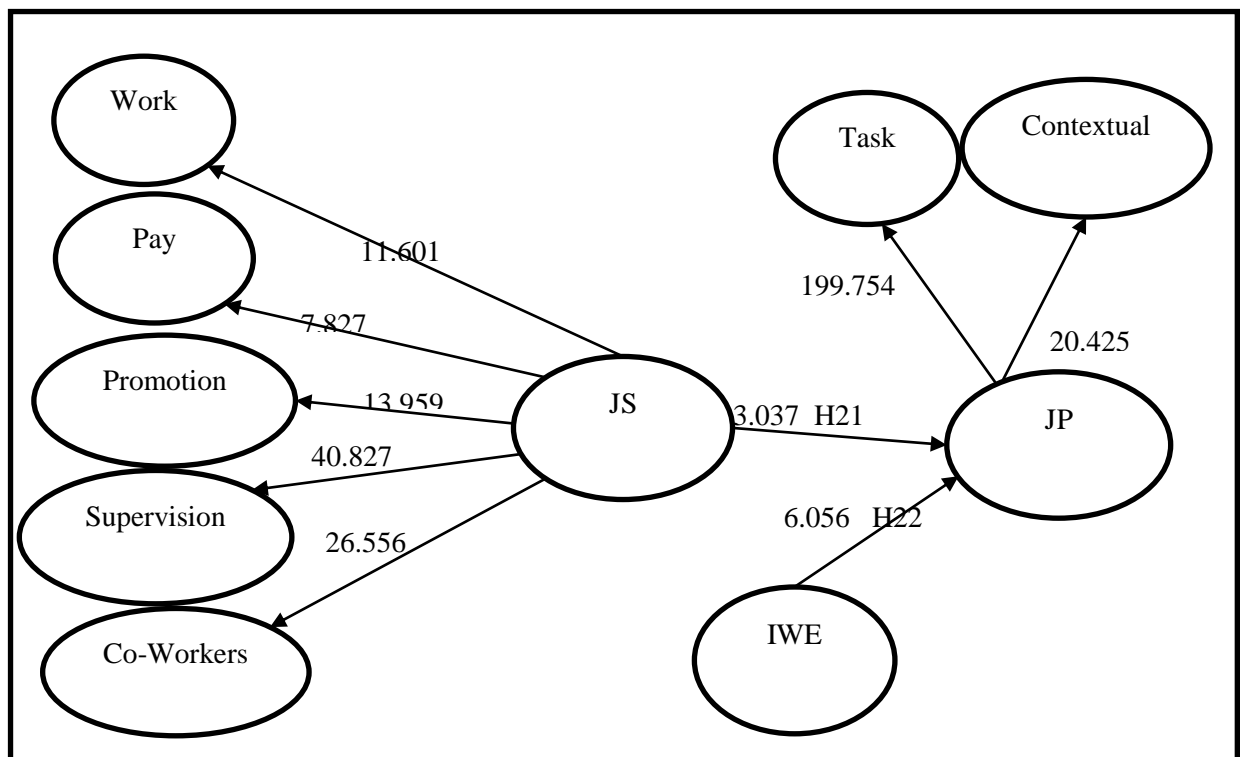
Figure 4.11
Path Model Significance Results

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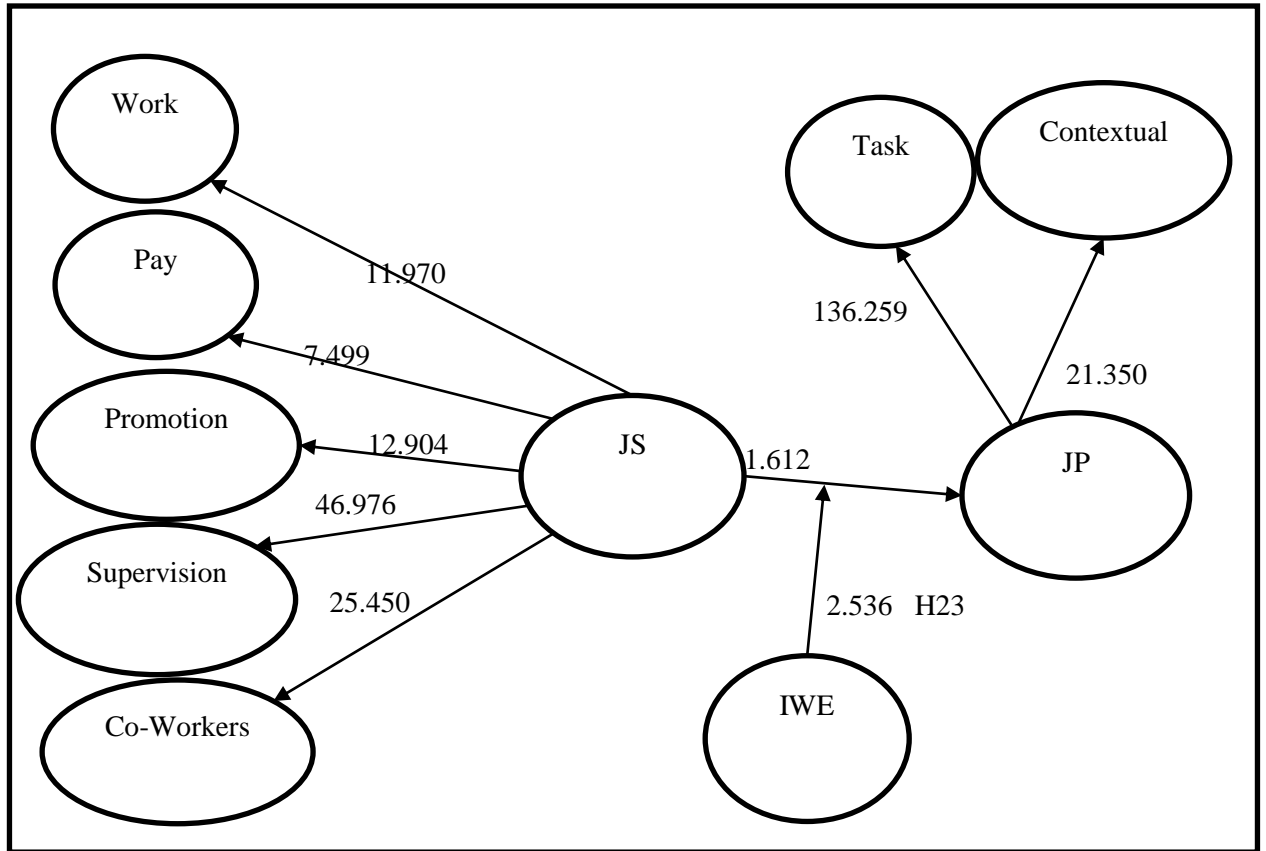
Figure 4.12
Moderation Effect of IWE

As illustrated in Table 4.17, the direct relationship between job satisfaction and job performance is supported at the 0.01 level of significance (β= 0.150, t= 3.037, p= 0.001). In addition, the direct relationship between IWE and job performance is supported at the 0.01 level of significance (β= 0.249, t= 5.086, p= 0.000). Finally, the moderation effect of IWE on the relationship between job satisfaction (work, pay, promotion, supervision and co-workers) and job performance was examined by using the PLS bootstrapping method. The results revealed that there is a moderation effect between job satisfaction and job performance at the 0.01 level of significance (β= 0.841, t= 2.536, p= 0.006).

Table 4.17 shows the moderation effect of IWE on the relationship between job satisfaction and job performance. All the above mentioned relationships were examined by using the PLS bootstrapping method.

Table 4.17
The Results of Indirect Relationship between IVs and DV

No	Hypotheses	Original Sample (O)	Standard Error (STERR)	T-Value	P-Value	Results
He$_{21}$	Job Satisfaction -> Job Performance	0.150***	0.050	3.037	0.001	Supported
He$_{22}$	Islamic Work Ethics -> Job Performance	0.249***	0.049	5.086	0.000	Supported
He$_{23}$	Job Satisfaction × Islamic Work Ethics -> Job Performance	0.841***	0.332	2.536	0.006	Supported

*: p<0.1; **: p<0.05; ***, p<0.01

4.6 Effect Size

According to Cohen's (1988) criterion, the effect size is less than 0.02 are less (0.02=small, 0.15=medium, 0.35=high). As illustrated in Table 4.16, the effect of task performance and contextual performance with the interaction term were calculated by the following formula:

$$Effect\ size(f) = \frac{R^2_{incl} - R^2_{excl}}{1 - R^2_{incl}}$$

4.6.1 Effect Size of Task Performance

As shown in Table 4.18, the effect size of task performance and the interaction variables (work, pay, promotion, supervision and co-workers) are all less than 0.13 and therefore can be described as small according to Cohen's (1988) criterion.

Table 4.18
The Effect Size of the Task Performance and the Interaction Terms

Endogenous Constructs	R2incl	R2excl	R2incl-R2excl	1-R2incl	Effect Size
Work	0.190	0.163	0.027	0.810	0.033
Pay	0.190	0.190	0.000	0.837	0.000
Promotion	0.190	0.168	0.022	0.810	0.027
Supervision	0.190	0.175	0.015	0.832	0.018
Co-Workers	0.190	0.184	0.006	0.825	0.007

4.6.2 Effect Size of Contextual Performance

As shown in Table 4.19, the effect size of contextual performance and the interaction variables (work, pay, promotion, supervision and co-workers and IWE) are all less than 0.13 and therefore can be described as small according to Cohen's (1988) criterion.

Table 4.19

The Effect Size of the Contextual Performance and the Interaction Terms

Endogenous Construct	R2incl	R2excl	R2incl-R2excl	1-R2incl	Effect Size
Work	0.143	0.114	0.029	0.857	0.034
Pay	0.143	0.114	0.029	0.886	0.033
Promotion	0.143	0.105	0.038	0.886	0.043
Supervision	0.143	0.138	0.005	0.895	0.006
Co-Workers	0.143	0.136	0.007	0.862	0.008

4.7 Summary of the Findings

This research employed Partial Least Squares Structural equation modelling (PLS-SEM) as the major analysis technique since the assumption of multivariate normality of the data was not fulfilled. Since PLS SEM is a relatively new analytical technique in construction, an elaborate treatment of the mechanics of the PLS-SEM analysis technique was given in this chapter.

Prior to testing the model of study, rigorous procedures to establish the validity and reliability of the outer model were followed as it is the standard of SEM data analysis reporting. Once the measurement model was proven to be valid and reliable, the next step was to test the hypothesised relationships. Prior to examining the hypothesised relationships, the predictive power of the model was investigated and reported and the goodness of the overall model was confirmed. After that, the structural model was examined and the results are reported in detail. As is shown, the hypotheses Ha_1, Ha_4, Ha_5, Hb_6, Hc_{11}, He_{21}, He_{22}, and He_{23} were statistically supported by the findings of the

study, and hypotheses Ha_2, Ha_3, Hb_7, Hb_8, Hb_9, Hb_{10}, Hc_{12}, Hc_{13}, Hc_{14}, Hc_{15}, Hd_{16}, Hd_{17},

Hd_{18}, Hd_{19} and Hd_{20} are not supported. Table 4.20 summarised the list of hypotheses.

Table 4.20
Summary of Results for Hypotheses Testing

No	Hypotheses	Results
Ha_1	Work -> Task Performance	Supported
Ha_2	Pay -> Task Performance	Not Supported
Ha_3	Promotion -> Task Performance	Not Supported
Ha_4	Supervision -> Task Performance	Supported
Ha_5	Co-workers -> Task Performance	Supported
Hb_6	Work -> Contextual Performance	Supported
Hb_7	Pay -> Contextual Performance	Not Supported
Hb_8	Promotion -> Contextual Performance	Not Supported
Hb_9	Supervision -> Contextual Performance	Not Supported
Hb_{10}	Co-workers -> Contextual Performance	Not Supported
Hc_{11}	Work $\times$ Islamic Work Ethics -> Task Performance	Supported
Hc_{12}	Pay $\times$ Islamic Work Ethics -> Task Performance	Not Supported
Hc_{13}	Promotion $\times$ Islamic Work Ethics -> Task Performance	Not Supported
Hc_{14}	Supervision $\times$ Islamic Work Ethics -> Task Performance	Not Supported
Hc_{15}	Co-workers $\times$ Islamic Work Ethics -> Task Performance	Not Supported
Hd_{16}	Work $\times$ Islamic Work Ethics -> Contextual Performance	Not Supported
Hd_{17}	Pay $\times$ Islamic Work Ethics -> Contextual Performance	Not Supported
Hd_{18}	Promotion $\times$ Islamic Work Ethics -> Contextual Performance	Not Supported
Hd_{19}	Supervision $\times$ Islamic Work Ethics -> Contextual	Not Supported
Hd_{20}	Co-workers $\times$ Islamic Work Ethics -> Contextual Performance	Not Supported
He_{21}	Job Satisfaction -> Job Performance	Supported
He_{22}	Islamic Work Ethics -> Job Performance	Supported
He_{23}	Job Satisfaction $\times$ Islamic Work Ethics -> Job Performance	Supported

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presented the summarized version of this study and thoroughly discussed the findings of the study. Furthermore, it highlighted the contributions, namely; the managerial contributions and practical contributions that might help the decision-makers. Moreover, this chapter detailed the limitations of the study and proposed potential research avenues based on the limitations faced. Finally, a conclusion of the study was drawn.

5.2 Overview of the Study

Good management practices and maintenance of good performance at the tertiary education level are of importance for a nation. According to the World Bank Report (2012), for an underdeveloped country like Yemen, it is essential to have a higher degree of performance at the higher education level. Performance is greatly associated with administration so that the role of an administrator would drive job satisfaction of employees at the workplace. This study investigated job satisfaction and job performance relationship in the context of the higher educational sector in Yemen. In Yemen, poor performance of the university staff is worisome and needs to be improved. It is very important to find out ways that will enhance the level of job performance. This study attempted to deal with this vital issue of Yemen's public universities.

The main objective of this study was to examine the relationship between job satisfaction and job performance and to examine the moderating effect of IWE on the relationship between job satisfaction and job performance in the Public Universities in Yemen. Essentially, this study is greatly motivated by the findings, in the recent relevant literature concerning the relationship between IWE and job performance. IWE has a considerable influence upon Muslims and the organisations in Islamic countries. In addition, IWE stresses on hard work, commitment and devotion to work and creativity and forbid unethical means of profitability and dealings (Ali, 1992).

Though job performance is the key variable at the organisational level (Kahya, 2007), very few studies have investigated this crucial aspect by applying the variables of job satisfaction as well as incorporation of a moderating variable (Bailey, Brown & Cocco, 1998; Chandrakumara, 2007; Gellatly, 1996; Jamil & Raja, 2011; Mutter, Naylor & Patterson, 2005; Shaffril & Uli, 2010; Zedelius, Veling, Bijleveld & Aarts, 2012). Hence, this calls for further empirical research to validate the previous findings.

Therefore, this research was conducted in order to find out the factors that might be affecting the job performance among the staff of Yemeni's public universities. Universities face many problems that prevent achievement of quality education, motivated workforce, improved learning, good learning environment and general development of the university system.

Universally, over the last few decades, job satisfaction has been widely and globally acknowledged as the main foundation of job performance and organisational success.

Moreover, job satisfaction is one of the most popular and frequently practiced management philosophies adopted by organisations to gain good performance. Additionally, an extensive research work has been conducted by researchers to study the job performance in different types of organisations (see e.g., Budiyanto & Oetomo, 2011; Chughtai, 2008; Edwards, Bell, Arther & Decuir, 2008; Foote & Tang, 2008; Khan, Afzal & Zia, 2010; Murphy, Athanasou & King, 2002; Organ & Ryan, 1995; Swaminathan & Jawahar, 2011; Williams, Rondeau & Francescutti, 2007). These studies positively and significantly supported the relationship between job satisfaction and job performance. However, in other studies (e.g., Bing, Davison, Minor, Novicevic & Frink, 2000; Fox, Rosen & Crawford, 2009; Huang & Liu, 2011; Pascal, 2011; Vigoda-Gadot, 2007), the findings reported that job satisfaction and job performance are negatively and significantly linked. In addition, some other studies (e.g., Chiaburu & Baker, 2006; Khan, Farooq & Ullah, 2010; McNeely & Meglino, 1994; Williams & Anderson, 1991) found that there is insignificant relationship between job satisfaction and job performance.

Moreover, several studies have explored employee performance from different aspects, such as by investigating predictors of contextual performance alone (Chiu & Tsai, 2006; Haworth & Levy, 2001; Manrique de Lara & Rodrı´guez, 2007; Raub, 2008; Sesen, Cetin & Basim, 2011; Torlak & Koc, 2007; Zellars, Tepper & Duffy, 2002).

At the same time, some other studies on the effects of interruptions and the effects of distraction on task performance are available (Bailey, Konstan & Carli, 2000; Fox, Rosen & Crawford, 2009; Kapitsa & Blinnikova, 2003; Sanders & Baron, 1975).

The current study identified the relationship between job satisfaction and job performance with the moderation effect of IWE (Ali, 1992; Hussin, 2011; Haroon, Zaman & Rehman, 2012; Rokhman & Omar, 2008; Soleimani & NiazAzari, 2011; Yousef, 2000). IWE is appropriate as a new factor to improve the overall organisational performance in Muslim countries, such as Yemen. This study contributed to the literature by studying the moderation effect of IWE on the relationship between job satisfaction and job performance in public universities in Yemen.

Therefore, this study was undertaken to help solve some problems faced by Yemeni public universities, which are hurdle to the achievement of quality education, motivated workforce, improved learning, good learning environment and general development of the university system. Universities, through their respective management staff, are not able to give the government the required confidence so that they would allocate budget and spend resources in an appropriate manner (Al-Mutami, 2000). Over the past few years, it has been reported that more than 10% of the budget for higher education in Yemeni public universities has been returned to the Ministry of Finance (MoHESR, 2005); this indicates lack of staff skills to utilise resources effectively to improve learning and general conditions of learning environment.

Specifically, the Yemeni government has shown great concern to lessen the problems. With the help of its MoHESR, the government has made efforts to ensure that highly talented and skilled public university staff play a leadership role in developing higher education. As part of Yemeni government's efforts to develop university education in Yemen, the government has increased its spending on higher education; the increasing

expenditure indicates the expansion of public universities. An increase in spending on higher education sector by the government is a remarkable effort. For instance, the budget allocated for higher education in 2004 was 1.2% of Yemen's GDP, greater than the average obtained in countries characterised by lower income and at par with most Arab nations (Al-Mutami, 2000).

Though, government has managed to arranged some additional funds for the development of Yemen`s higher education system, unfortunately these efforts do not prove to be fruitful and not believed to be a considerable improvement due to the fact that learning facilities are lacking and are not compatible with the learning domains demanded by the modern era (MoHESR, 2005). These conditions can be a result of restricted modern skills, uncontrollable corruption, lack of leadership and negligence and incompetency of administrative staff of Yemeni public universities (Al-Awadhi, 2011; Al-Obaidi, 2006).

Besides this, some of the studies highlighted that the incompetent and unproductive administrative system in which poor student to staff ratio, poor teaching and results are few prominent factors. For instance, it has been recognised that students of public universities are not well taught which is resulting into a growing joblessness cases among graduates (Al-Mutami, 2000). Usually, the countries facing these kinds of problems are suffering from poverty as it is the case in Yemen. Moreover, there are other factors, which are influencing unemployment among graduates of public universities in Yemen, such as; lack of the knowledge and skills, inadequate funds, restricted access to

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Yemen's resources, lack of research facilities as well as community services and inadequate research environment.

To help to solve the above performance related problems of higher education in Yemen, this study tested 23 hypotheses related to the objectives of this study. After analysis, only 8 hypotheses were supported and 15 were not supported.

Based on the comprehensive review of the relevant literature conducted in Chapter 2, this study aimed to achieve the following main objectives:

1. To examine the relationship between job satisfaction (work, pay, promotion, supervision and co-worker) and job performance (task performance).

2. To study the relationship between job satisfaction satisfaction (work, pay, promotion, supervision and co-worker) and job performance (contextual Performance).

3. To investigate the moderating effect of IWE on the relationship between job satisfaction and job performance (task performance).

4. To investigate the moderating effect of IWE on the relationship between job satisfaction and job performance (contextual performance).

5. To investigate the moderating effect of IWE on the relationship between the overall job satisfaction and the overall job performance.

5.3 Discussion

The following sub-sections reported the findings presented in the same order of the objectives of the study.

5.3.1 Job Satisfaction and Job Performance

In order to achieve the first objective of this study, i.e., to examine the relationship between all dimensions of job satisfaction (work, pay, promotion, supervision and co-workers) with contextual performance and task performance, a descriptive statistics analysis was conducted as reported in Table 4.6 in Chapter 4. The result revealed that the five dimensions of job satisfaction had the mean and standard deviation (SD) as follows: work: mean of 3.997 and SD of 0.803; pay: mean of 2.359 and SD of 0.929, (pay is not in the level of satisfaction); promotion with mean of 2.048 and SD of 0.977, (the low satisfaction may lead to the employees remaining in the same position for a long time and there is no way to improve since Yemen has high level of corruption); supervision with mean of 3.673 and SD of 0.965; co-workers with mean of 3.363 and SD of 0.817. On the other hand, job performance's two dimensions, i.e., task performance had a mean of 4.306 and SD of 0.559; and performance with mean of 4.184 and SD of 0.718. The results of hypotheses testing of the relationship between all dimensions of job satisfaction (work environment, pay, promotion, supervision and co-workers) with contextual performance and task performance) are in the sub-sections as follows:

5.3.1.1 Job Satisfaction and Task Performance

5.3.1.1.1 Work and Task Performance

Work environment in Yemen's higher educational institutions is deteriorating. Both academics and administrative employees are discontented with the work atmosphere in the institutions. Administrative employees are displeased for exempting them from holding some high positions in the institutions and this has led to the industrial strikes whereby office duties are abandoned (Yemen Times, 2013). Hence, the performances of the workers are adversely affected. In addition, working environment is not conducive. Worker's health is not taken care of, there is epileptic power supply in the offices, offices are not furnished with basic amenities such as air conditions, good furniture etc. Employees are not provided with relevant training and development program that will enhance their skills. Consequently, the performances of the administrative staff in Yemen's universities have been adversely affected and, in turn, jeopardize the overall organisational performance.

In the case of the relationship between work environment and task performance, as in Hypothesis a1, the result supported this relationship as mentioned in Table 4.14 in Chapter 4, at the 0.01 level of significance ($\beta= 0.144$, $t= 3.028$, $p= 0.001$). This result indicated that work environment is considered to be one of the most important determinants of task performance in Yemeni public universities. Moreover, the finding regarding the effect of job satisfaction dimensions in this case "work" on the task

performance is in line with the social exchange theory (SET), which shows to some extent job satisfaction can determine task performance.

This result is also in line with previous studies such as Edwards *et al*., 2008; Kappagoda, 2012; Peng, 2014; Ren-Tao, 2011 that studied the relationship between work and task performance. These studies established a significant positive relationship between facets of job satisfaction and task performance. The positive and significant effect of work on task performance can be discussed in the light of the following possible justifications:

Firstly, job performance is a set of behaviours shown by a person towards his or her job or how competent he or she has become after a due course in training, producing or servicing (Rashidpoor, 2000). Job performance is measured according to work officially assigned to a person and amount of effort he or she puts to achieve a task and accomplish it (Babu *et al*., 1997). It can be termed as skilfulness of a person in performing his or her job.

Secondly, the results obtained in this study are in line with some earlier studies that reported relationship between both work environment and task performance is on job-related tasks. Without an iota of doubt, the construct of work environment and task performance are conceptually related and can be measured through the same behaviours. In other words, employees who experience work enjoyment exemplify their effort to achieve better task performance (Hackman & Oldham, 1980).

Finally, in a related study, Luthans (1998) described work environment as a process of arousing, energising, directing and sustaining behaviour and performance. Attitude

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directly impacts job satisfaction while organisational commitment stresses on attitudes of the employees towards the organisation as a whole (Tella *et al*., 2007).

5.3.1.1.2 Pay and Task Performance

In the chapter explaining the thesis methodology, the expected and proposed relationships were elaborated between pay and task performance – specifically, a positive relationship was posited as depicted in Hypothesis 2a. The relationship was however rejected as presented in Table 4.14 in Chapter 4, where the result at 0.01 significance level was (β= 0.028, t=0.511, p=0.305), indicating insignificant relationship between the two variables. The result is aligned with that reported by Edwards *et al.* (2008). Such result can be attributed to the fact that pay is an expected extrinsic reward and prior studies (e.g. Deci, Koestner & Ryan, 1999; Tang & Hall, 1995) showed that extrinsic rewards undermine intrinsic motivation. In other words, satisfaction with pay may indicate pay variability and thus, it would not always lead to increased performance of the task. Aligned with this argument is that work satisfaction is positively linked with task performance, which shows that work that is considered as more interesting and challenging (intrinsically motivating) leads to increased task performance. Also, in the current manufacturing firms, compensation is according to pay scales and not task performance. For instance, in a specific pay scale, there is little pay difference, rather there is more variance in task performance. Thus, one's level of pay satisfaction may not be linked to task performance.

Furthermore, this result underscored the importance of some other factors in enhancing the performance, such as the appreciation and the recognition provided to employees especially in Yemen where the recognition and respect of the employees are deemed more important than the financial aspects.

Furhtermore, the insignificant relationship between pay and task performance signified that the employees are not satisfied once the salary is low, therefore, it will reflect in their performance. Table 4.3 showed that 87% of the administrative staff received between YR 40,001 and YR 60,000. This shows that the majority of the respondents are low-paid employees. This does not meet the pay standard in other public universities which aimed to improve the task performance. Hence, the pay is not given its due importance in Yemeni public universities for influencing task performance.

5.3.1.1.3 Promotion and Task Performance

Based on the theory and previous studies, this study hypothesized that there is a positive relationship between promotion and task performance. However, the outcome revealed negative significance (β= -0.129, t= 2.115, p= 0.017). Therefore, this finding did not support hypothesis a3 as shown in Table 4.14 in Chapter 4. Meaning that, once promotion is high the task performance will decline.

The finding of this study is similar with prior studies that found negative and significant association between promotion and task performance (Al-Harthy, 2008; Ali & Ahmed, 2008; Pergamit & Veum, 1999; Peterson *et al.* 2003; Sclafane, 1999). One possible explanation of negative and significant association between promotion and task

performance is that the employees can only be motivated if they are capable of doing the job and if they are provided with suitable promotion and development (Al-Harthy, 2008; Ali & Ahmed, 2008). Second possible explanation of negative and significant association between promotion and task performance is that a significant aspect that impacts the employee's job perception is the opportunity for promotion and advancement in career. A firm concentrating on promotions and career advancement inculcates in employees a sense of value in the organisation, which provides customers with upbeat experience. Employees can only be motivated if they are capable of doing the job and if they are provided with suitable promotion and development (Al-Harthy, 2008). In addition, Khan, Farooq, and Ullah (2010) showed that promotion and employee performance are positively related. Promotion has a powerful effect on job satisfaction in contrast with recognition and achievement. Promotion results in positive modifications in pay, autonomy and supervision (Arnold & Feldman, 1996).

Finally, probable clarification of negative and significant association between promotion and task performance is that job satisfaction is associated in a significant way to promotion opportunities. To maintain a high level of task performance, the Yemeni public universities have to offer better chance to the skilful employees to advance to higher levels of university administration. In a country such as Yemen, where corruption is at peak, the promotion provided to some employees is not necessarily related to the task performance of those who hold high positions; they do not concerned about the organisational social network and client satisfaction of the organisation, and are more

focused on satisfying their bosses to change their positions and get more promotion (Pergamit & Veum, 1999; Peterson *et al.,* 2003; Sclafane, 1999).

5.3.1.1.4 Supervision and Task Performance

Research has shown that performance management of administrative staff in Yemen universities is not effective. Performance is not well managed. The supervision is loose as there is no periodic supervision of the employee's duties. The performance appraisal is defective as the method of evaluation is bedeviled with biases. Mostly, conflicts do erupt between the employees and their supervisors due to this defective supervision and defective performance appraisal. Consequently, employees get dissatisfied and become indifferent towards their duties in the organisation.

Regarding the relationship between examined supervision satisfaction in the Yemeni public universities and task examined performance, as in hypothesis a4, the hypothesis was supported as mentioned in Table 4.14 in Chapter 4, at the 0.01 level of significance (β= 0.122, t= 2.006, p= 0.023). This result indicated that supervision is considered to be one of the most important determinants of task performance. This result is in line with previous studies (Elisa & Topper, 2007; Robert & Verner, 2001) which found that supervision as an important contributor to job satisfaction of employees and ultimately job satisfaction leads to task performance. Therefore, supervision can affect significantly task performance of the public universities in Yemen, but they have to improve the supervision of all the staff in each university.

5.3.1.1.5 Co-Workers and Task Performance

Research has established the essence of team building and harmonious relationship among the employees in the organisation. These, at various degrees and in some ways, have their bearings on the performance of employees and organisation at large. The situation among the administrative staff in the Yemen universities is not encouraging. Employees like to work individually based on his/her assigned duties. Conflicts do occur frequently when team is set up to carry out a particular task. Egoism and individualistic attitude always disrupt the achievement of the objectives of the team building.

With regards to the relationship between co-workers in Yemeni public universities and task performance, as in hypothesis a5, the hypothesis was supported as mentioned in Table 4.14 in Chapter 4, at the 0.01 level of significance (β= 0.105, t=1.981, p=0.024). This result indicated that co-workers are considered to be one of the most important determinants of task performance. This result corresponds with past research works (Berman *et al*., 2002; Lu, 1999) that found that friendships may automatically develop owing to the close proximity at work, interactions and shared experiences, which can lead to the improvement of workplace performance.

One possible explanation of positive and significant co-workers and task performance is that managers may be asked to support a climate of openness and friendship among their staff and to set positive examples of desired workplace relationships. Therefore, there are several opportunities for improving the task performance in the Yemeni public

universities, but they have to improve the co-workers' relationship in each university as well as strengthen teamwork (Rousseau, 1995).

Finally possible explanation of positive and significant co-workers and task performance is that Morrison's (2008) study is a case in point; the research was focused on negative workplace relationships and it involved participants to reveal the level to which they had negative interactions with their co-workers (Basford & Offermann, 2008). The present study, on the other hand, revealed valuable findings that demonstrate the importance of co-worker relationship's impact on task performance in the context of Yemeni public universities.

5.3.1.2 Job Satisfaction and Contextual Performance

5.3.1.2.1 Work and Contextual Performance

It has been established that work environment in Yemen universities is not encouraging as there is lack of basic office amenities. Administrative staffs are exempted from occupying certain top positions which made the staff embarked on strikes. Generally, employees are dissatisfied with their job and this has affected their satisfaction, loyalty citizenship behaviours and consequently hampers their contextual performance. Contextual performance involves the behaviours and activities that can enable the organisations to excel. Such activities are cooperation, suggestions, helpfulness, acts of altruism, loyalty, harmonious relationship with co-workers, interpersonal trust etc. These kind of activities enable the organisation to face any challenges that comes confronts it. Also, such behaviours can be encouraged through employee motivation and effective

management. However, lack of these behaviours can bring about the negative activities such as conflict, laziness, absenteeism etc.

Regarding the relationship between work environment and contextual performance, as in hypothesis b6, the examined hypothesis was supported as mentioned in Table 4.14 in Chapter 4 at the 0.01 level of significance (β= 0.122, t= 2.264, p= 0.012). This result indicated that work is considered to be one of the most important determinants of contextual performance in Yemeni public universities. This result is in line with some previous studies (Edwards *et al.,* 2008; Foote & Tang, 2008; Islam, Khan, Ahmad & Ahmed, 2014; Jena & Goswami, 2013; Judge, Thoresen, Bono & Patton, 2001; Ng, Sorensen & Yim, 2009; Zeinabadi, 2010) which suggested that work should be positively related to discretionary behaviour that promotes the effective functioning of the organisation.

One possible explanation of positive relationship between work and contextual performance is that positive interpersonal relationships at work foster a variety of beneficial outcomes for individuals and organisations. Past research has examined contextual and demographic antecedents of friendship at work, that forming interpersonal connections with strong dispositional roots (Dachner, 2011).

5.3.1.2.2 Pay and Contextual Performance

There was a non-significant negative relationship between pay and contextual performance as shown in Table 4.14 (β = -.057, t= 0.55, p=0.291). Therefore, Hypothesis b7 which stated that there would be a significant positive relationship

between pay provided by Yemeni public universities and contextual performance was not supported. This result is in line with the result of the pay-task performance relationship above. Hence, similar explanation applied to this result too. Pay has been indicated to have influence on job performance. In the context of Yemen universities, pay is low, administrative staffs receive low wages as indicated in the table 4.3 that 87% of the administrative staff received between YR 40,001 and YR 60,000. Employees perceive injustice in the distribution of pay in the organisation.

This particular result was also consistent with Edwards *et al.* (2008). Perhaps the possible explanation of the insignificant relationship between pay and contextual performance in the current study is that Yemeni public universities do not attach due importance to pay, while previous studies, such as Edwards *et al.,* (2008) hypothesised that job performance could impact job satisfaction only to the level that people are remunerated based on their performance. The justification behind the argument is that if employees are being paid properly in return of their work they will be satisfied and ultimately they will perform better. This was emphasized by the findings of Edwards *et al.,* (2008) which indicated the positive relationship between pay and performance. In addition, motivation for employee performance through pay is seen to have certain drawbacks which can undermine the purpose for its use. Key in this area is the fact that pay yields temporary compliance and fails to act as a permanent or long term motivation (Shanks, 2007). Langton and Robbins (2007) argued that for pay to motivate an individual to improve performance, such pay should be perceived as a direct reward for performance.

The likely conclusion here is that pay is not significantly associated with employee performance regardless of whether it is task performance or contextual performance. pay-performance relationship is of no significance in this study and this fnding was corroborated by the findings of Edwards *et al.,* (2008).

5.3.1.2.3 Promotion and Contextual Performance

Assigning an employee to a better job position in the organisation represents what is known as promotion. It is a fact that an employee that has the opportunity of promotion and advancement in his career would be motivated and such motivation can bring about some behaviours such as, helpfulness, acts of altruism, loyalty, harmonious relationship with co-workers, interpersonal trust. These behaviours are considered contextual performance. Hence, promotion and advancement in employee's career can enhance contextual performance of employees. However, in the context of Yemen Universities, assigning promotion to employees lacks equity and fairness. It favours the employees that has close rapport with the boss. Hence, this has adversely affected contextual performance of the employees. Conflict, disloyalty and helplessness thrive in the system.

In addition, with regards to the relationship between promotion and contextual performance mentioned in Table 4.14 in Chapter 4, Hypothesis b8 was not supported at the 0.01 level of negative significance (β= -0.152, t= 2.26, p= 0.012). This result is in line with previous studies (Al-Harthy, 2008; Ali & Ahmed, 2008) which found that employees can only be motivated if they are capable of doing the job and if they are provided with appropriate promotion and development opportunities. This finding is also

in line with (Pergamit & Veum, 1999; Peterson *et al*., 2003; Sclafane, 1999) who found that job satisfaction is associated in a significant way to promotion opportunities, further they suggested that promotion opportunities can bring motivation and eventually motivation can lead to better contextual performance. To maintain a high level of contextual performance, the Yemeni public universities have to offer better chance to the skilful employees to advance to higher levels in the university.

Conceivably one possible explanation of insignificant association between promotion and contextual performances is that Rousseau (1995) suggested that managers may be asked to encourage an environment of openness and friendly relations amongst their staff and to set positive instances of desired workplace relationships. In a study of senior managers, Berman *et al*. (2002) recognized common strategies for promoting a climate of friendship. The strategies included providing employees the opportunity to socialise; encouraging them to be friendly toward one another and to seek each other for emotional support; and training supervisors to develop positive relationships with employees.

5.3.1.2.4 Supervision and Contextual Performance

Successful supervision ensures that a will of cooperation and commitment exist among the employees as these will facilitate employee job satisfaction. A satisfied employee would be loyal, helpful and cooperative. Thus, contextual performance of such employee is enhanced. Meanwhile, the reverse is the case in Yemen universities. Supervision is not effective due to the defective boss-subordinate relationship. Mostly,

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conflicts do erupt between the employees and their supervisor due to this defective supervision and defective performance appraisal.

For the relationship between supervision in the Yemeni public universities and contextual performance, as in the hypothesis was not supported as mentioned in Table 4.14 in Chapter 4, hypothesis b9, at the 0.01 level of significance (β= 0.063, t= 1.094, p= 0.137). The findings regarding the effect of job satisfaction dimensions (supervision) on task performance, which is as expected, are in line with the SET.

This result indicated that supervision is not considered to be one of the most important determinants of contextual performance. This result is not in line with the previous studies (Elisa & Topper, 2007; Verner, 2001) which found that the supervision is an important factor for job satisfaction commitment of employees in the organisation and job satisfaction will subsequently lead to high level of performance.

Perhaps the possible explanation of the insignificant association supervision and contextual performance is that in Yemen, especially in universities, there is a weak customer-focused culture. This means that the supervisors rarely emphasise the importance of the social network of the organisation. In other words, employees are not focusing on satisfying their clients, students, parents and society and their supervisors are also not emphasising this. Therefore, the supervision factor does not affect significantly contextual performance of the Yemeni public universities; hence, they have to improve the supervision of all staff in each university to gain contextual performance.

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5.3.1.2.5 Co-Workers and Contextual Performance

Team building and harmonious relationship among the employees in the organisation have their bearings on the performance of employees and organisation at large. The situation among the administrative staffs in the Yemen universities is not encouraging. Employees like to work individually based on his/her assigned duties. Conflicts do occur frequently when team is set up to carry out a particular task. Egoism and individualistic attitude always disrupt the achievement of the objectives of the team building. These behaviours have led to conflict, interpersonal conflict and distrust which hamper the contextual performance of the job etc. However, behaviours such as loyalty, harmonious relationship with co-workers, interpersonal trust etc. should be encouraged through employee motivation and effective management in order to ensure contextual performance.

With regards to the relationship between co-workers in Yemeni public universities and contextual performance, as in Hypothesis b10, the hypothesis was not supported as mentioned in Table 4.14 in Chapter 4, at the 0.01 level of significance ($\beta= 0.034$, $t= 0.457$, $p= 0.324$). This result indicates that co-workers are not considered to be one of the most important determinants of contextual performance. This result is not in line with the previous studies (Berman *et al.,* 2002, Lu, 1999) which found that friendships may automatically develop owing to the close proximity at work, interactions and shared experiences which would lead to the improvement of workplace performance.

Perhaps the possible explanation of the insignificant relationship co-workers and contextual performance is that friendly co-workers are more capable of helping an individual compared to those who are not. Moreover, friendships may automatically develop owing to the close proximity in work, interactions and shared experiences which would lead to the improvement of workplace performance (Lu, 1999; Berman *et al*., 2002).

Finally, other possible explanation of the insignificant relationship between co-workers and contextual performance is that managers may be instructed to promote a climate of openness and friendship among their staff and to set positive examples of desired workplace relationships (Roussea, 1995). The problem in the Yemeni context, in general, and in the universities in particular, is that the employees are not very much concerned about the organisational social network and client satisfaction. This fact is very much reflected in the low level of perceived services provided by the universities. Therefore, there are several opportunities for improving the contextual performance in the Yemeni public universities, but they have to improve the relationship among co-workers in each university, organisational citizenship behaviour (OCB) can lead to better relationship among co-workers and which can lead to better contextual performance.

5.3.2 The Moderating Effect of Islamic Work Ethics

To achieve the second objective which is related to the moderation effect of IWE on the relationship between all dimensions of job satisfaction (work, pay, promotion,

supervision and co-workers) and job performance, the sub-sections below explain the findings.

It should firstly be noted that testing for moderation is not necessary when there is insignificant direct association between independent variable and dependent variable. The reason is that the originality of the relationship does not exist (Hair *et al.,* 2010). Hence, this study did not test the moderating effect of variable on the insignificant relationship between independent variable and dependent variable. Eventually, significant direct relationship were not found between the variables in the hypotheses such as, Ha2, Ha3, Hb7, Hb8, Hb9 and Hb10, therefore, the moderating effect of variable was not tested.

5.3.2.1 The Moderating Effect of IWE in the Relationship between Work and Task Performance

This section explains to what extent the moderating effect of IWE enhance the relationship between job satisfaction (work) and task performance. The moderating effect of IWE on the relationship between work and task performance, hypothesis c11 is supported at the 0.01 level of significance (β= -0.621, t= 2.098, p= 0.018) as reported in Table 4.15. This finding indicates that in Yemen universities, employees are more concerned about their work which helps them to improve their task performance.

One possible explanation of this finding is that in Islamic countries like Yemen, Islamic values were expected to enhance the employee's performance. However, there is a separation between the self-religiosity and the Islamic work values. This is one of the

main issues in the Muslim society and all Muslim leaders should exert their time to enhance IWE in the organisational environment.

On contrary, the moderating effect of IWE on the relationship between supervision and co-workers relationships with task performance was represented by hypothesis c14 and c15. Based on the results of this study, the moderating effect of IWE was not supported at the 0.01 level of significance (β= 0.236, t= 0.903, p= 0.184) and (β= 0.251, t= 0.794, p= 0.214) and (β= 0.241, t= 0.734, p= 0.232) respectively as reported in Table 4.15.

Although the Islamic countries such as Yemen expected that Islamic work values would improve workers performance, the inconsistent link between self-religiosity and the Islamic work values undermined it. Therefore, it has become imperative for the Muslims community and the leaders in the Islamic countries to realize and enhance high level of Islamic work values in the individuals including the employees in the universities environment.

Moreover, clarification of this finding is that IWE can create a valuable difference and moderate the relationship between pay, promotion, supervision and co-workers relationship with task performance, if leaders or organisations will give importance to IWE and they can apply IWE in organisations to encourage employees as IWE influence task performance of employees. This can be derived by the argument grounded on IWE that morally, Muslims should deliver the best level of their jobs even though they are not satisfied with the pay or promotional opportunities and with their immediate leaders or

even with the working environment as long as they have accepted the job and agreed to the perform better on the job.

Eventually, significant direct relationship were not found between the variables in the hypotheses such as, Ha2 and Ha3, therefore, the moderating effect of IWE variable was not discussed for Hc12 and Hc13 based on the recommendation of Hair *et al.* (2010). It was observed by Hair *et al.* (2010) that the test of moderation is not required if there is not direct relationship between independent variable and dependent variable.

5.3.2.2 The Moderating Effect of IWE in the Relationship between Job Satisfaction and Contextual Performance

This section explained the moderating effect of IWE on the relationship between job satisfaction and contextual performance. With regards to the moderating effect of IWE on the relationship between work, pay, promotion, supervision and co-workers, and contextual performance as represented by hypothesis d16, d17, d18, d19 and d20, the outcomes of the current study indicated that IWE did not moderate the indirect relationships (β= -0.308, t= 1.125, p= 0.131), (β= 0.437, t= 1.784, p= 0.038), (β= 0.362, t= 1.060, p= 0.145), (β= 0.003, t= 0.013, p= 0.495) and (β= -0.729, t= 2.009, p= 0.023) respectively as reported in Table 4.16. This means the work, pay, promotion, supervision and co-workers provided by Yemeni public universities are not assisting employees to improve their level of contextual performance, which ultimately will lead to low performance of Yemeni public universities. As it is seen that if employees will be performing ineffectively accordingly organisations can't perform better as well.

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Furthermore, hypothesis Hd16 was not supported. One reasonable justification for this is that the administrative staff might not understand the entire concept of the main target of this study. Moreover, the administrative staff might not understand the connection of Islamic values with the nature of their works. This can affected their responses to the survey of this study.

Finally, significant direct relationship were not found between the variables in the hypotheses such as, Hb7, Hb8, Hb9 and Hb10, therefore, the moderating effect of IWE variable was not tested for Hd17, Hd18, Hd19 and Hd20 based on the recommendation of Hair *et al*. (2010). It was observed by Hair, *et al.* (2010) that the test of moderation is not required if there is not direct relationship between independent variable and dependent variable.

5.3.3 Job Satisfaction and Job Performance

This section highlighted the direct relationship between overall job satisfaction and overall job performance of the public universities in Yemen, as in hypothesis e21. This hypothesis was supported as mentioned in Table 4.17 at the 0.01 level of significance (β= 0.150, t= 3.037, p= 0.001). The finding indicated that job satisfaction is correlated with job performance among that the staff. Mostly, the employees are looking for the guidance from the management to improve performance. This result is in line with Budiyanto and Oetomo (2011); Chughtai (2008); Edwards, Bell, Arthur and Decuir (2008); Foote and Tang (2008); Khan, Afzal and Zia (2010); Murphy, Athanasou and King (2002); Organ and Ryan (1995); Swaminathan and Jawahar (2011); Williams,

Rondeau and Francescutti (2007) who found that job satisfaction positively supports job performance.

The hypothesis He21 was supported as the result indicated that there was a significant and positive relationship between overall job satisfaction and overall job performance of the public universities in Yemen. However, some facets of job satisfaction were not related with the two dimensions (i.e., task and contextual) of job performance. One possible reason is that conjoined facets of job satisfaction would cover any weakness of individual facet of job satisfaction that may have negative effect on performance.

The findings of this study are in line with the previous studies (Edward *et al.,* 2008; Organ & Ryan, 1995) in which some of the facets of job satisfaction are not correlated with both facets of job performance (task and contextual). In contrast with satisfaction and performance relationship, operationalizing satisfaction at the facet level showed different relationships with task and contextual performance in predicted direction for three of the five facets in the case of task performance (i.e., work, supervision and co-workers are significant and pay as well as promotion are non-significant). Whereas only one of the five facets (i.e., work) has shown significant relationship to contextual performance; whereby the other four facets (i.e., pay, promotion, supervision and co-workers) have not shown any significant relationship. Thus, one possible justification of these results can be seen by looking at the social exchange theory (SET) given by Blau (1964) which posits that people strive to balance what they give and receive from social exchanges. Therefore, in order to enhance the job performance "task or contextual" of

staff, public universities in Yemen should review their policies and strategies to overcome the low satisfaction level of staff so they can perform better.

5.3.4 The Islamic Work Ethics and Job Performance

This section examined the direct relationship between IWE and job performance in the public universities in Yemen. The relationship between IWE and job performance as in hypothesis e22, the result reported in Table 4.17 supported this relationship at the 0.01 level of significance (β= 0.249, t= 5.086, p= 0.000). The finding showed that IWE is one of the factors that enhanced job performance in Muslim countries, such as Yemen.

One possible reason is that IWE represents hardworking, commitment to work, dedication to work, originality, effectiveness and effective communications (Yousef, 2001). Additionally, IWE encompasses four key thoughts, specifically: effort, competition, transparency and morally responsible conduct (Ali, 2005) and it is in line with the concept of true guidance style (Avolio & Gardner, 2005; George, 2003; Luthans & Avolio, 2003). They adopt confidence in the workplace, strengthen social contract and inspire leaders to focus on meeting their basic business accountabilities (Ali, 2005). IWE represents the fact that life without work is worthless and that economic activities are a must (Yousef, 2001). Furthermore, the important tenets of IWE are justice and generosity in the work environment (Yousef, 2000); Abbas & Gibbs, 1998).

Therefore, it is anticipated that IWE can play an effective role in taking the satisfaction level high by bringing commitment and dedication to the work. Further, those employees who are more committed to their work, they enjoy their work more, and they are more

likely to reciprocate by exerting more efforts which leads to enhanced performance. However, IWE makes employees bound to follow Islamic principles which can actually improve performance.

In sum, entrenching IWE in the workplaces would instil commitment, dedication and hardworking in the employees and consequently enhance job performance. This highlight the fact that Islam encourages high productivity and bring up the ethics that will enable it.

5.3.5 Moderating Effect of IWE on the Relationship between Job Satisfaction and Job Performance

This section discussed the moderating effect of IWE on the relationship between overall job satisfaction and overall job performance (i.e., the last hypothesis e23). This hypothesis was supported as reported in Table 4.17, at the 0.01 level of significance (β= 0.841, t= 2.536, p= 0.006). Since the finding shows that IWE is significantly moderating the relationship between the job satisfaction and job performance in Yemeni public universities, which means that in Yemen, IWE do actually influence the job performance even if employees are not satisfied with their job. This underscores the fact that IWE is an important factor in enhancing the performance of workers. Also, workers satisfaction can be achieved and improved if IWE can be entrenched in the workplace.

As it is discussed previously that IWE can enhance performance by bringing commitment and dedication to work, even though they may not be satisfied with their work. This is due to the fact that employees are bound to follow Islamic principles which are also known as 'Islamic work principles'. The impact of IWE on the

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employees would influence them to continue to be loyal with their organisation and exert more efforts in discharging their duties which consequently leads to increased performance. Hence, IWE moderates the relationship between job satisfaction and job performance.

Moreover, the finding of hypothesis He21 which indicate positive relationship between job satisfaction and job performance is in line with the finding of hypothesis He23 which indicate positive relationship between job satisfaction and job performance and IWE as moderator. It is worthy to say that hypothesis with moderator is higher in value than hypothesis without moderator as the value of the latter is (β = 0.841) which is higher than the value of former (β = 0.150).

In brief, IWE's role as moderator is to increase the value of relationship between job satisfaction and job performance. Hence, there is the moderating effect of IWE on the relationship between job satisfaction and job performance.

This result is in agreement with the logic of Baron and Kenny (1986) in which they indicated that moderator can increase relationship between job satisfaction and job performance. This study is first of its kind to enhance the relationship between job satisfaction and job performance. This represents the fact that the administrative staff in Yemeni public universities should be enlighten about IWE.

Possible explanation for the moderating effect of IWE in the relationship between job satisfaction and job performance is that, IWE is an important factor for the university staff to improve the overall job performance. When the employees of these organisations

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have a good level of IWE, they will do the job morally to improve the organisation's performance. This finding in hypothesis e23 is supported by evidence from the Holy Quran, that ethics in business are inter-connected with work. The Holy Quran says: "For you in the Messenger of Allah (SWT) is a fine model to follow" (Al-Ahzab 33: 21). Muslims implementing Islamic ethics in their routine lives can be a fine example for other societies to emulate and enlighten themselves.

Moreover, the Holy Quran teaches Muslims to be more faithful towards their work and Muslims should not permit unethical actions like beggary, laziness, time wastage, and participation in unproductive activities (Ali & Ali, 2007; Yousef, 2000). Sharifah Hayaati (2007) describes ethics as an indication of good values in behaviours, actions, thinking and heart. Certainly, one must practice ethics like good manners, behaviour and disciplines in any sphere of human lives, whether it can be or not be seen by others. Moreover, the importance of hard work is stressed in the following verses, "God will reward those who believe in Allah (SWT) and His teachings; and work with honesty and truthfulness (Quran 2: 62, as cited in Ali, 1987), in addition to "Do work that is in your ability, do not make promises that you cannot keep (Quran 6: 135, as cited in Ali, 1987).

Furthermore, honesty and justice are important as stated in the following verses; "It is righteousness - to believe in Allah (SWT) and the Last Day, and the Angels, and the Book, and the Messengers; to spend of your substance, out of love for Him, for your kin, for orphans, for the needy, for the wayfarer, for those who ask, and for the ransom of slaves; to be steadfast in prayer, and practice regular charity; to fulfil the contracts which

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ye have made; and to be firm and patient, in pain (or suffering) and adversity, and throughout all periods of panic" (Quran 2: 177, as cited in Ali, 1987).

The finding regarding the moderating effect of IWE on the relationship between job satisfaction and job performance is significant, and it is in line with Weber's Theory. These findings also show to what extent IWE can determine job performance of universities in Yemen.

From the above discussion on IWE as a moderator in the relationship between job satisfaction and job performance, it is discernible that IWE has to be given more attention. IWE as a variable is not only in line with Weber's Theory, but also constitutes an important part of the wholeness and beauty of Islam. By imbibing and behaving according to its values, the overall job performance of at least within the context of universities' staff in Yemen can be asserted to be much higher and better.

5.4 Contributions of the Study

This study is unique for being among the few studies that examine the effects of job satisfaction on job performance of administrative staff in the context of Yemen's universities. Also, it is the first research that examined the moderating effect of IWE on the relationship between job satisfaction and job performance. In this study, it has been established that job performance of Yemeni Administrative Staff is worrisome. Also, this research was done to fulfil the need to further validate the effect of job satisfaction on employee job performance in a different context as suggested by Edwards *et al.* (2008) using different sampled employees. Hence, it can be emphasized that this study

contributed both theoretically and practically. These are elaborated in the succeeding sub-sections.

5.4.1 Theoretical Contribution

This study contributed to knowledge by emphasizing that job satisfaction impacted employee job performance in the context of Yemen. As underscored by the World Bank Report (2012), Yemen as an underdeveloped country is in need of great deal of performance at her higher education level. Numerous research has indicated positive relationship between performance employee job satisfactions in different contexts. Furthermore, there is inconsistency in the findings of various studies on job satisfaction and job performance since some studies found that job performance correlated positively and significantly with job satisfaction while some other studies either found significant negative relationship between the two variables or insignificant positive relationship between the two variables. This study investigated job satisfaction and job performance relationship in the context of universities in Yemen and found the significant positive relationship between the two variables. Thus, this research extend the scope of literature on satisfaction-performance relationship and validate the findings of the numerous research works that have been conducted on job satisfaction and job performance.

Besides, this study examine the moderating effect of IWE on the relationship between job satisfaction and job performance because of the fact that IWE is an appropriate factor to improve the overall organisational performance of the Muslim Countries such as Yemen. Therefore, this study made a vital contribution to the literature by creating a

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new direction in the research on IWE in relation to satisfaction-performance relationship.

In sum, this research contributed theoretically by validating the findings of existing studies that established satisfaction-performance relationship. Also, the finding of this research creates a new direction in research on IWE in relation to satisfaction-performance relationship by indicating the moderating role of IWE on the overall job satisfaction – job performance relationship.

5.4.2 Practical Contribution

Considering the overall finding of the study, the overall organisational performance and high level productivity can be achieved if organisations can endeavour to improve and sustain employee job satisfaction and employee performance.

The findings of this study have indicated that employees' awareness and implementation of the work ethics based on the Islamic principles would stimulate and enhance performance of such employees. In the same vein, implementation of IWE in the organisations can further strenthen employee job satisfaction and consequently enhance performance and high productivity. This can be achieved because IWE laid emphasis on hard work, commitment and devotion to work and creativity and forbid unethical means of profitability and dealings.

For the above reasons, the findings from this study can help in the development of good management practices and management development programmes that can elicit

employee job performances. As long as employees exist in the organisations, this study's findings will continually be of guidance and help to the management and employees of the organisations. Therefore, the insights contained in this research are useful for the higher education institutes in Yemen as well as in other organisations.

At this juncture, organisations should be advised to entrench IWE since it was developed from the injunctions of the Holy Quran and the traditions of the Noble Prophet Muhammad (Peace Be Upon Him). This will make the employees work with full of devotion. Consequently, it would stimulate progressive attitudinal and behavioural outcomes on the part of the employees and it will encourage them to support the overall organisational strategies.

Finally, this study provides some facts and evidences that will serve as a guide to the Yemen's ministry of higher education with which it can make informed decision that will improve the quality services and standard of higher education in Yemen.

5.5 Limitations

Though this study provided good insights, interpretation of the results obtained and the conclusions drawn accordingly should be taken into consideration in the light of the limitations it encountered. This study had many limitations that were recognized and were explicitly reported in this section. The main restrictions of this study can be addressed through three main categorisations namely: generalizability, causality and methodology. These three categories were further discussed as follows:

5.5.1 Generalizability

Due to some factors in which the researcher had no control, there exists some constraints pertaining to generalisation.

Firstly, the results of this study and consequently the conclusions drawn were based on the data collected from employees of Yemeni public universities based on their perception about job satisfaction factors at one point of time. This study did not consider the continuous changes in the psychological human aspects that could have taken place on employees of Yemeni public universities due to their continuous exposure and growing experience. This was so since the data was based on the cross-sectional approach and no follow up data was collected. Based on that, the conclusions of the study could have been different if the research design is longitudinal rather than cross-sectional.

Secondly, this study only examined the moderating effect of IWE on the relationship between job satisfaction and job performance in the context of Yemen. The findings can be applied to other countries since they have similar Islamic values in their system. However, the findings cannot be applied to non-Islamic countries. The reason is that the countries have not experienced the merits of Islamic values. Hence, they would not be able to appreciate it. Having underscored the virtue of Islamic values via this research, it would be of benefit, if the future research can examine virtues of IWE in non-Islamic context. This will surely divulge the virtues of Islam as a complete way of life.

5.5.2 Causality

The research design employed by the present study is a survey questionnaire research design that used cross-sectional data collected at a particular point of time to test the hypotheses. As it is always the case in the survey research design, the information obtained only shows the degree of association between variables. Therefore, while the causal relationships can be inferred based on the results obtained, they cannot be strictly ascertained.

Additionally, a comprehensive review of job satisfaction dimensions (work, pay, promotion, supervision and co-workers) and moderating factor of IWE revealed that it is best to measure the overall job performance. Also, this study examine the association between overall job satisfaction and overall job performance at one point of time. However, there is possibility that findings of this study may lack the accuracy since the results will be dependent on the time of their surveys. This implies that in order to be able to examine the effect of these factors on the overall job performance, it is strongly advised that future studies can spread the survey over a time span and collect data for more than one time in order to examine this effect.

5.5.3 Methodology

Similar to other research work, this study has innate limitations pertaining to the methodological aspects.

One of the major limitations of this study is that this study used five-point Likert scale in which the respondents measured their degree of agreement towards statements connected with job satisfaction and IWE on the overall job performance. Using such measure may cause the patterned response, (i.e., respondents may tend to answer the questions automatically without paying careful attention to their statements). This happens since different individuals have different interpretation to the numbers used to measure their perceptions. It is also difficult to assume that all the questions have been understood completely and the high quality of the data accordingly.

Moreover, as it is the case in quantitative research design, one of the limitations of this study is that respondents were requested to translate their perception about the statements in the survey questionnaire into numbers using Likert-type scale. However, the answers of the respondents may be influenced by the biased perception of the situation (Macinati, 2008). Since the biasness might be present in the data collected, this study recommends that future research design investigating the effect of job satisfaction and IWE on the overall job performance should consider mixed research design, since quantitative as well as qualitative research design complement each other.

From another methodological perspective, this study employed perceptual measures to measure the job performance of administrative staff in Yemeni public universities. Although this measure has gone through rigorous validity and reliability examination either while it was being developed and protected, pilot study, or prior to testing the hypotheses based on the real data collected, the results of such measures are not completely objective compared to the outcomes of objective measures. Therefore, future

research work could benefit from using both perceptual and objective measures to be able to draw reliable conclusions about the job performance construct in Yemeni public universities.

Finally, another limitation of this study is the lack of accurate data in developing countries like Yemen. This is to say that there are lack of data from the public sources. This limited the researcher's ability to compare his findings with other sources. Moreover, in the context of Yemen, there has been no other study that previously examined the effect of IWE in the relationship of job satisfaction and job performance; thus, the researcher had to proceed without the advantage of having other findings to be benchmarked against or to be used in further explanations.

Hair *et al.* (2010) observed that the originality of the relationship would not exist when the relationship between independent variable and dependent variable is insignificant. Hence, testing for moderation is not needed. As a result, this study did not test for the moderation since no significant direct relationships were found among the variables in the hypotheses such as, Ha2, Ha3, Hb7, Hb8, Hb9 and Hb10.

5.6 Directions for Future Research

Based on the limitations of this study mentioned above, future research directions are enumerated below:

In the first place, it has been discussed in the limitations section that this study employed the survey questionnaire research design to collect the data required for this study.

However, the nature of cross-sectional data collected at one point of time limited the researcher from observing and subsequently examining the dynamic relationship of the effect of job satisfaction factors as well as to evaluate the level of job performance as long-term strategies. Thus, a case study approach could be a better potential choice to study this relationship. The case study approach will enable the researcher to carry out a deeper investigation of the complex relationship between job satisfaction factors and moderation effect of IWE with overall job performance the results could be different and will give more insights into other potential success factors.

Secondly, to further examine the joint effect of factors such as job satisfaction and moderation effect of IWE on employees' performance, a longitudinal research could be conducted. It is suggested that longitudinal approach could explain this complex relationship over a longer period of time. This approach could reveal the development of the variables over time and detect the changes in their relationships through the process.

Thirdly, this study deeply focused on public universities in Yemen listed under the Ministry of Higher Education in Yemen; further research can concentrate on the job performance in each public and private university in order to get the real performance of each university and the level of job satisfaction.

Fourthly, perhaps one of the explanation for the moderating effect of IWE in the relationship between job satisfaction and contextual performance is that, in reality, IWE demonstrates the Islamic values which teaches devotions towards job and since Yemen is an Islamic country, implementation of IWE can really improve the contextual

performance of employees and ultimately the performance of an organisation. Though, Yemeni public universities are paying more attention to pay and co-workers to enhance contextual performance, they need to focus on IWE in the relationship between work environment, promotional opportunities and supervision with contextual performance. Therefore, the future studies should endeavour to examine this variable.

Finally, this study has also opened the door for future research to incorporate the effect of many other variables to further explain the performance. In addition, future studies in Yemen or other Islamic countries may endeavour to validate the same model of this study with few changes in other sectors, such as service sector, industry sector and financial sector. Also, for further investigations, this model can be tested empirically using data collected from other Islamic countries.

5.7 Conclusion

In conclusion, the job satisfaction of employees has become one of the most investigated areas in the field of management in today's competitive environment in order to accomplish high level of performance. This study found that employees are deemed crucial for any organisation to achieve successes; the organisations have to make employees satisfied to grow or even to survive. Measuring the level of job performance will help organisations to seek better performance. This research employed PLS-SEM as a new analysis approach and technique in marketing and management sciences.

The present study's findings highlight the significant effect of overall job satisfaction on the overall job performance in the context of Yemeni public universities. Added to this,

eight proposed hypotheses were supported, where it was proposed the existence of the relationship between the following variables, co-workers and task performance, between supervision and task performance, between work and contextual performance and between work and task performance. Added to the above direct relationships, the moderating impact of IWE is also statistically supported on the relationship between work and task performance, job satisfaction and job performance. As for the rejected hypotheses, there are 15 of them and they include, the proposed hypothesis between co-workers and contextual performance, between pay and contextual performance, between pay and task performance, and the direct relationship between supervision and contextual performance. As for the moderating impact, the rejected hypotheses include, the moderating impact of IWE on the following relationships; between co-workers and task performance, between pay and task performance, between promotion and task performance, between supervision and task performance, between promotion and contextual performance, between supervision and contextual performance, and between work and contextual performance. Also rejected is the moderating impact of IWE on the relationship between co-workers and contextual performance, and lastly, the moderating impact of IWE on the relationship between pay and contextual performance.

Lastly, this research is unique based on its finding that IWE can instill satisfaction in the employee and consequently enhance such employee performance. Hence, it should be reiterated that IWE should be entrenched in the organisations located in the Muslim countries. Both theoretical and managerial implications were drawn, suggestions were made for stakeholders, policy makers, management and future researchers. Certainly, the

findings and suggestions would be useful to stakeholders, policy maker, human resource

professionals, managers and the future researchers.

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