Universiti Utara Malaysia

THE MEDIATING EFFECT OF AFFECTIVE COMMITMENT BETWEEN
ORGANIZATIONAL JUSTICE, JOB CRAFTING, APPRECIATIVE LEADERSHIP
AND WORKPLACE BELONGINGNESS

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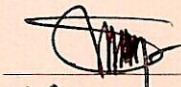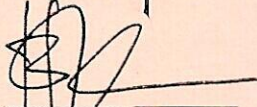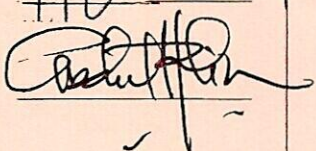*(candidate for the degree of)*

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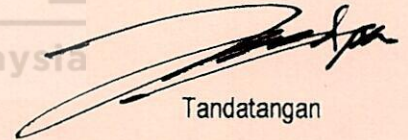|		
Nama Nama Pelajar (Name of Student)	:	**Ghazanfar Ali**
Tajuk Tesis / Disertasi (Title of the Thesis / Dissertation)	:	**THE MEDIATING EFFECT OF AFFECTIVE COMMITMENT BETWEEN ORGANIZATIONAL JUSTICE, JOB CRAFTING, APPRECIATIVE LEADERSHIP AND WORKPLACE BELONGINGNESS**
Program Pengajian (Programme of Study)	:	**Doctor of Philosophy (Human Resource Management)**
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Tandatangan

ABSTRACT

Enterprises globally are facing the issue of work place belongingness whereby, dearth of research exists on how it could be addressed particularly in an emerging private higher education sector in Pakistan. Due to the emerging concept of workplace belongingness, numerous researchers suggest more focus on workplace belongingness in the higher education sector. This study examines the effect of organizational justice, job crafting and appreciative leadership on workplace belongingness. The study also examined the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership and workplace belongingness. The research framework is developed under the norms of belongingness theory. Self-administered questionnaires are distributed to the faculty members in private universities of Punjab and Sindh provinces in Pakistan. A total of 390 questionnaires were used to analyze the data. This study utilizes the partial least squares structural equation modeling (PLS-SEM) to analyze the data. The findings of this study show that the direct effect of appreciative leadership on workplace belongingness is not significant. However, the direct effect of distributional justice on workplace belongingness is significant. Further, the direct effect of interactional justice, procedural justice and job crafting on workplace belongingness is not significant. However, the direct effect of appreciative leadership, distributional, interactional, procedural justice and job crafting on affective commitment is significant. Similarly, the direct effect of affective commitment on workplace belongingness is significant. Further, the mediating effect of affective commitment between appreciative leadership, interactional, procedural justice and job crafting, and workplace belongingness are significant and these are full mediation. The mediating effect of affective commitment between distributional justice and workplace belongingness is not significant. The results show that the mediating effect of affective commitment is significant between organization justice, job crafting and appreciative leadership and workplace belongingness.
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Keywords: workplace belongingness, affective commitment, organization justice, job crafting, appreciative leadership

ABSTRAK

Secara globalnya, banyak perusahaan sedang menghadapi masalah rasa kepunyaan di tempat kerja namun kurang terdapat kajian mengenai cara untuk menanganinya terutama dalam sektor pendidikan tinggi swasta yang sedang muncul di Pakistan. Disebabkan kemunculan konsep rasa kepunyaan di tempat kerja, ramai penyelidik mencadangkan perhatian yang lebih diberikan kepada rasa kepunyaan di tempat kerja dalam sektor pendidikan tinggi. Kajian ini meneliti kesan keadilan organisasi, pengubahsuaian kerja (*job crafting*) dan kepimpinan apresiatif ke atas rasa kepunyaan di tempat kerja. Kajian ini juga menyiasat kesan pengantaraan komitmen afektif di antara keadilan organisasi, pengubahsuaian kerja, kepimpinan apresiatif dan rasa kepunyaan di tempat kerja. Kerangka kerja kajian ini dibangunkan di bawah norma teori kepemilikan. Soal selidik tadbir kendiri diedarkan kepada ahli fakulti di universiti-universiti swasta di wilayah Punjab dan Sidh di Pakistan. Sejumlah 390 soal selidik digunakan untuk menganalisis data. Kajian ini menggunakan Pemodelan Persamaan Berstruktur Kuasa Dua Terkecil Separa (PLS-SEM) untuk menganalisis data. Hasil kajian ini menunjukkan bahawa kesan langsung kepimpinan apresiatif ke atas rasa kepunyaan di tempat kerja adalah tidak signifikan. Namun, kesan langsung keadilan pengagihan ke atas rasa kepunyaan di tempat kerja adalah signifikan. Selain itu, kesan langsung keadilan interaksi, keadilan prosedur dan pengubahsuaian kerja ke atas rasa kepunyaan di tempat kerja adalah tidak signifikan. Walau bagaimanapun, kesan langsung kepimpinan apresiatif, keadilan pengagihan, interaksi, prosedur dan pengubahsuaian kerja ke atas komitmen afektif adalah signifikan. Pada masa yang sama, kesan langsung komitmen afektif ke atas rasa kepunyaan di tempat kerja adalah signifikan. Tambahan pula, kesan pengantaraan komitmen afektif di antara kepimpinan apresiatif, inteaksi, keadilan prosedur dan pengubahsuaian kerja, dan rasa kepunyaan di tempat kerja adalah signifikan dan kesemuanya merupakan pengantara penuh. Kesan pengantaraan komitmen afektif di antara keadilan pengagihan dan rasa kepunyaan di tempat kerja adalah tidak signifikan. Hasil kajian menunjukkan bahawa kesan pengantaraan komitmen afektif adalah signifikan di antara keadilan organisasi, pengubahsuaian kerja dan kepimpinan apresiatif dan rasa kepunyaan di tempat kerja.
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Kata kunci: rasa kepunyaan di tempat kerja, komitmen afektif, keadilan organisasi, pengubahsuaian kerja, kepimpinan apresiatif,

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

Workplace Belongingness : WPB

Organizational Justice : OJ

Distributional Justice DJ

Interactional Justice IJ

Procedural Justice PJ

Job Crafting : JC

Appreciative Leader : AL

Affective Commitment : OJ

Partial Least Square Structural Equation Modeling : PLS-SEM

Average Variance Extracted : AVE

Statistical Package for Social Science : SPSS

Perceived organization support : POS

Organization citizenship behavior : OCB

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The enhancement of workplace belongingness has been the priority for management, especially in the education sector. The primary purpose of this chapter was to highlight the background information and factors related to workplace belongingness. Further, in this chapter problem statement, the research objectives, research questions, significance of the study, and scope of the study were discussed.

1.2 Background of the Study

Globally, companies spend millions in leveraging employee positive behavior so that they can perform the work devotedly and be able to walk an additional mile (Chughtai, 2013). Significantly, corporate growth is only achievable by the development of productive human resources (Fairlie, 2011), which has thus been recognized as the primary prospect of achievement in management and business culture. Notably, human capital seems to be more important for the service market, since employees with positive job behaviors should ensure competitive performance (Kinley & Ben-Hur, 2015).

Competition has also increased in the corporate sector (Rupert & Smith, 2016), thereby having businesses understand and recognize the competitive value of human capital (Hanushek, 2013). In parallel, companies have now recognized the need to move beyond

traditional prospects by concentrating on staff motivation and happiness in the present evolving job conditions to produce encouraging performance (Geldenhuys, Laba & Venter, 2014). Therefore, organizations currently need human resource that have been full of enthusiasm and excited regarding their job assignments, while expressing holistic commitment. Similarly, the global economy needs employees with spark, energy, connectivity, and passion for their work, in simple words; brings up the need for committed work force.

Importantly, recent trends have started focusing on professional psychology because of its impact on individual wellbeing and optimal functioning (Csikszentmihalyi & Seligman, 2000). This psychological resourcefulness is popularly known as workplace belongingness (Arslan, 2020; Somoray, Shakespeare- Finch, & Armstrong, 2017). The workplace belongingness enhances psychological well-being such as satisfaction (Borrott, et al 2016; Josling, 2015) and engagement (Chan, 2016). workplace belongingness also reduces psychological stress such as emotional burnout, depersonalization, lack of self-fulfillment, psychological demand (Coissard, Ndao, Gilibert, & Banovic, 2017), psychological distress (Shakespeare-Finch & Daley, 2017) and also reduces turnover (Jeswani et al., 2012).

Moreover, there are numerous factors that have been causing low workplace belongingness in Pakistan. According to the report of Higher Education Commission (2015), poor staff recruiting, low retention rate and experienced employees have been leaving for better opportunities, the deficiency in leadership, the key fights with the chancellors or vice chancellors have been happened in higher education institutes. These are the elements of low workplace belongingness (O'reilly, & Robinson, 2009; Yang, Zheng, Liu, Lu, & Schaubroeck, 2020).

Moreover, lack of justice in organizations causes low workplace belongingness (Kyei-Poku, 2014; Baumeister & Leary, 1995), Similarly, top management forcibly intend to change employee attitudes and performance, this leads to low workplace belongingness (Baumeister & Leary, 1995; Mohamed, Newton, & McKenna, 2014; Yang, Zheng, Liu, Lu, & Schaubroeck, 2020). Accordingly, this low workplace belongingness could also be attributed to the absence of academic and professionals' interest that develops general employee behaviors and outcomes (Jena & Pradhan, 2018).

Talking about Pakistan whereby, education in service sector has a significant role in one's life because it increases job opportunities and also has a pivotal role in economic development which brings prosperity (Mitchell & Sutherland, 2020). The scholars proposed two ways where only education impacts the growth of a nation (Rainie & Anderson, 2017). Firstly, it improves the collective's capacity to execute the task more rapidly. Secondly, education promotes a product and transfers technical information. Quality education also contributes to greater employment, as well as being a critical prerequisite for a nation's long-term economic development (Jamel, Ltaifa, Elnagar, Derbali, & Lamouchi, 2020). Hence, education is the major determinant of earnings, employment, and economic growth.

To make the education system strengthen it is essential to highlight and upgrade the quality of education. Since, poor quality of education makes a weak foundation and deteriorates nations that are built upon it (Iqbal & Hashmi, 2015). Moreover, a good quality of education is highly dependent on faculty members' attachment and workplace belongingness (Quinn, 2005). As an educational institution may not endure and well perform without creating belongingness among teachers (Edwards, 2015). Therefore,

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universities are more reliant on the faculty members who have high workplace belongingness in comparison to the other institutions and sectors.

Universities follow the guideline of the Higher Education Commission (HEC) in facilitating to perform the faculty members' role well. The role of HEC is to govern all institutes of higher education, which is recognized as a degree-awarding institute (DAI) to the colleges and to those, which are affiliated with Pakistani universities. Further, the role of HEC regarding faculty members is to improve higher education universities' productivity and efficacy by reviewing and assessing their results, to create and attract more highly trained academic staff in the community by giving the jobs with good opportunities (Riaz, Jabeen, Salman, Ansari, & Moazzam, 2017).

In Pakistan, there are numerous public and private universities. According to Pakistan Education Statistics (PES), there are a total of 185 universities, among them 77 private and 108 public universities that have been providing their services (Education, 2018). Further, out of 77, there are 57 private universities in both Punjab and Sindh provinces (Education, 2018). Further, numerous progress has been made in private universities such as introducing the different programs of master and Ph.D. levels. This sector is important to reduce the burden of public universities facilitating many students to enroll them (Naseem, Nawaz, Khan, Khan, & Khan, 2013).

Private universities are independent entities in Pakistan that have lately experienced some challenges (Zulfqar & Valcke, 2014), such as extreme control retained in the possession of vice-chancellors and registrars (Fatima, Bilal, & Imran, 2019; Sial, et al, 2011). In addition, physical and psychological services are inaccessible (Yusoff & Khan, 2013), there is a shortage of supervisory assistance as management has weak cooperation with academic

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personnel (Danish & Usman, 2010; Fatima, Bilal, & Imran, 2019) and a feeling of low control in terms of less work redesign (Khan, Khan, & Imran, 2018; Yusoff, Khan, & Azam, 2013). These factors cause a low workplace belongingness (Thau, Aquino, & Poortvliet, 2007) and enhance turnover intention (Jeswani, Dave, & Shankaracharya, 2012). Thus, one can comprehend with the employees` poor behaviors and outcomes in the Pakistani private higher institutes due to the lack of workplace belongingness.

1.3 Problem Statement

Based on the concerns highlighted in the preceding section, there is a need to know the issue of workplace belongingness and how an empirical decision could be forwarded in this view. The belongingness in previous studies is used to enhance psychological well-being such as satisfaction (Borrott, et al., 2016; Josling, 2015; Skaalvik & Skaalvik, 2011) and engagement (Chan, 2016). Some studies have used belongingness to reduce psychological stress such as emotional burnout, depersonalization, lack of self-fulfillment, psychological demand (Coissard, Ndao, Gilibert, & Banovic, 2017), psychological distress (Shakespeare-Finch & Daley, 2017) and also to reduce turnover (Jeswani et al., 2012).

Alarmingly, in Pakistan low workplace belongingness have been prevailing and causing destruction in higher education institutes, low workplace belongingness has been prevailing in terms of disrespect and rejection from the group members as well as top management (Fatima, Bilal, & Imran, 2019). Since, disrespect and rejection are the factors of low workplace belongingness (Jena & Pradhan, 2018). According to the report of Higher Education Commission (2015) "Overall assessment of the higher education sector" 57% of

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the faculty members feel that the management keeps them away from decision making. 45% feel that they are being insulted and humiliated by the top management shown in Figure 1.1.

Figure 1.1
Overall Assessment of the Higher Education Sector
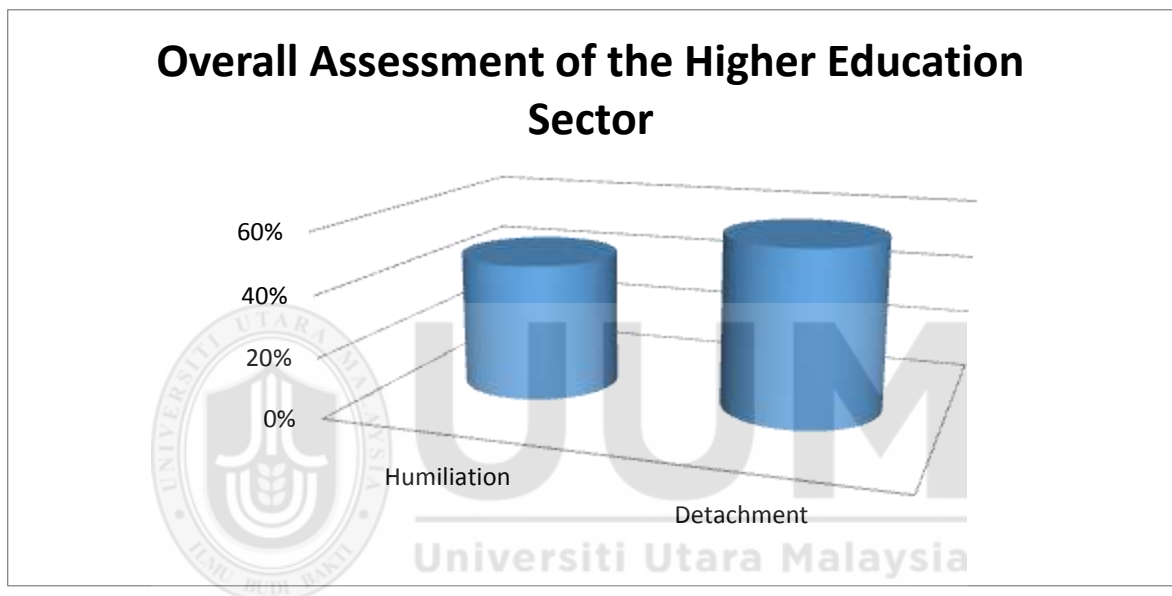
In some previous studies workplace belongingness used as an independent variable for example a study of Cockshaw, Shochet, and Obst (2013) This showed that general belongingness and particular belongingness at the workplace tend to be highly stabilizer to psychiatric disorders. These findings also affirm the hypothesis of belongingness with socio-meter theory and the consequences for avoiding and managing depression. The workplace belongingness reduced mental stress and enhanced the level of resilience. Likewise, The study of Mohamed, Newton, and McKenna (2014) conducted to examine the factor of workplace belongingness in Malaysia. The researchers found that acceptance, 'fitting in', respect, and group harmony are the predictors of workplace belongingness. The

study of Javed, & Ishakb,.(2019) examined the direct effect of shortage of resources, workplace belongingness as well as Machiavellianism on the view of organizational politics. The findings showed that shortage of resources have a positive effect on the understanding of organizational politics. Workplace belongingness was shown to adversely impact the understanding of organizational politics. It was also discovered that Machiavellianism affected political behavior at work. Ozsungur (2020) explored the mediating effect of exploitative innovation by exposing the consequences of workplace belongingness and its consequences on exploratory innovation. The study findings revealed the positive and important impact of workplace belongingness.

Similarly, Cockshaw's (2014) explored the associations between general and workplace belongingness and their influence on depressive symptoms. The two ways of workplace belongingness were obviously both socially cohesive and psychometrically different. Each has contributed exclusive variance in the assessment of depressive symptoms. The total variance has explained forty-five percent. Workplace belongingness in this group was prevailed. Another research by Somoray, Shakespeare-Finch, and Armstrong, (2017) explored the function of personality and workplace belongingness in mental health staff in assessing compassion satisfaction, secondary traumatic stress, as well as burnout. The study found that high levels of social stability, extraversion, compatibility, awareness, and working relationships are important factors that foster the career success of mental health workers' lives. In particular, workplace belongingness was the best assessment of compassion satisfaction and low burnout rate, whereas neuroticism was the main determinant of secondary traumatic stress.

There were also numerous previous studies where workplace belongingness was used as mediating variable such as the study of Singh, (2020) examined that whether the mediation of workplace belongingness between the transformational leadership, employee well-being and OCB. The study showed that the mediation of workplace belongingness between the transformational leadership, employee well-being and OCB is significant. The study of Haldorai, Kim., Phetvaroon, and Li, (2020) examined that how workplace ostracism effects employee engagement and the mediating effect of workplace belongingness and moderating effect of intrinsic work motivation. Moreover, the study found that workplace ostracism negatively affected employee engagement and workplace belongingness mediated this association. Workplace ostracism has negative effect on employee engagement through the mediating effect of workplace belongingness.

There were also few previous studies where belongingness was used as dependent variable such as the study of Ali, and Jaaffar, (2020) examined the direct effect of appreciative leadership, organization justice, job crafting on workplace belongingness The findings shown that the effect of appreciative leadership, organization justice, job crafting on workplace belongingness is significant. The study of St-Amand, Girard, and Smith, (2017) reviewed the literature on school belongingness with the focuses on its defining characteristics and the main determinants, to assessment the measurement tool of school belongingness, and to recognize a variety of strategies that might enhance school belongingness. Another study of Jones, (2017) investigated that students with high levels of belongingness with its antecedents would give a high quality of life and low levels of mental symptoms.

From the previous literatures, the researchers did not use organizational factors like organization justice, appreciative leadership, and personal factors such as job crafting to predict workplace belongingness. These previous studies highlighted the gap that exists in using workplace belongingness as a dependent variable and research is still lacking in examining those factors such as organizational justice, job crafting, and appreciative leadership in predicting workplace belongingness.

Workplace used with other constructs to build friendly work culture (Jena & Pradhan, 2018). The researchers strongly believed that more study should conduct on the workplace belongingness with organizational factors such as organization justice that may enhance the workplace belongingness (Jena & Pradhan, 2018). Therefore, the researcher encourages to further examine the role of OJ in enhancing workplace belongingness (Kyei-Poku, 2014).

The workplace belongingness could be mounted through organization justice (De Cremer & Alberts, 2004). Justice increases the belongingness level (Karim & Rehman, 2012, Ali,& Jaaffar, 2020). From the perspective of belongingness theory, justice support to enhance the workplace belongingness (Baumeister & Leary, 1995). Thus, that was the first objective to conduct a study.

Vui-Yee and Yen-Hwa (2019) recommended that further research is needed to examine the effect of job characteristics on the workplace belongingness**.** Further, belongingness theory suggested that the paucity of information is a distal outcome of job characteristics and belongingness (Nifadkar & Bauer, 2016). The researchers believed that future studies should assess the role of resources with belongingness (Nifadkar & Bauer, 2016). In this regard, job crafting may play the role in terms of gathering information and resources to meet the organizational objectives and enhance workplace belongingness. Further,

(Piekkari, 2015) suggested that studies are required to empirically measure the association between job crafting and employee well-being such as workplace belongingness.

Likewise, job crafting as a resource plays a key role in educational institutes for faculty members (Khan et al., 2018; Yusoff et al., 2013). It enhances workplace belongingness (Van Wingerden, Bakker, & Derks, 2017). According to belongingness theory job crafting develops the workplace belongingness (Baumeister & Leary, 1995; Berg, Grant, & Johnson, 2010). This was the second objective to conduct a study.

Moreover, Kyei-Poku (2014) stated that in future scholars should examine other factors such as supervisor or leader's behaviors that would be significant in endorsing belongingness at the workplace. Additionally, the study is required to examine the role of leaders in boosting workplace belongingness in various cultural contexts (Randel, et al, 2018). Moreover, Randel, et al, (2018) and Waller, (2020) recommended that future research should examine the factors that will enhance the positive belongingness behaviors among members.

Similarly, at the suggestion of previous studies, the leader's behavior or the role of a leader in enhancing the workplace belongingness should be investigated in the future. Further, the role of appreciative leadership is missing with the workplace belongingness. Appreciative management plays a key role in educational institutes for management (Mabaso & Dlamini, 2018). It enhances workplace belongingness (Daugherty, 2015). From the perspective of belongingness theory, the sense of appreciation may increase the workplace belongingness (Baumeister & Leary, 1995). That was the third objective to conduct a study.

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Further, the belongingness theory provides a framework that explains the effect of affective commitment on workplace belongingness in the current study. According to belongingness theory, when the affective commitment exist, workplace belongingness would be high (Baumeister & Leary, 1995). Further, affective commitment positively enhances workplace belongingness (Cockshaw & Shochet, 2010). Moreover, the study of Ali, and Jaaffar, (2020) suggested that affective commitment would be an effective mediator between organizational resources, job design and workplace belongingness.

From the perspective of belongingness theory, justice plays a major role in prevailing the workplace belongingness through affective commitment (Baumeister & Leary, 1995). Thus, the mediating effect of affective commitment between organizational justice and workplace belongingness was the fourth objective to conduct a study. Further, to practice a workplace belongingness, the employee needs appreciation from supervisor to increase affective commitment (Baumeister & Leary, 1995). Thus, in the present study, the mediating effect of affective commitment between appreciative leadership and workplace belongingness was the fifth objective to conduct a study. Similarly, when employees craft their relation to form it more meaningful and valuable by using the cognitive process that would develop belongingness through affective commitment (Dash & Vohra, 2019). Thus, in the current study, the mediating effect of affective commitment between job crafting and workplace belongingness was the sixth objective to conduct a study.

In sum, the current study has addressed the theoretical gaps in the knowledge body of workplace belongingness through extending the direct effect of the organizational justice, job crafting and appreciative leadership on workplace belongingness. Accordingly, the research also empirically tested the mediating effect of affective commitment on the

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proposed predictors with workplace belongingness. Thus, the current study examines the effect of organizational justice; job crafting, appreciative leadership on workplace belongingness through the mediating effect of affective commitment. So, it is estimated that the current study emphasizes the perception of workplace belongingness among faculty members.

1.4 Research Questions

On the grounds of problem stated above, the current study attempted to answer the following questions:

1.4.1 Does organizational justice affect workplace belongingness?

1.4.2 Does job crafting affect workplace belongingness?

1.4.3 Does appreciative leadership affect workplace belongingness?

1.4.4 Does affective commitment mediate the relationship between organizational justice and workplace belongingness?

1.4.5 Does affective commitment mediate the relationship job crafting and workplace belongingness?

1.4.6 Does affective commitment mediate the relationship between appreciative leadership and workplace belongingness?

1.5 Research Objectives

Keeping these arguments in view, the present study was aimed to achieve the following objectives:

1.5.1 To examine the effect of organizational justice workplace belongingness

1.5.2 To examine the effect of job crafting on workplace belongingness

1.5.3 To examine the effect of appreciative leadership on workplace belongingness

1.5.4 To examine the mediating effect of affective commitment between the relationship of organizational justice and workplace belongingness

1.5.5 To examine the mediating effect of affective commitment between the relationship of job crafting and workplace belongingness

1.5.6 To examine the mediating effect of affective commitment between the relationship of appreciative leadership and workplace belongingness

1.6 Significance of the Study

The current study examines the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness. The key contribution of the study is to combine the belongingness theory to describe the effect of affective commitment on workplace belongingness. This study also contributes to the effect of organizational justice, job crafting, and appreciative leadership on workplace belongingness. These constructs have not been given sufficient attention by previous

researchers and thus it might provide more perspectives on the constructs which can affect workplace belongingness.

Further, this study also measures the mediating effect of affective commitment. This might add additional knowledge to the current literature of workplace belongingness. The blend of this study constructs is reliable to belongingness theory as a framework to understand faculty's workplace belongingness in the context of Pakistani private universities. As far as the practical contribution is concerned; the findings of the current study may facilitate the strategy makers, education bureaucrats, department chairperson, and the private university administration to take effective measures by planning to enhance positive faculty members' perception of the workplace belongingness.

Thus, the current study would be used as a tactical tool to enhance positive faculty members 'perception of workplace belongingness. Furthermore, to enhance the broad view of researchers' the current study is projected to stimulate their interest and may increase the opportunities for future research insights.

1.7 Scope of the Study

The purpose of the study was to examine the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership and workplace belongingness. The scope of this study will be limited to private universities and not for any other organizations like government universities, technical colleges, as well as medical colleges that are part of the higher educational institutions. This study will not examine any other organization such as Technology College, government universities, and medical

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colleges, which have been the part of the higher educational institutions as well as anticipated to have more focus on employees' workplace belongingness.

Moreover, since majority of private universities are situated in Punjab and Sindh 31 and 26 respectively. This study used the faculty members of private universities as a population for many reasons. In private universities, faculty members have more rejection level (low workplace belongingness) rather than faculty members of public universities (Nawaz, 2016). The total population is 6279 faculty members. The sample size was 550. This study only focused on those employees working permanently in both Punjab and Sindh. The main reason was that 56 % of the total population covers Punjab and 23% of the total population covers Sindh. Further, Punjab and Sindh have the highest literacy rate, which is 57% and 49% respectively. Moreover, army has been patrolling in Khyber Pakhtunkhwa and Baluchistan province to curb the terrorism attack. So, it is not easy to visit in these provinces. Furthermore, it was practically difficult to cover all the factors of the population in the survey research (Cooper, Schindler, & Sun, 2006). Moreover, Sekaran (2003) noted that it is not possible to cover all the elements in a study if they are geographically disbursed as costs and times are associated with this process. The study used proportionate strata sampling and convenient sampling technique used to collect the data. For the data analysis, PLS (SEM) applied to measure the relationships.

1.8 Definition of Key Terms

Definitions of key terms are given in Table 1.2 below.

Table 1.1
Definitions of Key Terms

Sr#	Key Terms	Definitions
1	Workplace Belongingness	Workplace belongingness means at what level the individual perceives personally accepted, respected, attached, and assisted by others at the workplace (Jena & Pradhan, 2018).
2	Organization Justice	Organizational justice relates to how workers assess if they have earned equal care in their employment (Niehoff & Moorman, 1993).
3	Distributional Justice	Employees' expectations of the general balance among the broad variety of investments made and the incentives earned at work (Niehoff & Moorman, 1993)
4	Procedural Justice	Procedural justice means the process by which outcomes like promotions, rewards and budgetary allocations are form (Niehoff & Moorman, 1993)
5	Interactional Justice	Interactional justice means respectful behavior; informational justice means fair decisions, adequacy and honesty. These two dimensions are highly interconnected (Niehoff & Moorman, 1993).
6	Affective Commitment	Employee's sentimental attachment, sense of belongingness, as well as the involvement in the organization (Meyer & Allen, 1984).
7	Job Crafting	Job crafting is the mechanism by which workers individually redefine and reimaging their work designs (Wrzesniewski & Dutton, 2001).
8	Faculty Member	An individual who delivers lectures particularly as a profession in a higher education university (Su & Wood 2012).
9	Appreciative Leadership	Stocker, Jacobshagen, Semmer, and Annen (2010) defined Leadership clearly and implicitly recognizes and honors your contributions, acknowledges your actions, apprises your support, and gives unique assignments when you do for a successful job.

1.9 Organization of the Thesis

In the first chapter, the background and problem statement of the study including research

gaps, research objectives aligned with research questions, problem statement, and

significance of the study are discussed. Further, the scope of the study and key terms has also been presented. Chapter Two is the literature review for the key variables in the study along with the underpinning theory of belongingness and work adjustment theory. Chapter Three describes the methodology for the research.

Chapter 4 explains the statistical investigation of the collected data that includes data preparation, examination, and screening. Then, it includes the analysis of measurement and structural model which are evaluated by PLS-SEM through Smart PLS 2.0 software packages. Accordingly, the hypotheses of the structural model have been investigated and reported. Finally, chapter 5 explains the findings of the study depend on the research questions, objectives, and the hypothesis of the study. This chapter also discusses the theoretical and practical consequences of the findings of the study. It also describes the limitations and suggestions for future research potential. This chapter ends with the conclusions of this study.
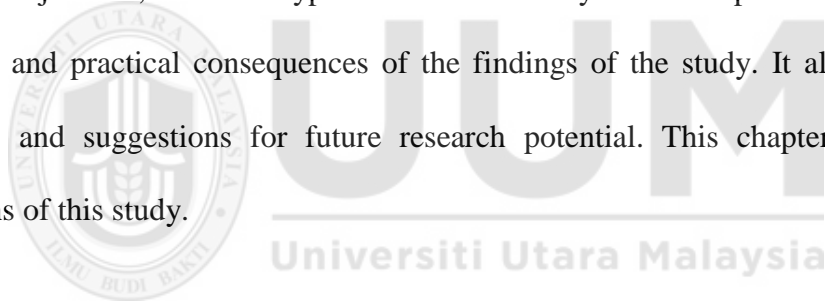
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the literature review, the researcher discussed to justify the research problems, which were addressed in the first chapter. The purpose of this study was to examine the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness. The first segment of this chapter discussed the concepts of workplace belongingness, organizational justice, job crafting, and appreciative leadership. The second segment highlighted the underpinning theory, belongingness theory to support and explain the research framework. After that, hypothesis development was discussed.

2.2 Concept of Workplace Belongingness

Social psychologist argued that a profound desire to belong and sustain or maintain healthy and productive social network that influence individuals' behavior. Baumeister and Leary (1995, p. 522) explained that "A strong desire to shape and sustain personal attachments as well as a strong feeling of belonging". Likewise, Hagerty et al. (1992, p. 173) defined that belongingness as "an experience of individual involvement in an environment or system that makes people feel like they are a vital part of it". While the researches proposed many concept or meanings of belongingness, the general theme of belongingness is the perceived

appraisal of social meaning in the view of others. Further Hagerty and Patusky (1995) found two basic features about belongingness: "When it comes to other individuals, communities, things, organizations, cultures, or spiritual aspects, the individual feels loved, desired, or necessary" (p. 174). Possibly, this simply illustrates why people enjoy collaborating in groups rather than working individually, why they support others, and withdraw from actions that might threaten their colleagues' interests (Hollinger & Clark, 1982).

The objective of the present studies is to fix two crucial gaps in the field of belongingness. In a general sense, previous studies have primarily examined sense of belongingness, although there is a notable shortage of studies that have explored belongingness in particular situations like setting of the workplace (Jena & Pradhan 2018).

Malone et al. (2012) discussed the reality that several times the belongingness examined through belongingness needs from the desires of the family members, colleagues and school friends for belongingness and specifically avoided addressing the workplace belongingness in a particular setting. Latest studies addressed that a general belongingness is not sufficient to catch workplace belongingness in multiple fields (Cockshaw et al. (2013) discussed that the general feelings of belongingness is psychometrically distinguished from workplace belongingness. The same was stated in other observational research by Cockshaw et al. (2014). Cockshaw et al. (2014) discussed that the workplace and general belongingness as two main and different structures, and encouraged future researchers to explore other potential contexts of belongingness. They further argued that it was appropriate to separate certain characteristics of belongingness.

Workplace belongingness (WPB) stems from the employee's comparison of healthy environment at the workplace with their goals and expectations (Leary et al., 2013). Another definition of workplace belongingness is to have good relationship at workplace, shared characteristics and perceived values (Waller, 2020). Many scholars considered workplace belongingness as organizational structure. Cockshaw et al. (2013) observed that belongingness exists in an organizational system where interpersonal ideals align with organizational ideology, where justice and ethical standards are embraced, career growth and equal control of human capital are placed, and the environment in the workplace supports the individual with rewards and positive value. In addition, the concept of unity, emotional energy and positivity linked to the workplace to which the human devotes the maximum of his life for the WPB Cockshaw et al., 2014).

Another definition of WPB is at what level people feel personally recognized, included, valued, and supported by others at the workplace (Cockshaw & Shochet, 2010). Similar definition from Jena and Pradhan (2018) defined the workplace belongingness means at what level the individual perceives personally accepted, respected, attached, and assisted by others at the workplace.

The emergence of belongingness is probable with the person's perception of the workplace, personnel, and organizational aspects, Thus, Ozsungur, (2020) argued that to improve the workplace belongingness, the presence of three essential factors is absolutely essential: 1) workplace-related factors (organizational environment, interpersonal relationships) 2) employee-related factors (emotions, psychology, motivations, aspirations, intentions, attitudes) 3) similarity between employees and organization (principles, recognition, mission, we-feeling, wants). So, the role of workplace belongingness has been widened in

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any organization. There were numerous previous studies where workplace belongingness was used as independent variable.

WPB used as an independent variable for example a study of Cockshaw, Shochet, and Obst (2013) showed that general belongingness and particular belongingness at the workplace tend to be highly stabilizer to psychiatric disorders. These findings also affirmed the hypothesis of belongingness with socio-meter theory and the consequences for avoiding and managing depression. The workplace belongingness reduced mental stress and enhanced the level of resilience.

Likewise, the study of Mohamed, Newton, and McKenna (2014) examined the factors of workplace belongingness in Malaysia. The researchers found that acceptance, 'fitting in', respect, and group harmony are the predictors of workplace belongingness. The study of Javed, and Ishakb, (2019) examined the direct effect of shortage of resources, workplace belongingness as well as Machiavellianism on the view of organizational politics. The findings showed that shortage of resources have a positive effect on the understanding of organizational politics. Workplace belongingness was shown to adversely impact the understanding of organizational politics. Moreover, Machiavellianism affected political behavior at work.

Ozsungur (2020) explored the mediating effect of exploitative innovation by exposing the consequences of WPB and its consequences on exploratory innovation. The study findings revealed the positive impact of workplace belongingness.

Similarly, .Cockshaw's (2014) explored the associations between general and workplace belongingness and their influence on depressive symptoms. The two ways of workplace

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belongingness were obviously both socially cohesive and psychometrically different. Each has affected on the assessment of depressive symptoms. Both factors, general and workplace belongingness reduced the negative effect of depressive symptoms.

Another research by Somoray, Shakespeare-Finch, and Armstrong, (2017) examined the function of personality and WPB in mental health staff in assessing compassion satisfaction, secondary traumatic stress, as well as burnout. The study found that high levels of social stability, extraversion, compatibility, awareness, and working relationships are important factors that foster the career success of mental health workers' lives. In particular, workplace belongingness was the best assessment of compassion satisfaction and low burnout level, whereas neuroticism was the main determinant of secondary traumatic stress.

There were also numerous previous studies where workplace belongingness was used as mediating variable such as the study of Singh, (2020) examined the mediation of workplace belongingness between the transformational leadership, employee well-being and OCB. The study showed that the mediation of workplace belongingness between the transformational leadership, employee well-being and OCB is significant.

The study of Haldorai, Kim., Phetvaroon, and Li, (2020) examined the effect of workplace ostracism on employee engagement and the mediating effect of workplace belongingness and moderating effect of intrinsic work motivation. The study found that workplace ostracism negatively affected employee engagement and workplace belongingness mediated this association. Workplace ostracism has negative effect on employee engagement through the mediating effect of workplace belongingness.

There were also few previous studies where belongingness was used as dependent variable such as the study of Ali and Jaaffar, (2020) examined the direct effect of appreciative leadership, organization justice, job crafting on workplace belongingness The findings shown that the effect of appreciative leadership, organization justice, job crafting on workplace belongingness is significant. The study of St-Amand, Girard, and Smith, (2017) reviewed the literature on school belongingness with the focuses on its defining characteristics and the main determinants, to assessment the measurement tool of school belongingness, and to recognize a variety of strategies that might enhance school belongingness. Another study of Jones, (2017) investigated that students with high level of belongingness with its antecedents would give a high quality of life and low levels of mental symptoms.

Thus, in the previous literature, the organizational justice, job crafting and appreciative leadership are not examined with workplace belongingness. Since these factors are very important to boost the workplace belongingness and should use to enhance the workplace belongingness in future study (Jena & Pradhan, 2018). So, the main objective of the current study is to examine the effect of organizational justice, job crafting, and appreciative leadership to enhance workplace belongingness through the affective commitment of the academic staff in the private higher education institutes of Pakistan education institutes of Pakistan.

2.3 Concept of Organizational Justice

Organizational justice (OJ) is the significant element of management research (Elamin, 2012). This term was first used in 1987 by Jerald Greenberg to define different concepts in research literature such as social sciences, organizational psychology and its behavior (Greenberg, 2011). Generally, Aryee, Budhwar, and Chen (2002) discussed that OJ is largely known as "how persons or groups interpret the justice care they got from an institution, and how their conduct is influenced by those perceptions" (p. 269). Similarly, OJ leads to the individual employee's view of justice within the organization (Asadullah, Akram, Imran, & Arain, 2017). These definitions represent OJ as a perception of fairness in the employees' minds. This response includes the determination of people when their care is deemed fair or unjust by the employers (Sjahruddin & Sudiro, 2013). Another definition of the organizational justice represents rational, ethical, and equitable interaction of employees with their employers, (Malik & Singh, 2014). This definition of organizational justice has the relational aspects of the employees and it is derived from the social justice theories of Adams (1963), equity theory, and Homans (1961), theory of distributive justice.

Importantly, organizational justice was earlier derived from the theory developed by Adams in 1965 through which 'equity theory' was introduced. Research on organizational justice has also investigated this issue using the social exchange theory where people expect that they will get adequate compensation or return in the form of fair remuneration from the organization for rendering their service (Tyler, 1994).

Elovainio et al (2013) discussed in their study and claimed that organization justice, which emphasizes the belief that the person is valued to his organization, has mainly two factors. First, what an individual thinks of the organization as equal. Secondly, what is the result of this perception? Throughout this context, a mixture of standards and laws about the concepts of decision-making (procedural justice) and practices (interactional justice), commonly regarded as fair or unjust, has been showing for long to comprehend organizational justice. Additionally, Elovainio et al., (2013) stated that organizational understanding regarding fairness applies to equal laws and societal standards for resource and profit-sharing. It often includes the organizational process of interpersonal and distribution profit.

Consequently, research on organizational justice covers many organizational issues. However, the basic concept of organizational justice is its benefits for workers' satisfaction and the function of organizational effectiveness (Ince & Gül, 2011). Several studies indicated that fairness is a crucial dimension that affects employees' reactions, including the reactions within organizations (Chiaburu, Peng, Oh, Banks, & Lomeli, 2013; Masterson, Lewis, Goldman, & Taylor, 2000). This includes some scholarly arguments that if employees observe managerial behaviors and organizational decisions are unfair, they would be disengaging themselves from work (Biswas, Varma, & Ramaswami, 2013). However, it is supposed that the organization itself is considered as an important factor that may determine the individual's insight of organizational justice. So, the absence of organizational justice is seen as a source of the problem to the organization.

Additionally, organizational justice developed the association with social exchange theory that depicts the social life of employees in terms of better relations among two or more

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employees or groups (Aryee, Walumbwa, Mondejar, & Chu, 2015). Such interactions make the mutual usage of exchanged resources. Consequently, if one group does not or could not perform well then other groups come to rescue to repay for the deeds of that group (Cropanzano, Anthony, Daniels, & Hall, 2017). In the job-related associations, give and take perception such as employees give their best especially for the sake of earnings, in return they would receive much on their input. Workforces undertake organizational justice to use as a tool that defines the positivity of exchanging associations with the firms (Swalhi, Zgoulli, & Hofaidhllaoui, 2017), Once employees become certain that they are treating unbiased and fairly than their sense of being responsible and commitment towards the work increase which enhances their level of performance (Ghosh, Sekiguchi, & Gurunathan, 2017).

Several scholars such as Colquitt, Conlon, Wesson, Porter, and Ng (2001); Greenberg (1990) and Moorman (1991) identified three dimensions of organization justice (OJ). Those are distributive justice that relates to the mechanism by which benefits like financial incentives and prospects for promotion are provided. Procedural fairness relates to the concept of fairness that is correlated with the selection process. The last aspect mentioned here is interactional justice that relates to the fairness of the procedures.

2.3.1 Distributive Justice

Distributive justice (DJ) is the early concept to investigate the justice issues. This was claimed as the most influential kind of justice (Leventhal, 1980). Distributive justice concentrates on the outcomes obtained from the effects, such as quality of employment,

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performance, commitment, and so forth are evaluated of their outcomes with others (Colquitt, Scott, Judge, & Shaw, 2006). Another definition is employees' expectations of the general balance among the broad variety of investments built and the incentives earned at work (Niehoff & Moorman, 1993).

In addition, distributive justice was often used as a sign of the employee's concern about the distribution of assets and outcomes (Cropanzano & Folger 1989; Greenberg 1990). Importantly, the psychological bond of workers can be violated through disparity in their performances.

2.3.2 Procedural Justice

Procedural justice (PJ) is perceived in the processes of an organization and in the manner of carrying out such procedures (Bies, 1987; Tyler & Bies, 1990). Moreover, it's implemented based on the interaction between the employees and the employers. This is often referred to the assessment of the decision-making method (Cropanzano, Prehar & Chen, 2002). The origin of the understanding of the justice of workers lies in their opinion of the fairness of the company in terms of human capital, management strategy, and procedure (Kuvaas, 2008). Procedural justice means the process by which outcomes like promotions, rewards and budgetary allocations are form (Niehoff & Moorman, 1993).

2.3.3 Interactional Justice

Interactional justice (IJ) is one of the organizational justice dimensions that is known to be valuable as an employees' relational facilitative behaviors and performance (Treadway, Witt, Stoner, Perry, & Shaughnessy, 2013). The term interactional justice was conceptualized by Bies (1986) as to how fairness is supposed regarding relational communication that associates with the organizational procedures, while it includes an assessment of the relational treatment for work allocation. The focus of this type of justice is at what level the behavior of the top management enacted the formal procedures fairly. Interactional justice means respectful behavior; informational justice means fair decisions, adequacy and honesty. These two dimensions are highly interconnected (Niehoff & Moorman, 1993).

Researchers have detached interactional justice from its two sub-dimensions, interpersonal justice as well as informational justice (Colquitt, 2008). For instance, interpersonal justice is about the respect and dignity that an individual obtains from others. This form of justice is also connected with the fairness supposed by persons, treated by the management in terms of the implementation of procedures (Myhill & Bradford, 2013).

2.3.4 Previous Studies of Organizational Justice

Organizational justice meaningfully influences the employees' behavior and provokes a positive attitude in terms of satisfaction, commitment, OCB, and creativity in the job and improved performance levels. Furthermore, employees are motivated to perform extra and challenging tasks when they feel that they would be treated fairly (Köse, 2014).

Organizational justice with its dimensions used as independent variable to enhance engagement, the study of Ghosh, Rai, and Sinha (2014) investigated organizational justice is associated with employee engagement. Findings displayed that distributive, procedural and interactional justice relates with each other and have positive effect on employee engagement.

Organizational justice with its dimensions used as independent variable to enhance affective commitment and other employee's well being constructs such as the study of Purang (2011) investigated, perceived organization support (POS) has mediation between perception of organizational justice and affective commitment among employees. The findings showed that POS fully mediates the relationship between distributive justice and affective commitment and partially mediates the relationship between procedural justice and affective commitment. The study of Poon (2012) investigated the mediating effect of affective commitment between distributive justice, procedural justice, and turnover intention. The findings show that if procedural justice is high, affective commitment partially mediated the distributive justice and turnover intention.

The study of Ha and Ha (2015) investigated the effect of organizational justice (OJ) on affective commitment (AC), and also investigated the moderating effect of group cohesion between justice and affective commitment. The findings show that Justice was significantly associated with affective commitment. The group cohesion significantly moderated the distributive justice and affective commitment and the interactional justice and affective commitment. Precisely, the two significant associations were stronger for athletes who have a high degree of group cohesion comparing to their colleagues.

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Organizational justice with its dimensions used as independent variable to enhance organization commitment and other employee's well being constructs. The study of Loi, Hang- Yue, and Foley (2006) investigated the relations between perception of employees' justice, perceived organization support (POS), organization commitment (OC), and intention to leave. The findings show that procedural and distributive justice developed the POS, and the mediating effect of perceived organization support on organization commitment and intention to leave. Organization commitment was negatively linked to the intention to leave.

Organizational justice with its dimensions used as mediating variable to enhance affective commitment and job satisfaction The study of Sieger, Bernhard, and Frey (2011) investigated that psychological ownership (PO) of non-family employees to the family business has the mediating relationship between their procedural, distributional justice, affective commitment and job satisfaction. The findings showed that PO mediates significantly the relations between distributive justice, AC, and job satisfaction. Similarly, the study of Moon, Hur, Ko, Kim, and Yoon (2014) investigated that the mediating effect of organizational justice between the perception of corporate social responsibility (CSR) and affective commitment among employees. The study found that perceptions about CSR have a positive effect on organization justice; the three dimensions of organizational justice have a positive effect on affective commitment, and affective commitment positively affects compassion at work. Moreover, post hoc examination displays that the association between employee perceptions of CSR is mediated by organizational justice and affective commitment.

In short, there is found no previous studies of organizational justice as independent variable to enhance workplace belongingness. if employees observe managerial behavior and organizational decisions are fair, they would be more encouraged to feel workplace belongingness (Skaalvik & Skaalvik, 2011). In the current study, the three dimensions of organization justice are used. The operational definition of organizational justice is at which level employees perceive workplace interactional, procedural, and distributional results should be fair (Niehoff & Moorman, 1993).

2.4 Concept of Job Crafting

The term job crafting (JC) first time used by Wrzesniewski and Dutton, (2001), defined the job crafting is "individuals' physical and emotional changes in their work's mission or relational limits" (p. 179). Moreover, employees are supposed to review their work identities as well as to increase the meaning of the work through crafting such as task, relational, and cognitive.

Over the time, job crafting has been defined by various researchers such as Tims et al., (2012); Wrzesniewski and Dutton, (2001) defined job crafting refers to self- initiated behavior that employee uses to shape, change, and mold his jobs. This concept of job crafting was observed as an advancement in the theory of work design, through focusing on a bottom- up approach, the initial work redesign of employees is different from the employees' traditional top- down work design, in this design, managers generate jobs and roles (Grant, et al., 2010). Job crafting is defined by Tims, Bakker, and Derks (2013) as "employees who engage in constructive work behavior to adapt their roles to their desires,

skills, and interests." (p. 428). Another definition of job crafting represents the employee's active behavior. Job crafting refers to proactive behavior, that individual uses it for an active role in their approach to complete his work, generate future-oriented activities, and form satisfactory environments (Bindl & Parker, 2011). These definitions represent job crafting work as a proactive behavior that facilitates the employees at workplace

However, job crafting refers to the employees' autonomy to take a step to alter their job resources and preferences to engage more in their profession to be satisfied (Tims, Bakker, & Derks, 2015). This definition is representing the Tims et al. (2012) views, who described job crafting about job-demand resource theory. Another definition of job crafting is employees' alteration to adjust relationships, competences, and desires to make the tasks more meaningful to improve self-worth (Slemp & Vella-Brodrick, 2013). This definition is representing the approach of Wrzesniewski & Dutton, (2001) towards job crafting.

There were two concepts of job crafting broadly recognized and used in the research. First, Wrzesniewski and Dutton, (2001), who developed a theoretical job crafting model and defined it as "individuals' physical and emotional changes in their work's mission or relational limits" (p. 179). From this viewpoint, it is believed that workers rethink their job identities and improve the sense of their job through three forms of crafting: task, relational, and cognitive. Task crafting includes adjusting the job scope by modifying the amount, nature, or style of work performed (for example, focusing on certain tasks that are of interest). Relational crafting relates to improve the elements of relationship of the job, like adjustments to the standard or level of interaction with certain employees at work (a computer programmer may enable staff to communicate with others). Cognitive

crafting includes modifying the ways one considers the work or the frame (for instance, a medical specialist who sees the task as curing sick patients instead of simply cleaning).

The second concept of job crafting comes from the theory of work design (Tims et al. 2012). Moreover, job crafting as the theory of job demands-resources (Bakker & Demerouti, 2007) and further explained the job crafting is "the changes that employees may make to balance their job demands and job resources with their abilities and needs" (p. 174). Job demands denote job aspects that need constant emotional, physical, or psychological effort, while job resources denote job aspects that motivate personal development and growth, reduce job demands, or useful in accomplishing work objectives (Bakker & Demerouti, 2007). Precisely, Tims et al. (2012) recognized four dimensions of job crafting: (a) increasing structural job resources (increasing chance for growth), (b) increasing social job resources (seeking feedback from supervisor), (c) increasing challenging job demands (seeking extra tasks) and (d) decreasing hindering job demands.

However, this study has adopted the first perspective of job crafting for enhancing the meaning of work through the task, relational, and cognitive crafting (Wrzesniewski & Dutton, 2001). Employees as a job crafter modify their job-related boundaries in three ways. First, they craft the physical task-related boundaries and this is known as ''task crafting,'' and its mean adjusting the time frame for the completion of the task, drop or add the task or redesigning the job task such as how faculty member spends his time to learn the new classroom technology as he possessed the immense interest in informational technology (Lamont & Molnár, 2002). Second, employees craft their interpersonal relations or they reshape their relational boundaries as interpersonal interactions to perform the job. Such type of crafting referred to ''relational crafting,'' which creates important relations at

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the job, for instance, employees give more time to their preferred employees and avoiding the worthless interaction (Van Wingerden, Bakker, et al., 2017). Thirdly, employees craft their jobs on both relational and cognitive levels to perform their job effectively. This type of crafting is called cognition or cognitive crafting and it urges the workers to understand and infer their employment tasks with meaningful relation to determine the impact of their tasks (Lamont & Molnár, 2002).

Researchers made the difference between the meaning of the work and the meaningful work. Rosso, Dekas, and Wrzesniewski (2010) indicated that meaning or sense of work means what are aspects and concerns that the job itself depicts, even though; the meaningful work represents how much the job is important. The job crafting made alterations in both scenarios, like, what could be changed in a job and how much employees perceived the job meaningful (Wrzesniewski & Dutton, 2001).

Along with the task crafting, employees also craft their relationships and interactions with other employees at the job in different manners that yield meaningfulness. These high level of relations among employees lead towards the higher level of commitment and work attitudes (Chiaburu & Harrison, 2008), such associations also ensure the healthier physiological functioning (Heaphy & Dutton, 2008) and also get the employees out from the anxiety, suffering, and pain (Lilius et al., 2008).

Job crafting changes the assumption about the job aspects; for example, through autonomy and meaningfulness of the job (Wrzesniewski & Dutton, 2001). If employees are given a choice to make changes in their working conditions, then they would experience a greater sense of autonomy that would enhance their feelings of satisfaction because they know that to some extent, they have control over the job.

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In previous studies, job crafting used as independent variable such as the study of Ingusci, Callea, Chirumbolo, and Urbini (2016) investigated the mediating effect of POS between job crafting and job satisfaction. It is found that POS fully mediated the association of JC and job satisfaction. Similarly, the study of Peral and Geldenhuys (2016) examined the association between subjective well-being and job crafting. The results of the study presented the constructive association of job crafting for growing organizational resources that has a positive effect on job engagement. Moreover, psychological meaningfulness mediated the association between job crafting and work engagement. Job crafting used as independent variable to enhance organizational commitment such as the study of Iqbal (2016) investigated job crafting, organization commitment, and the moderating effect of person-job fit (PJF). The findings show that there is a positive effect of job crafting over organization commitment. Person-job fit also a significant moderator on the relationship between job crafting and organization commitment. With the growing value of person-job fit, its moderating effect reduces the job crafting and organization commitment.

Job crafting used as mediating variable such as the study of Li (2015) investigated that job crafting (JC) has mediation between flourishing in the association and LMX and also has mediation between affective commitment and job performance. The results indicate that LMX-qualified workers are more inclined to work and succeed. The results of LMX on affective commitment are mediated by the job crafting and that flourishing mediates the effect of LMX on affective commitment and job performance.

Job crafting used as independent as well as mediating variable to enhance affective commitment such as the study of Dash and Vohra (2019) investigated the mediating effect of teachers' psychological empowerment (PE) between empowering leadership (EL) and

teacher's job crafting and work alienation and affective commitment (AC). Psychological empowerment partially mediates the association between empowering leadership and job crafting; further job crafting (JC) partially mediates the association between empowering leadership and work alienation and affective commitment. Work alienation mediates the association partially between job crafting and affective commitment. Another study, job crafting used as independent such as Naami (2014) investigated the role of job crafting in predicting job engagement, job satisfaction, and affective commitment. The findings displayed that there are significant relationships between job crafting and job engagement, job satisfaction, and affective commitment.

Job crafting used as dependent variable such as the study of Kanten (2014) self-efficacy, POS and job characteristics are considered as predictors of job crafting. It is found that self-efficacy has a positive and significant effect on job crafting. However, the dimensions of POS have no significant impact on job crafting.

In short, job crafting enhance the engagement and person-job fit (PJF) (Lu, Wang, Lu, Du, & Bakker, 2014), increase the performance (Van Wingerden, Derks, & Bakker, 2017). Job crafting also enhances the well-being of employees (Van den Heuvel, Demerouti, & Peeters, 2015) and affective commitment Dierdorff and Jensen (2018). Job crafting also makes the positive meaning and identity of employees at work (Wrzesniewski, LoBuglio, Dutton, & Berg, 2013).

In the current study, job crafting is the tool by which workers individually redefine and reimaging their work designs (Wrzesniewski & Dutton, 2001). Job crafting variable is regarded as to enhance the positive meaning, relationship, and identity of faculty members

at the workplace. This concept of job crafting cultivates workplace belongingness through affective commitment.

2.5 Concept of Appreciative Leadership

Appreciative behavior is a significant factor of effective leadership. Though the world appreciative leadership (AL) is often applied in the study of popular management than in the scientific study, researchers on leadership discussed appreciative behaviors regarding praise and recognition (Apostel, Syrek, & Antoni, 2018), who provide psychological support to employees (Constable & Russell, 1986), give them dignity and esteem (Eckloff & van Quaquebeke, 2008), provide productive feedback to enhance the productivity (London, 2003), and social support (Stajkovic & Luthans, 2003).

Appreciative leadership (AL) is defined as leader behavior with praise, acknowledgment of employees' accomplishments and appreciating their hard work (Stocker, Jacobshagen, Krings, Pfister, & Semmer, 2014). Further, Stocker et al. (2010) defined appreciative leadership recognizes explicitly and directly, makes compliments, acknowledge an individual's effort, appreciate an individual's help, and give interesting tasks based on employee performance.

One of the initial discussions of the appreciative leader is found in the employees' relationship, rather than task-focused (Stogdill, 1963). In the theory of full-range leadership, transformational leadership, and the feature of the contingent reward of transactional leadership lead to appreciative leadership (Bass & Avolio, 1994). Some features of AL are derived from the LMX theory (Graen & Uhl-Bien, 1995), that

emphasizes elements like trust, faith, and mutual responsibility. Appreciative leadership works through the process of motivational, emotional and self-related aspects. The research of Gary Yukl, Gordon, & Taber, (2002) showed that leadership appreciation and job satisfaction dimensions were strongly correlated, along with the other dimensions of wellbeing.

The researchers Ganguly, and RoyBardhan, (2020) discussed the term appreciative leadership focuses on the formative phases of it and the five methods, inquiry, inspiration, inclusion, integrity and illumination. It also discusses the characteristics required to emerge as an influential appreciative leader, some of which are positive, caring, innovative, compassionate, and fair to everyone. The study focuses the role of appreciative leadership in the growth of organizations.

Gohain, (2020) discussed a field of corporate culture, competitive rivalry, immense obstacles and economic influences. This numerous problems need another transformation of management and organization as a whole to solve these issues, which would call for revolutionary leadership strategies. Appreciative leadership is the latest and more successful leadership strategy that tackles all these future problems of the new age (Gohain, 2020).

The supervisor's appreciation is important regarding the need for belongingness and attachment (Baumeister & Leary 1995). Appreciation means the appreciation of the positive traits of an individual in general or unique behaviors, in a particular performance that fosters a sense of social esteem or approval (Sedikides & Strube, 1997). Appreciation may also be viewed as crucial to preserve, boost, and secure self-esteem (Semmer, Jacobshagen, Meier & Elfering, 2007).

The study of Ali and Jaaffar, (2020) examined the direct effect of appreciative leadership, organization justice, job crafting on workplace belongingness. The finding shows that the effect of appreciative leadership, organization justice, job crafting on workplace belongingness are significant. Appreciative leadership has positive effect on workplace belongingness.

The research by Bashaireh and David (2019) explored the impact of appreciative leadership on the subjective well-being of teachers' perspectives using mixed methodology. The key findings of the study suggested that appreciative leadership influences the subjective well-being of teachers. Appreciative leadership techniques have a significant influence on the well-being of teachers.

The study of Apostel et al. (2018) investigated the effect of illegitimate tasks on turnover intention and also investigated the moderating effect of appreciative leadership between illegitimate tasks and turnover intention. The findings show that, if supervisor appreciation is high, the effect of illegitimate tasks would be negative on turnover intention rather than low supervisor appreciation.

In fact, appreciation is generally a positive emotion. Basch and Fisher (2000) thus stated that "receiving recognition" is linked with feelings of satisfaction, joy, modesty, excitement, and love. Respondents became more confident, satisfied, and excited when their supervisor appreciated and recognized them in one of the experienced internal assessments (Bono, et al., 2007). The behavior of the leader would include appreciation, acknowledgment, and recognition of the accomplishments and abilities of the employees (Stocker et al., 2014).

In short, in the current study, appreciative leadership recognizes explicitly and directly, makes compliments, acknowledge lectures' effort, appreciate lectures' help, and assign interesting tasks when lectures perform well. The role of appreciative leadership in the current study is to enhance the workplace belongingness through affective commitment.

2.6 Concept of Affective Commitment

For years, the organization's commitment was researched initially as the essence of the members' relationship with the organization (Grusky, 1966). The concept of commitment is more frequently adopted as "the strength of an individual's identification with and involvement in a particular organization" (Porter, Steers, Mowday, & Boulian, 1974; Ab Hamid, Pahi, Qureshi, & Arshad, 2014).

From the past few years, three aspects have been established in the concept of organizational commitment: Continuance commitment (CC), affective commitment (AC) , and normative commitment (NC). CC, derives from the side-bet theory, described as an employee committed to the organization (Becker, 1960), a lower sense of involvement correlated with quitting the organization (Meyer & Allen, 1984). The person is primarily attached to the organization; support the organization (Porter et al., 1974).

Affective commitment and continuance commitment might also be differentiated through the motivating aspects behind the individual commitment. Affective commitment is supposed to be generated through an intrinsic emotional attachment to the organization, while continuance commitment is supposed to be generated through external factors and responsibilities (Meyer, Allen, & Topolnytsky, 1998). Affective commitment is based on

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more work practices that support employees' easiness in the organization than continuance commitment, which is based on more decisions and actions in or outside of the place of work that affects the worth related constant employment (Meyer et al., 1998). Both types link firmly to the tenure of employees with the organization; though, "employee with strong affective commitment feels an emotional attachment to the organization, with greater motivation or desire to contribute meaningfully to the organization, chosen to be non-absent from work and would be motivated to perform better on the job" (Meyer & Allen, 1997).

Numerous researchers have investigated and measured affective commitment as independent construct with other predictors and how affective commitment put a significant effect on employee's wellness such as the study of Ghorpade, Lackritz and Moore (2012) investigated the effect of affective commitment on church attendance. The effect of the identification of church persons and their participation with their parish were analyzed by the researchers. The results indicated that many church officials engaged in a larger number of sessions with highly affective commitment. It is analyzed that the mediating effect of contract fulfillment between OCB and talent management is significant. Moreover, the study of Qi, Li, and Zhang (2014) examined the organizational embeddedness and AC affect on job crafting. The results have shown that organizational embeddedness and AC were both positively related to job crafting. The moderating effect of internal social capital is significant.

Similar study of affective commitment used as dependent construct with predictors examined how the predictors effect on affective commitment such as the study of Atrizka, Lubis, Simanjuntak, and Pratama (2020) investigated the effect of talent management on

organization citizenship behavior (OCB) and affective commitment. The study found that the effect of talent management on OCB and affective commitment is significant.

Numerous researchers have investigated and measured affective commitment as mediator with other predictors and how affective commitment put a significant effect on employee's wellness such as the study of Guh, Fan, and Yang, (2013) examined mediating effect of institutional trust and affective commitment to the link between organizational justice and OCB. The research showed that OJ was positively connected to institutional trust and an indirect influence of organizational justice by institutional trust on AC. Furthermore, the positive interaction between institutional trust and affective commitment and affective commitment has a positive association with the OCB. Institutional trust was enhanced through AC to indirectly affect on OCB. Most notably, this research indicated a mediating impact on the association between OJ and OCB through institutional trust and affective commitment.

Similarly, the study of Gatt and Jiang (2020) investigated the association of two kinds of non-territorial at work with work engagement, job satisfaction, emotional exhaustion, and affective commitment is mediated through autonomy over spaces in office and belongingness. The study found that the method of working improved autonomy over space in the office and decreased employee emotional exhaustion and increased job satisfaction. The conceptual study of Khandakar and Pangil (2020) examined the mediating effect of affective commitment between HRM practices and workplace informal learning. The findings provided that the mediating effect of affective commitment between HRM practices and informal learning at the workplace is significant.

The study of Kaur, Malhotra, and Sharma (2020) investigated the mediating effect of affective commitment (AC) between internal branding, employee engagement, and job satisfaction along with the moderating effect of the work environment between internal branding and affective commitment. The results show a significant association between internal branding and employee engagement, workplace satisfaction, and affective commitment. Affective commitment has a fully mediated impact between branding internally and employee engagement, and also between internal branding and satisfaction. The workplace climate moderates between the internal branding association and affective commitment.

In short, affective commitment used in previous studies as independent, mediator and dependent variable to enhance employee well being. However, affective commitment could not use to examine the mediating effect between job crafting, organizational justice, appreciative leadership and workplace belongingness. Further, the belongingness theory provides a framework that explains the effect of affective commitment on workplace belongingness in the current study. According to belongingness theory, when the affective commitment exist, strong workplace belongingness would be high (Baumeister & Leary, 1995). Further, affective commitment positively enhances workplace belongingness (Cockshaw & Shochet, 2010). Moreover, the study of Ali, and Jaaffar, (2020) suggested that affective commitment would be an effective mediator between organizational resources, leadership role, personal resource and workplace belongingness.

2.7 Underpinning Theory

Belongingness theory of Baumeister and Leary (1995) used as underpinning theory in this study to explain the theoretical framework.

2.7.1 Belongingness Theory

According to belongingness theory when employee maintains close relations with management at workplace since these feelings provided him with a sense of security and workplace belongingness (Baumeister & Leary, 1995). Moreover, Baumeister and Leary (1995) proposed that the basic purpose of this theory is to make positive personal associations with employee at workplace. Baumeister and Leary (1995) shown that an employee needs workplace belongingness and close relationship with peers. However, when one feels of belongingness are dissatisfied (lesser than wanted), this may consequence in hostile responses from the person such as the sense of rejection or exclusion (Thau et al., 2007). The belongingness need is assumed through fair cultures to have attachment (Baumeister & Leary, 1995) and individual leans how to take benefits within a culture through making a strong relationship with each other's at workplace (Shupp & Williams, 2007). This sense signifies a universal concern for those employees, who are extremely delicate to be accepted or belonged to a group (Leary, Tambor, Terdal, & Downs, 1995).

Baumeister and Leary (1995) discussed in the belongingness theory that every individual has the natural desire to maintain the significant interpersonal relationships and this desire of interaction motivates them to sustain a strong bond with others for achieving the desired objectives. For example, Baumeister and Leary (1995) stated that regular interaction even

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with not closed individuals also generates a sense of belongingness with them. Further, the belongingness hypothesis predicted that people give focus on cognitive processing to make the personal interactions as well as relationships, social bonds form cognitive process that gives importance to establishing information from the close and required person to share information to perform the tasks in more reliable (Baumeister & Leary, 1995).

Belongingness in the organizational context is the perception about the level of interpersonal relationships with supervisors and co-workers as these interpersonal relationships lead towards the employees' sense of acceptance (Baumeister & Leary, 1995). Moreover, employees' acceptance level with others in the organizations makes them perceive that how much they fit within the organization, and such perception leads towards the sense of belongingness at work (Baumeister & Leary, 1995). Many ways contribute to the development of employees' sense of belongingness, such as sincere concerns from the supervisor and co-workers, support, fair treatment, and cooperation with each other (Skaalvik & Skaalvik, 2011). organization support and supervisor support could be used as bases of acceptance and belongingness in the organization; organization support is revealing of the respect and organizational approval (Rhoades & Eisenberger, 2002), as high levels of supervisor support create perception as to be the part of the ''in-group'' (Graen & Uhl-Bien, 1995).

On the contrary, there are also several factors according to belongingness theory that thwarts the employees' sense of belongingness, for instance, do not get involved the employees in plans, that make them realized that they are strangers (Ferris et al., 2009). Lack of organizational or supervisor support shows an identity threat that creates a sense of exclusion or rejection from the employee's mind (Ferris et al., 2009).

Similarly, Ferris et al. (2009) stated that low self-esteem or identity threat thwarts or reduces belongingness, identity threat represents self-defeating behavior and this behavior cultivates the sense of rejection or exclusion and thwarts the belongingness. An employee with low self-esteem perceives devalued in front of others and considers himself rejection from others and unsatisfied (Thau et al., 2007).

Likewise, Individuals enjoy accomplishments approved, appreciated and respected by others rather than unilateral successes, and thus the desires for recognition and privacy are directly linked to the reality that approval is now a requirement for the creation and maintaining of social relations, and trust is a defensive feature of strong connections. The need to be part of them can, therefore, be associated with all (Baumeister & Leary, 1995). Belongingness theory is used to explain the theoretical framework of the current study. The main factors of the belongingness theory justice, cognition, supervisor support, and attachment explain how the organizational justice, job crafting, appreciative leadership enhances workplace belongingness and generate a sense of emotional attachment towards the affective commitment that subsequently affects the workplace belongingness.

2.8 Hypothesis Development

Hypothesis for the present study were developed in line with the established theoretical explanations and empirical evidence in the area of workplace belongingness.

2.8.1 Distributional Justice and Workplace Belongingness

Distributional justice refers to employees' expectations of the general balance among the broad variety of investments made and the incentives earned at work (Niehoff & Moorman, 1993). Thau, Aquino, and Poortvliet, (2007) found that distributive justice has positive effect on workplace belongingness. Further, the study concluded that when some workers work more hours with the same pay, employees may feel high level of workplace belongingness through distributive justice.

De Cremer, Brebels, and Sedikides, (2008) found that the effect of distributional justice is positive on workplace belongingness. Additional, the study concluded that procedural fairness in terms of fair rewards, faire facilities at workplace, fair information to perform the tasks would increase the workplace belongingness. According to belongingness theory, fair distribution in terms of rewards, promotion leads to enhance belongingness at workplace (Baumeister & Leary, 1995).

The research of Le, Jiang, Fujimoto, and Nielsen, (2018) examined the association between workplace belongingness and affective well-being and the effect of procedural and distributive justice as mediator. The findings showed that the positive effect of workplace belongingness linked to procedural and distributive justice and that procedural and distributive justice mediate between workplace belongingness and affective well-being. Thus, this study postulates the following hypotheses as:

H1: There is a positive effect of distributive justice on workplace belongingness

2.8.2 Interactional Justice and Workplace Belongingness

Interactional justice means respectful behavior; informational justice means fair decisions, adequacy and honesty. These two dimensions are highly interconnected (Niehoff & Moorman, 1993). It has been argued that interactional and relational justice appeals to boost workplace belongingness (De Cremer & Tyler, 2005, Gillespie & Greenberg, 2005). The workplace belongingness reflected through the desire of forming and maintaining the positive and fair associations with others (Baumeister & Leary, 1995). Relational justice gives rise to feelings of workplace belongingness and psychological inclusion (Tyler & Smith, 1999; Walumbwa et al., 2009). According to belongingness theory, fair relationship or interaction with colleagues and supervisor at workplace boost the belongingness at workplace (Baumeister & Leary, 1995).

Empirical studies have shown that the level of workplace belongingness is at what extent people interpret and respond to the interpersonal information in fair processes, if the repose is higher, belongingness needs are greater at workplace (De Cremer & Blader, 2006, De Cremer and Tyler, 2005).

Interactional justice enhances trust (Byrne, 2005), and workplace belongingness (Ivy, 2014). Kyei-Poku, (2014) found interactional justice positively predicts employee workplace belongingness. Further Buengeler, & Den Hartog, (2015) discussed that interactional justice climate thereby facilitate and has a positive effect on the development of workplace belongingness. Thus, this study postulates the following hypotheses as:

H2: There is a positive effect of interactive justice on workplace belongingness

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2.8.3 Procedural Justice and Workplace Belongingness

Procedural justice means the process by which outcomes like promotions, rewards and budgetary allocations are form (Niehoff & Moorman, 1993). The researchers found that procedural justice has a positive effect on workplace belongingness and concluded that procedural justice is the process by which employees judge their level of workplace belongingness among group (van Prooijen et al., 2004). According to belongingness theory, fair process to complete the tasks and disseminate the information and distribution at workplace enhance the belongingness at workplace (Baumeister & Leary, 1995).

Moreover, De Cremer and colleagues (2013) found the positive effect of procedural justice on workplace belongingness and suggested that employees with high workplace belongingness requires more care of procedural justice and thus pays consideration to incoming information. Especially in comparison to an ingroup with they do not seem as closely associated, workers are more inclined to believe and accept justice judgments taken by employees of an ingroup of which they experience like they are member of that group.

De Cremer and Blader (2006) discussed that procedural justice has a positive effect on workplace belongingness when employees feel a heightened workplace belongingness, they practice about procedural justice in a more systematic and careful way. So, when employees like workplace belongingness, they are more probable to investigate the issues of procedural justice in a complete way than if they unlike workplace belongingness (van Prooijen et al., 2004). Thus, this study postulates the following hypotheses as:

H3: There is a positive effect of procedural justice on workplace belongingness

2.8.4 Job Crafting and Workplace Belongingness

Job crafting contributes to fulfilling certain psychological needs: autonomy and competence (Edwards & Shipp, 2007). On the same note, employees do job crafting to fulfill their needs of autonomy, competence and workplace belongingness (Slemp, Kern, & Vella-Brodrick, 2015). Similarly, job crafting enhances the belongingness and makes the person feel that he is an essential part of the organization which in turn increases his or her job satisfaction and performance (Khan et al., 2018). Kahn (1990) argued that outcomes of job crafting would be productive when characteristics of tasks and interpersonal relations characterized by high levels of work interactions and relationships to boost the workplace belongingness. Such type of crafting referred to ''relational crafting,'' which leads towards the forming of meaningful relations at a job to enhance workplace belongingness (Van Wingerden, Bakker, et al., 2017).

From the theoretical point of view, belongingness theory explains that when an individual forms a meaningful relationship through employing the cognitive process that develops the workplace belongingness (Baumeister & Leary, 1995). Further, the belongingness hypothesis proposes that through the cognitive thought process the interpersonal relationships and the workplace belongingness mounted (Baumeister & Leary, 1995). Thus, crafting in the social environment forms meaningful and supportive interactions, which leads to belongingness at the workplace (Baumeister & Leary, 1995; Berg et al., 2010).

Moreover, belongingness theory support autonomy as an influential factor to meet belongingness need (Van Ryzin, Gravely, & Roseth, 2009). Employees with autonomy can craft their job to make relation through relational and cognitive crafting, which also

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improve self-worth (Slemp & Vella-Brodrick, 2014) and belongingness (Van den Broeck et al., 2008). Thus, this study postulates the following hypotheses as:

H4: There is a positive effect of job crafting on workplace belongingness

2.8.5 Appreciative Leadership and Workplace Belongingness

Appreciative leadership has three main factors which are acknowledgment, recognition, and appreciation (Rafferty & Griffin, 2004). Further, Albrecht (2013) also acknowledged that feeling appreciated, mutual respect, gratitude, interpersonal communication with colleagues and receiving constructive feedback are considered the outcomes of appreciative leadership which closely related to enhance the workplace belongingness (Baumeister & Leary, 1995).

Appreciative leadership addressed and enhances the essential needs of employees such as to recognize the belongingness; to feel respected from others; to understand where the company is going; to recognize that importance of success; and to know the general welfare (Whitney & Trosten-Bloom, 2012). Employer's acknowledgment helps employees to recognize and appreciate the importance of their jobs, gives a feeling of ownership and boost the workplace belongingness (Thumbran, 2011).

According to belongingness theory, being appreciated by supervisors is associated with the need fulfillment of belongingness at workplace (Baumeister & Leary, 1995). Further, the theory also explains that appreciation hint at the acknowledgment of positive features of a person in over-all (trustworthy, cooperative and dependable), or particular behaviors, that

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nurtures the feeling of belongingness (Sedikides & Strube, 1997). Further, according to the belongingness theory, appreciation enhances the feelings of emotional attachment and identity to put positive effect on workplace belongingness (Baumeister & Leary, 1995). Thus, this study postulates the following hypotheses as:

H5: There is a positive effect of appreciative leadership on workplace belongingness

2.8.6 Distributional Justice and Affective Commitment

Distributional justice refers to the employees' expectations of the general balance among the broad variety of investments made and the incentives earned at work (Niehoff & Moorman, 1993). The study of Tjahjono, (2015) found that distributional justice positively affects on affective commitment. The findings show that distributional justice is vital predictors to increase the level of affective commitment. According to belongingness theory, fair distribution in rewards, promotion leads to enhance the psychological attachment in terms of affective commitment at workplace (Baumeister & Leary, 1995).

Similarly, the study of Gim, and Desa, (2014) also acknowledged that affective commitment has full mediation between the distributional justices and turnover intention. The results also showed the direct effect of distributional justice on affective commitment and turnover intention. Further, there is a significant mediation of affective commitment between distributional justice and turnover intention. The study of Dhaouadi, and Sliti, (2020) found that distributional justice has positive effect on affective commitment. The findings show that distributional justice is vital predictors to boost affective commitment. The study of Ohana, & Meyer, (2016) found that only person distributive justice associated

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to organizational affective commitment and this association is mediated by individual organization fit.

The study of Febriandika, (2020) indicated that distributive justice and emotional intelligence positively effect on affective commitment while compensation of procedural justice put non-significant on affective commitment. Moreover, the study of Scheller, and Harrison, (2018) found that pay transparency and distributive justice effect on pay satisfaction and AC; an informational justice effect on affective commitment.

The study of Khalid, Rehman, and Muqadas, (2018) encompassed the association of the three domains of organizational justice and its influence on employee turnover intention and mediator affective commitment. Procedural, distributional and interactional justice has positive effect on affective commitment. The research of Lee and Wei, (2017) examined the impact of organizational justice on affective commitment with the moderating effect of the leadership style. Further, Lee, and Wei, (2017) found that positive association with affective commitment with interactional justice is greater than the positive effect of procedural and distributive justice with affective commitment.

The study of Li, Castano, and (2018) found that faculty members' perception of distributional, interactional, procedural justice has positive influenced on affective commitment, through the mediating effect of perceived supervisor support. The study indicated that the principle of justice and supervisor support fosters organizational commitment.

The study of Ohana, (2014) examined the tenure moderates stronger on the interactional, distributional, procedural justice climate and affective commitment when the tenure is high. The study of Abuelhassan, and Alharbi, (2020) investigated the associations between employees' affective organizational commitment (AOC) and their perceptions of distributive justice, procedural justice and interactional justice. The results also found that the impact of procedural, distributional and interactional justice on AOC is significant. Thus, this study postulates the following hypotheses as:

H6: There is a positive effect of distributive justice on affective commitment

2.8.7 Interactional Justice and Affective Commitment

Interactional justice means respectful behavior; informational justice means fair decisions, adequacy and honesty. These two dimensions are highly consistent (Niehoff & Moorman, 1993). The study of Khan, Memon, and Ramayah, (2018) found that interactional justice has positive effect on affective commitment. According to belongingness theory, fair distribution in rewards, promotion leads to enhance the psychological attachment in the form of affective commitment at workplace (Baumeister & Leary, 1995).

Further, the study found that interactional justice mediates the relationship between organizational citizenship behavior and affective commitment. The study of Lee, and Wei, (2017) investigated the effect of organizational justice on affective commitment through the moderation of leadership style. Lee, and Wei, (2017) found that the interactional justice has positive effect on affective commitment is stronger than the positive effect of procedural and distributive justices on affective commitment. The study of Ohana, (2014)

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examined the tenure moderates stronger on the interactional, distributional, procedural justice climate and affective commitment when the tenure is high. The study of Li, Castano, and (2018) found that the perception of distributional, interactional, procedural justice has positive influenced on affective commitment, through the mediating effect of perceived supervisor support. The study indicated that the principle of justice and supervisor support fosters organizational commitment.

The study of Khalid, Rehman, and Muqadas, (2018) found that three dimensions of organizational justice on employee turnover intention and mediator affective commitment. Procedural, distributional and interactional positively effect on affective commitment. The study of Abuelhassan, and Alharbi, (2020) investigated the relationships between employees' affective organizational commitment (AOC) and their perceptions of distributive justice, procedural justice and interactional justice. The results also found that the effect of procedural, distributional and interactional justice is on AOC is significant and procedural justice has the strongest effect on AOC.

The study of Ha, and Ha, (2015) found that procedural, distributional and interactional have positive effect on affective commitment. Further, the moderating effect of group cohesion has moderation between the distributive justice, affective commitment and also between the relationship of interactional and affective commitment. The study of Dhaouadi, and Sliti, (2020) found that interactional justice has positive effect on affective commitment. The findings show that interactional justice is vital predictors to increase the level of affective commitment. Thus, this study postulates the following hypotheses as:

H7: There is a positive effect of interactional justice on affective commitment

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2.8.8 Procedural Justice and Affective Commitment

The study of Abuelhassan, and Alharbi, (2020) found that the relationships between employees' affective organizational commitment (AOC) and their perceptions of distributive, procedural and interactional justice. The results also found that the effect of procedural, distributional and interactional justice is significant on AOC and procedural justice has the strongest effect on AOC. The study of Ohana, (2014) examined the employee' tenure moderates stronger on the interactional, distributional, procedural justice climate and affective commitment when the tenure is high. According to belongingness theory, fair process to complete the tasks and disseminate the information and distribution at workplace to enhance the psychological attachment in terms of affective commitment at workplace (Baumeister & Leary, 1995).

The study of Gim, and Desa, (2014) found that the mediating effect of affective commitment between procedural justice with turnover intention is significant. The results found that the significant effect of procedural justice on affective commitment and turnover intention. Further, there is a significant mediation of affective commitment between procedural justice and turnover intention.

The study of Tjahjono, (2015) found that procedural justice has positive effect on affective commitment. The findings show that procedural justice is vital predictors to increase the level of affective commitment. Similarly, the study of Charbonneau and Wood, (2018) found that the effect of procedural justice on affective commitment is positive. The findings show that procedural justice is the main source to enhance affective commitment.

The study of Lee, and Wei, (2017) investigated the effect of organizational justice on affective commitment through the moderation of leadership style. Lee, and Wei, (2017) found that the interactional justice has positive effect on affective commitment is stronger than the positive effect of procedural and distributive justices on affective commitment.

The study of Khalid et al., (2018) found that three dimensions of organizational justice on employee turnover intention and mediator affective commitment. Procedural, distributional and interactional positively effect on affective commitment. The study of Li, Castano, and (2018) found that perception of distributional, interactional, procedural justice has positive influenced on affective commitment, through the mediating effect of perceived supervisor support. The study indicated that observing the principle of justice and supervisor support fosters organizational commitment.

H8: There is a positive effect of procedural justice on affective commitment

2.8.9 Job Crafting and Affective Commitment

According to belongingness theory individual uses the cognitive process to make the interpersonal relationship valuable (Baumeister & Leary, 1995). Further, The belongingness theory indicates people who concentrate on intimate interactions and attachments in part of the cognitive thought phase (Baumeister & Leary, 1995). When individuals craft their relation to making it meaningful and valuable by using the cognitive process, the feelings of affective commitment developed (Dash & Vohra, 2019).

Affective commitment (AC) positively interrelates with job crafting through a moderating effect on the quality of care (Romeo, Yepes-Baldó, Westerberg, & Nordin, 2018). The effect of affective commitment has significant moderation between cognitive crafting and quality of care. Further, quality of care is enhanced through cognitive crafting between nurses through a high degree of affective commitment (Romeo et al., 2018). Affective commitment indicates emotional attachment (González-Suhr, Salgado, Elgueta, & Alcover, 2019; Meyer, Allen, & Smith, 1993). Through job crafting, employees perceive their meaningful jobs; this sense would develop their affective commitment.

The study of Ghadi (2019) assessed the construct validity of job crafting questionnaires through examining the associations with affective commitment, The findings show that job crafting has a negative association with work loneliness, depression, anxiety and stress and positive association with task performance and affective commitment.

The study of Dash and Vohra (2019) investigated the mediating effect of psychological empowerment between empowering leadership and job crafting and work alienation and affective commitment. The mediating partially effect of psychological empowerment between empowering leadership and job crafting and the partially mediating effect of job crafting between the empowering leadership and work alienation and affective commitment are significant. The partially mediating effect of work alienation between job crafting and affective commitment is also significant.

The study of Dierdorff and Jensen (2018) found that job crafting displayed positive effect on job satisfaction and affective commitment. Another study of Naami (2014) investigated the role of job crafting in predicting job engagement, job satisfaction, and affective

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commitment. The findings show that there are significant relationships between job crafting and job engagement, job satisfaction, and affective commitment.

The study of Li (2015) investigated the job crafting has significant mediation between LMX and affective commitment and job performance. The findings show that the mediating effect of job crafting between LMX and affective commitment is significant. Thus, this study postulates the following hypotheses as:

H9: There is a positive effect of job crafting on affective commitment

2.8.10 Appreciative Leadership and Affective Commitment

Organization practices build appreciation from supervisors and such structures attach people with dialogue seeking harmony to support affective commitment (Whitney, 2007). Munene, Atambo, and Kabare (2012) investigated that employees' recognition allows persons to identify and comprehend their valuable effort to appreciate, gives a sense of affective commitment. Maslow and Lewis (1987) argued about human need and stated that affective commitment is enhanced through recognized, acknowledged and appreciated by other employees. Similarly, when one feels valued and appreciative, the affective commitment would be mounted (Baumeister & Leary, 1995). It is because committed people have emotional bonds to their organization and feel a responsibility to increase the level of organization's welfare and to support the organization in its achievements. Appreciation through recognition contributes towards motivating them to fulfill their indebtedness through more significant affective commitment and increased effort (Cameron et al., 2005).

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From the theoretical perspective, belongingness theory suggested that when group members or supervisors appreciate an individual's work, he would emotionally attach to the organization (Baumeister & Leary, 1995). Emotional attachment refers to affective commitment (Meyer & Allen, 1991). Thus, according to the belongingness theory appreciative leadership is the source to enhance affective commitment. Further, the individual could develop a feeling of appreciation, recognition, and commitment to social interactions (Peter, Peter, & Catapan, 2015). Thus, this study postulates the following hypotheses as:

H10: There is a positive effect of appreciative leadership on affective commitment

2.8.11 Affective Commitment and Workplace Belongingness

According to belongingness theory, when the individual perceives emotional attachment, he would have a strong workplace belongingness (Baumeister & Leary, 1995). The theory further explains that a sense of emotional attachment (affective commitment) with the organization refers to create the perception of acceptance by the group members and belongingness at the workplace (Baumeister & Leary, 1995). Affective commitment refers to the feeling of emotional attachment with the organization. Thus, belongingness theory supports the relationship of affective commitment that can enhance the workplace belongingness.

Affective commitment as to how much a person's loyalty, companionship, kindness, and belongingness are attached psychologically to organization (Jaros, Jermier, Koehler, & Sincich, 1993). Affective commitment is a part of the belongingness, commitment, and

emotional attachment with the employees at the workplace (Allen & Meyer, 1996; Kumari & Afroz, 2013). When employees feel belongingness, it declines the level of turnover intentions, which might extend through formal as well as informal commitment (Waardenburg, 2016).

Moreover, the feeling of belongingness: close intimate relations with co-workers create a direct relationship to the organizations affective commitment (Harris & Cameron, 2005). Thus, this study postulates the following hypotheses as:

H11: There is a positive effect of affective commitment on workplace belongingness

2.8.12 Mediating Effect of Affective Commitment

Thau, Aquino and Poortvliet, (2007) found that distributive justice has positive effect on workplace belongingness. Further, the study concluded that when some workers work more hours with the same pay, employees may feel high level of workplace belongingness through distributive justice. On the same note, the study of Tjahjono, (2015) found that distributional justice has positive effect on affective commitment. The findings show that distributional justice is vital predictors to increase the level of affective commitment.

Similarly, the study of Gim, and Desa, (2014) found the direct effect of distributional justice on affective commitment and turnover intention. Further, there is a significant mediation of affective commitment between distributional justice and turnover intention. Similarly, affective commitment has positive effect on workplace belongingness (Waardenburg, 2016; Baumeister & Leary, 1995; Dávila, 2012).

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The study of Le, Jiang, Fujimoto and Nielsen, (2018) investigated the association between workplace belongingness and affective well-being through the mediating effect of procedural and distributive justice. The study found that workplace belongingness is positively associated with procedural and distributive justice and the mediating effect of procedural and distributive justice is significant on workplace belongingness and affective well-being. According to belongingness theory, when employees feel that they have equally treated regarding, pay, rewards and tasks distribution, they have belongingness through affective commitment (Baumeister & Leary, 1995). Thus, this study postulates the following hypotheses as:

H12: There is a mediating effect of distributive justice between appreciative leadership and workplace belongingness.

The study of Khan, Memon, and Ramayah, (2018) found that interactional justice has positive effect on affective commitment. Fair relationship and interaction with employees at workplace enhances the affective commitment with organization. Further, relationship and interaction justice is the source of enhancing workplace belongingness in terms of respect and acceptance (De Cremer & Tyler, 2005, Gillespie & Greenberg, 2005).

Relational justice that employees seek fair treatment by the organization through procedural justice, these reflect about the quality of their group membership, and this gives rise to the feelings of workplace belongingness or psychological inclusion (Tyler & Smith, 1999; Walumbwa et al., 2009). Moreover, the study of Khan, Memon, and Ramayah, (2018) found that interactional justice has positive effect on affective commitment. Similarly, affective commitment has positive effect on workplace belongingness (Waardenburg, 2016; Baumeister & Leary, 1995; Dávila, 2012).

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The study of Lee, and Wei, (2017) examined the effect of organizational justice on affective commitment. The positive association of interactional justice with affective commitment is stronger than the effect of procedural and distributive justices with affective commitment (Lee, & Wei, 2017). Similarly, Interactional justice enhances trust (Byrne, 2005), and workplace belongingness (Ivy, 2014).

Further Buengeler, and Den Hartog, (2015) discussed that interactional justice climate facilitate and has a positive effect on the development of workplace belongingness. According to the belongingness theory, fair relation and interaction at workplace boost the respect, accept among group members in terms of belongingness through affective commitment (Baumeister & Leary, 1995). Thus, this study postulates the following hypotheses as:

H13: There is a mediating effect of interactional justice between appreciative leadership and workplace belongingness.

Van Prooijen and colleagues (2004) found that procedural justice has a positive effect on workplace belongingness and concluded that procedural justice is the process by which employees judge their level of workplace belongingness in terms of their ability to contribute to a group. De Cremer and colleagues (2013) found the positive effect of procedural justice on workplace belongingness and suggested that employees with high workplace belongingness care more about procedural fairness information and therefore pay closer attention to incoming information.

Employees are more inclined to believe and endorse justice judgments taken by participants of an ingroup to whom they feel deeply related than participants of an ingroup

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to whom they do not consider as strongly connected. De Cremer and Blader (2006) found that procedural justice has a positive effect on workplace belongingness when employees feel heightened workplace belongingness; they practice information about procedural justice in a more careful way and organized way.

The study of Khan, Memon, and Ramayah, (2018) found that interactional justice has positive effect on affective commitment. Further, the study found that interactional justice mediates the relationship between leadership and affective commitment. Moreover, the positive relationship between interactional justice and AC is greater than the positive relationship between procedural and distributive justice. Similarly, affective commitment has positive effect on workplace belongingness (Waardenburg, 2016; Baumeister & Leary, 1995; Dávila, 2012).

Relational justice refers to fair treatment by the organization through procedural justice, these reflect about the quality of their group membership, and this gives rise to feelings of workplace belongingness or psychological inclusion (Tyler & Smith, 1999; Walumbwa et al., 2009). Procedural justice has a positive effect on AC. According to the belongingness theory, the more the employees feel high level of procedural justice and fair relationship, the more he would have a strong affective commitment and belongingness at workplace (Baumeister & Leary, 1995). Thus, this study postulates the following hypotheses as:

H14: There is a mediating effect of distributive justice between appreciative leadership and workplace belongingness.

Researchers, Wang, Demerouti, Blanc, and Lu (2018) found that employees through crafting can increase affective commitment. Further, promoting work attachment through proactive role for job crafting to enhance affective commitment (Wang et al., 2018). Similarly, crafting in the social atmosphere can provide more helpful and rewarding interactions and workplace belongingness (Baumeister & Leary, 1995; Berg et al., 2010). The study of Ali and Jaaffar, (2020) examined the direct effect of job crafting on workplace belongingness. The finding shows that the effect of job crafting on workplace belongingness is significant.

According to belongingness theory individual uses the cognitive process in terms of crafting to make the valuable interpersonal relationship (belongingness) (Baumeister & Leary, 1995). Further, The belongingness theory indicates that people concentrate on affective commitment and belongingness through the cognitive thought process (Baumeister & Leary, 1995). When individuals craft their relation to make it meaningful and valuable by using the cognitive process, affective commitment and belongingness developed (Dash & Vohra, 2019). Thus, this study postulates the following hypotheses as:

H15: There is a mediating effect of affective commitment between job crafting and workplace belongingness

Appreciative leadership has three main factors which are acknowledgment, recognition, and appreciation (Rafferty & Griffin, 2004). Further, Albrecht (2013) also acknowledged that feeling appreciated, mutual respect, gratitude, interpersonal communication with colleagues and receiving constructive feedback are considered to enhance the workplace belongingness (Baumeister & Leary, 1995). The study of Ali and Jaaffar, (2020) examined

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the direct effect of appreciative leadership on workplace belongingness. The findings show that the effect of AL on workplace belongingness is significant.

Similarly, when an individual appreciated through recognizing his work he would perceive affective commitment to the organization. When he feels belongingness he would develop a feeling of appreciation, recognition, and commitment to social interactions (Peter et al., 2015). To practice a sense of inclusion or belongingness, through valued by individuals would increase the effort to keep the affective commitment and belongingness (Baumeister & Leary, 1995). Similarly, when one feels valued and appreciation affective commitment would be mounted (Adnan, Nhaily, & Wang, 2018; Allen & Meyer, 1990). Affective commitment refer to at what level an individual feels affective commitment to the organization and feels the workplace belongingness (Kerse, Kocak, & Ozdemir, 2018). Belongingness is generated through affective commitment (Allen & Meyer, 1996).

According to belongingness theory, being appreciated by supervisors related to the need for affective commitment and the workplace belongingness (Baumeister & Leary, 1995). Further, the belongingness theory suggested that appreciation at the workplace through the supervisor enhances the sense of affective commitment. An individual would be appreciated through recognition of his work, this sense would develop affective commitment and belongingness (Peter et al., 2015). Thus, this study postulates the following hypotheses as:

H16: There is a mediating effect of affective commitment between appreciative leadership and workplace belongingness.

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2.9 Theoretical Framework

Based on the previous studies, the study investigated the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness. The framework of the current study was grounded by the belongingness theory to examine the theoretical philosophy. The main factors of belongingness theory such as organizational justice, job crafting, appreciative leadership, and workplace belongingness, these factors increase the workplace belongingness (Baumeister & Leary, 1995).

Van Prooijen, et al., (2004) discussed that workplace belongingness was developed through justice. The theory suggested that justice enhances the perception of affective commitment to contribute to the tasks (Baumeister & Leary, 1995). De Cremer and colleagues (2013) suggested that employee with a high need to workplace belongingness care more about procedural justice and therefore make affective commitment to achieve the goal at workplace. Cornelis, Van Hiel, De Cremer, and Mayer, (2013) argued that interactional justice with others are highly valued at workplace, consequently members can achieve the goals effectively through interactional justice so that they can increase the affective commitment (Baumeister & Leary, 1995). Further, when employee feels the fair procedure of tasks then this perception leads to workplace belongingness and affective commitment (Gozukara, 2017). According to belongingness theory individual uses the job crating to create affective commitment by boosting workplace belongingness (Baumeister & Leary, 1995). Further, the belongingness hypothesis proposed that employees dedicate their process of crafting the jobs for the belongingness and affective commitment (Baumeister & Leary, 1995). Belongingness theory suggested that being appreciated by supervisors related

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to the need for affective commitment and the workplace belongingness (Allen, 2020: Baumeister & Leary, 1995).

The current framework based on previous studies, these are listed below in Table 2.2.

Table 2.1
Related Studies of Theoretical Framework

Author/Year	IVs	DVs
(Waller, 2020)	Organizational culture, job design, inclusive leadership	Workplace Belongingness
(Ali, & Jaaffar, 2020)	Organizational justice, job crafting, Appreciative leadership	Workplace Belongingness

Figure 2.1
Theoretical Framework
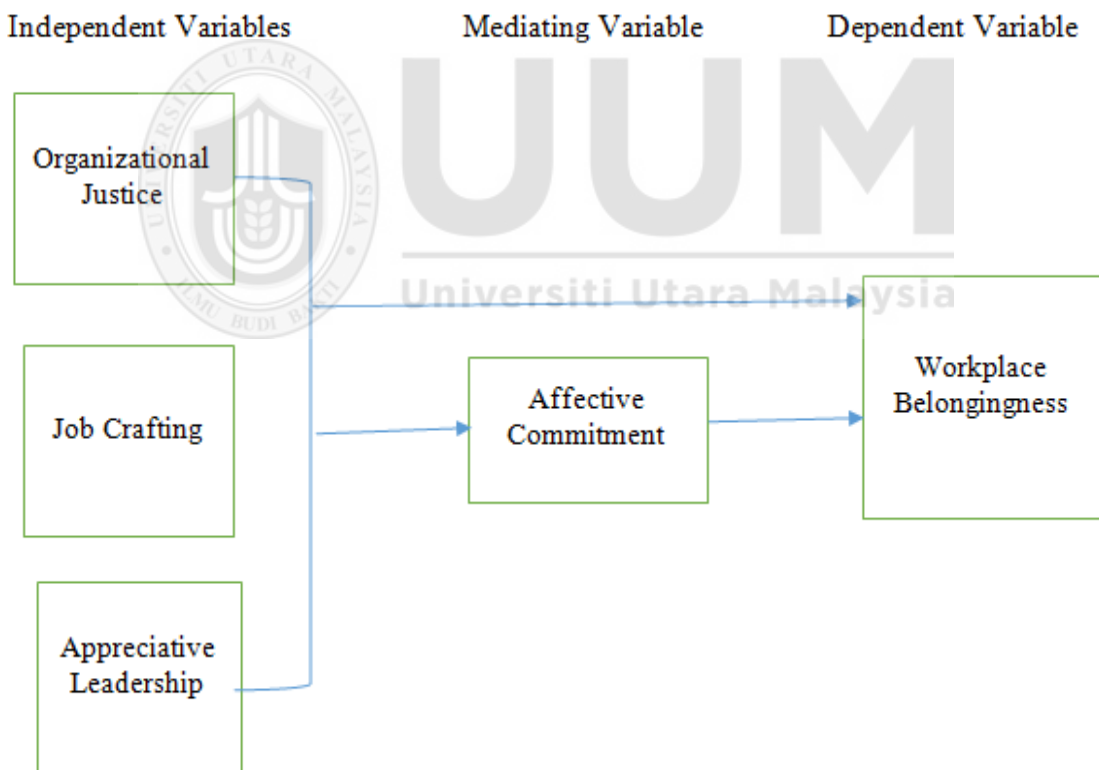
Source: (Ali, & Jaaffar, 2020: Tabatabaee, Koohi, Ghandali, & Tajik, 2016: Waller, 2020),

2.10 Summary

In this chapter, the variables namely workplace belongingness, organizational justice, job crafting, appreciative leadership, and affective commitment have been elaborated through the sources of previous studies. Belongingness theory has been used in this study as underpinning theory, which explains the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology in which the role of research design and the operational definition of the constructs were explained. Further, this chapter also explained the scale and hypothesis development, target population, and framework of sample size. After that, the study discussed the process of collecting the data and the way data was analyzed. Moreover, this chapter also elaborated on the study approach, sample design with measuring the constructs, the procedure of data collection, and analysis techniques to measure the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness. This study was a cross-sectional and quantitative research design. The researcher used the questionnaire survey technique to collect the data for this study.

3.2 Research Framework

In the literature review, variables discussed with workplace belongingness, and the relationship among variables was also explained. Though, the framework of the current study is conducted on the previous literature review that has the relationships among the variables under examination. The direct relations between independent variables (IVs) and dependent variable (DV) were investigated separately. Further, the associations among

independent variables (IVs), mediating variable, and dependent variable (DV) was also investigated.

3.3 Research Design

In the current study, the quantitative design would be used. It allows the scholar to measure the association of the constructs of the study (Kreuger & Neuman, 2006), further, reliably define if one concept or idea is better than the substitute one (Anderson, Sweeney, & Williams, 2000) and is capable to reply the questions of associations among measuring constructs with the aim of explanation, prediction, and monitoring phenomena (Leedy & Ormrod, 2005). Thus, the quantitative design would be more appropriate for the current study. It permits the researcher to test the association between the constructs by applying statistical approaches. The main objectives of the present study that would measure the direct association between organizational justice, job crafting, appreciative leadership affective commitment and workplace belongingness, to measure the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness. Second, the quantitative research design permits the researcher to use a large sample size which would generalize for the whole population. The third and last, the study design allows the application of a standardized questionnaire to be distributed to the desired respondents.

The unit of analysis in this study is individual (faculty member) and the collection of primary data is through the adapted questionnaire. Thus, it is to apply to the university faculty member as a unit of analysis to measure all the constructs revealed in the

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framework of the research. Finally, the study is cross-sectional, the data collection would take for one time. Further, a cross-sectional design is inexpensive, simple, and might collect in a short period.

3.4 Operational Definitions and Scale Development

This section discourses operational definitions and the measurement of constructs. As stated earlier, independent variables of the current study consist of organizational justice, job crafting, and appreciative leadership, which are affecting positively on dependent variable workplace belongingness.

The operational definition and measurement of each construct are presented in the next subsections. The measurement technique adopted in the current study and their operational definitions deliberated in numerous subsections. The discussion starts with the dependent variable after those independent variables (IVs) and the mediating variable, in the end, would be discussed.

3.4.1 Workplace Belongingness

Workplace belongingness means at what level the individual perceives personally accepted, respected, attached, and assisted by others at the workplace (Jena & Pradhan, 2018). The concept of "belongingness" was widely explored in the numerous social backgrounds in the past and numerous scales were developed for the research. Many belongingness scales were also criticized to make all negative sense of items (SOBI-P and scale of Social

Connectedness), however, these scales indirectly measured the sense of belongingness. These scales are measuring the low sense of belongingness as their items have the concept of the general sense of belongingness. Even general belongingness scale measures accomplished belongingness instead of the need to belong. Moreover, normally some researchers used the scale of belongingness which is 'need to belong (Leary et al., 2013), which measures motivation for acceptance and rejection from others. In this context, the current study has adapted the scale which was developed by (Jena & Pradhan, 2018) because this scale is specifically measuring workplace belongingness. Many items in the suggested scale have revealed the actual expressions shared by the specialists during communication "(Being a part of this organization inspires researcher to do more than what is expected)", "In the researcher's work unit, he has many common themes with his co-workers". The list of 12 items of WPB through Cronbach's is 0.86 presented in Table 3.1. A deep overview of the report shows that these items are proposed to represent the specialists' belongingness to their organization and jobs in both spirit and letter. These items of the scale are positively worded.

Workplace belongingness scale was used in these studies (Özsungur, 2020; Haldorai, Kim, Phetvaroon, & Li, 2020; Ali, & Jaaffar. 2020). The scale has been verified to have considerable amount of construct validity and has also been tested in many countries and occupational settings such as Thailand, Turkey and Pakistan (Özsungur, 2020; Haldorai, Kim, Phetvaroon, & Li, 2020; Ali, & Jaaffar. 2020).

This scale was divided into four parts. The first part connects to showing faculty members' relationship with the organization (2, 3, 5 and 7), the second part is related to relationships with staff members (6), the third part is related to faculty member's personal need (8, 9,

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and 10) and the fourth part is related to faculty member job identity and requirements (1, 4,

11, and 12).

Table 3.1
Scale of Workplace Belongingness

Construct	Operational Definition	Items
Workplace Belongingness Jena and Pradhan (2018)	Workplace belongingness as the extent to which the individual feels personally accepted, respected, included and supported by others in the organizational environment (Jena & Pradhan 2018)	1. I am able to work in this organization without sacrificing my principles 2. I use to refer as "we/us" rather than "they/them" when I refer my organization to outsiders 3. I feel that there is a semblance between my organization and my own values and beliefs 4. I generally carry more positive emotions than the negative ones during my job 5. Being a part of this organization inspires me to do more than what is expected 6. In my work unit, I have many common themes with my co-workers 7. Fairness is maintained while executing rules and policies in my organization 8. My personal needs are well met by the organization 9. Whenever I have any personal or professional issues my organization extends necessary help and support 10. My career goals are well considered by my organization 11. My organization tries to make my job as exciting and promising as possible 12. Accomplishments at work are adequately rewarded in my organization

3.4.2 Organizational Justice

Organizational justice relates to the how workers assess if they have earned equal care in their employment (Niehoff & Moorman, 1993). In this study organizational justice is an independent variable.

Organizational justice assessed using 20 items shown in Table 3.2, adapted from the scale was developed by (Niehoff & Moorman, 1993). The scale is adapted according to the requirement of the current study. The justice scale has three dimensions, distributive has 5 items with 0.92 Cronbach's alpha, procedural has 6 items with 0.91 Cronbach's alpha, and interactional justice has 09 items with 0.91 Cronbach's alpha.

Table 3.2
The scale of Organizational Justice

Constructs	Operational Definition	Items
Distributional Justice	Distributional Justice is defined as employees' perceptions of the general balance between the comprehensive scope of investments made and rewards received at work (Niehoff & Moorman, 1993).	My work schedule is fair I think that my level of pay is fair. I consider my workload to be quite fair. Overall, the rewards I receive here are quite fair. I feel that my job responsibilities are fair.
Procedural Justice	Procedural Justice - Procedural Justice refers to justice in the process by which outcomes, such as promotions or budgetary allocations are made (Niehoff & Moorman, 1993).	.Job decisions are made by the general manager in an unbiased manner, My general manager makes sure that all employee concerns are heard before job decisions are made. To make job decisions, my general manager collects accurate and complete information. My general manager clarifies decisions and provides additional information when requested by employees. All job decisions are applied consistently

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		across all affected employees.
		Employees are allowed to challenge or appeal to job decisions made by the general manager.
Interactional Justice	Interactional Justice - Interactional Justice pertains to the treatment employees receive from the decision makers (Niehoff & Moorman, 1993)..	When decisions are made about my job, the general manager treats me with kindness and consideration.
		.When decisions are made about my job, the general manager treats me with respect and dignity.
		When decisions are made about my job, the general manager is sensitive to my personal needs.
		When decisions are made about my job, the general manager deals with me in a truthful manner.
		When decisions are made about my job, the general manager shows concern for my rights as an employee.
		Concerning decisions made about my job, the general manager discusses the implications of the decisions with me.
		The general manager offers adequate justification for decisions made about my job.
		When making decisions about my job, the general manager offers explanations that make sense to me.
		My general manager explains very clearly any decision made about my job.
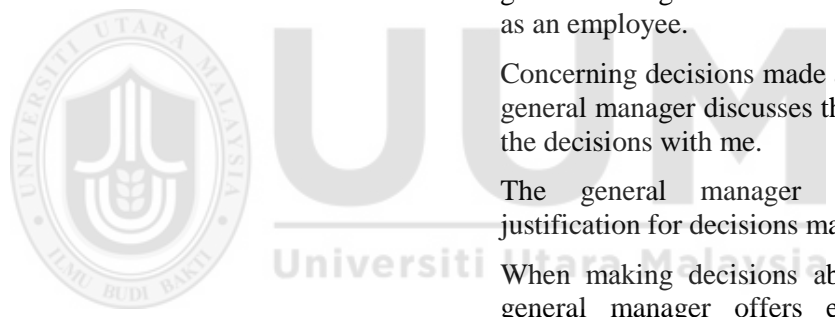
3.4.3 Job Crafting

Job crafting (JC) is the method in which individuals redefine and reimaging their job designs (Wrzesniewski & Dutton, 2001). In this study, Wrzesniewski and Dutton (2001). The job crafting approach was used that covers the three crafting: task, relational, and cognitive. Job crafting is taken in the study as a reflective and uni dimension construct.

The first reason behind using job crafting as a uni-dimensional is the reliability of the scale with its dimensions, Task Crafting is 0.87, Cognitive Crafting is 0 .89, Relational Crafting is 0 .83 and Total Job Crafting is 0 .91. Hence, it is obvious that the reliability of total job crafting constructs is 0.91 greater than the reliability of its separate dimensions. The second reason is that the current study is only focusing on how the individual redesigns his job generally.

Job Crafting Questionnaire (JCQ) with the 15-item shown in Table 3.3 developed by (Slemp & Vella-Brodrick, 2013), which measures the level of employees involved in numerous types of the task, such as task crafting, relational, and cognitive crafting. Items show different kinds of job crafting cognitions and behaviors, and respondents show the level of involvement and meaningful relationship. Sample items comprise: "Introduce new tasks you think better suit your skills or interests" (task crafting), "Think about how your job gives your life purpose" (cognitive crafting), and "Make an effort to get to know people well at work" (relational crafting). Further, Slemp and Vella-Brodrick (2013) shown factorial scale validity and convergent validity. The analysis shows strong internal consistency between the overall scales and sub-factors. The overall scale comparing with its sub-factors presented high internal consistency (overall: α is 0.91; task: α is 0.86; relational: items, α is 0.84; cognitive: items, α is 0.90).

However, JC is also measured in previous studies by (Tims et al., 2012). The reason was not to use this scale in the current study is because this scale has four dimensions: "increasing social job resources, increasing structural job resources, increasing challenging job demands, and decreasing hindering job demands" and conceptualizing the job crafting within the Job Demands-Resources model which is not relevant to the current study.

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Table 3.3
The scale of Job Crafting

Construct	Operational Definition	Items
Job Crafting (Slemp & Vella-Brodrick 2013)	Job crafting is the process of employees redefining and reimagining their job designs in personally meaningful ways (Slemp & Vella-Brodrick 2013).	1. Change the scope or types of tasks that you complete at work 2. Introduce new work tasks that better suit your skills or interests 3. Choose to take on additional tasks at work 4. Give preference to work tasks that suit your skills or interests 5. Think about how your job gives your life purpose 6. Remind yourself about the significance your work has for the success of the organization 7. Remind yourself of the importance of your work for the broader community 8. Think about the ways in which your work positively impacts your life 9. Reflect on the role your job has for your overall well-being 10. Engage in networking activities to establish more relationships 11. Make an effort to get to know people well at work 12. Organize or attend work-related social functions 13. Introduce yourself to co-workers, customers, or clients you have not met 14 Choose to mentor new employees (officially or unofficially) 15 Make friends with people at work who have similar skills or interests

3.4.4 Appreciative Leadership

Stocker et al. (2010) defined leadership clearly and implicitly recognize and honors one's contributions, apprises one's effort, and gives unique assignments when one does for a successful job. Appreciative leadership has three items taken from the Personal Recognition Scale developed by (Rafferty & Griffin, 2004). Since, this scale measures

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appreciative leader's behavior with acknowledgment as well as recognition of employee's work (Stocker et al., 2014; Yukl, 2013). Further, this scale was previously used in the study of (Apostel et al., 2018) with an internal consistency of 0.93. According to this study appreciative scale was used to measure the moderating effect of appreciative leadership between illegitimate tasks and turnover intention.

In the current study, the scale was adapted. Further, this scale has three items shown in Table 3.4: "My supervisor commends me when I do a better than the average job," "My supervisor acknowledges improvement in my quality of work," and "My supervisor personally compliments me when I do outstanding work." Internal consistency was very good (.93).

Table 3.4
Scale Appreciative Leadership

Construct	Operational Definition	Items
Appreciative Leadership (Rafferty & Griffin 2004)	Appreciative leadership recognizes in an explicit and direct way, makes compliments, acknowledge one's effort, appreciate one's help, and assign interesting tasks when one has done a good job (Rafferty & Griffin 2004).	1. My supervisor commends me when I do a better than average job 2. My supervisor acknowledges improvement in my quality of work 3. My supervisor personally compliments me when I do outstanding work

3.4.5 Affective Commitment

Among all the forms of commitment, affective commitment is considered the most desirable, and management strive to impart this form of commitment in their employees

(Meyer & Allen, 1997). This study used the scale of 8 items of the affective commitment developed by (Meyer & Allen, 1997). These items are elaborated in Table 3.5.

Table 3.5
The scale of Affective Commitment

Scale	Operational Definition	Items
Affective Commitment (Meyer & Allen 1997)	An employee sentimental attachment, sense of belonging and participation in the organization (Meyer & Allen 1984)	1. I would be very happy to spend the rest of my career in this organization 2. I enjoy discussing my organization with people outside it 3. I really feel as if this organization's problems are my own. 4. I think I could easily become attached to another organization as I am to this one 5. I do not feel like part of the family at my organization 6. I do not feel emotionally attached to this organization. 7. This organization has a great deal of personal meaning for me. 8. I do not feel a strong sense of belonging to my organization
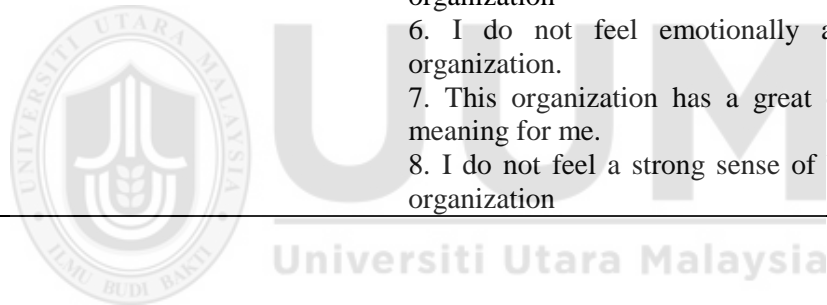
3.5 Questionnaire Design

All items of the scale were organized in the English language, as professional faculty members at a university level might and frequently perform in English. Each respondent in this study would be obtained a questionnaire attached to its cover letter. Further, there are two parts or sections of the instruments of the current study. In section 1, the construct of workplace belongingness with 12 items, affective commitment with 8 items, while organizational justice with 20 items, job crafting with 15 items, and appreciative leadership with 3 items have been presented in Table 3.6.

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Table 3.6

Number of Items

Constructs	Number of Items
Workplace Belongingness (DV)	12
Affective Commitment (Mediator)	08
Distributive Justice (IV)	05
Procedural Justice (IV))	06
Interactional Justice (IV)	09
Job Crafting (IV)	15
Appreciative Leadership (IV)	03
Total	58

Section two which is the 2nd part of the instrument would be the descriptive analysis. Further demographic variables/ constructs would also be investigated for the descriptive purpose such as "gender, age, highest academic qualifications, income level, experienced and designation". This information would be essential to display in order to ensure and generalize to the wider population which faculty members can be formed.

The questionnaire is in Appendix A. Responses in the questionnaire would be measured through a 5-point Likert scale. The responses ranged from 1 =Strongly Disagree to 5=Strongly Agree. The structure of the questionnaire is in Appendix A.

3.6 Population and Sampling Design

The current study is a quantitative study with a cross-sectional approach. To meet the objectives, it is needed to select population and sample size.

3.6.1 Population of the Study

Sekaran and Bougie (2016) "population relates to the overall group of people or organization which might be the interest to the researcher." The desired population of the current study is the permanent academic staff of the private HEC recognized universities in Pakistan. The current study examines the mediating effect of affective commitment between organizational justice, job crafting, appreciative leadership, and workplace belongingness; the researcher would contain only permanent faculty staff working at numerous private universities which are mostly located in the province of Punjab and Sindh in Pakistan. This study used the faculty members of private universities as a population for many reasons. In private universities, faculty members have more rejection level (low workplace belongingness) rather than faculty members of public universities (Nawaz, 2016).

According to the report of Ministry of education There are total of 185 universities, among them 77 private and 108 public universities that have been providing their services (Ministry of Education, 2018). Further, out of 77, there are 57 private universities in both Punjab and Sindh provinces (Ministry of Education, 2018). However, this research would only focus on 57 private universities which are located in Punjab and Sindh 31 and 26 respectively, 3097 and 3182 faculty members respectively. The total population in both provinces is 6279.

For the current study, the researcher would not take those rests of private universities, which were placed in other parts of the country like Khyber Pakhtunkhwa and the Baluchistan province of Pakistan. The main reason was that 56 % of the total population covers Punjab and 23% of the total population covers Sindh. Further, Punjab and Sindh

have the highest literacy rate which is 57% and 49% respectively. Moreover, army has been patrolling in Khyber Pakhtunkhwa and Baluchistan province to curb the terrorism attack. So, it is not easy to free visit in these provinces. Furthermore, it was practically difficult to cover all the factors of the population in the survey research (Cooper, Schindler, & Sun, 2006). Thus, due to these above reasons, the researcher has only taken 57 private universities located in the Punjab and Sindh.

3.6.2 Sample Size

Sekaran and Bougie (2003) argued that sampling refers to collecting the data from every portion of the population. Further, for the study, selecting a suitable sample from the population is possible to generate more reliable results (Sekaran & Bougie, 2003). The sample size has a greater value of more than 30 and smaller than 500 is appropriate (Sekaran & Bougie, 2003). Krejcie and Morgan (1970) specified if the population is 7000, the sample size would be 364.

Moreover, in the context of Pakistan, the response rate 56% in the study of (Bodla, Hussain, & Chen, 2014), 49% in private universities of Pakistan by (Nawaz & Pangil, 2016). Further, in the context of private universities of Pakistan the study conducted by (Nawaz & Pangil, 2016), the sample size was 550, the response rate was 49%. Based on these statistical numbers, the current study has also distributed 550 questionnaires to acquire the vital response. So, the sample size of the current study was 550. Basically, larger sample size is better to evade the likelihood of non-response bias (Sekaran & Bougie, 2003).

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However, PLS is capable of providing high-level statistical power even if dealt with a complex model with a small sample size (Hair Junior, Hult, Ringle, & Sarstedt, 2016). G*Power provides an answer about the question of which number is small sample size by using power with the expected effect level. Eventually, Hair Junior et al. (2016) opined that some guidelines that are used for determining sample size sometimes make researchers puzzle in making a decision, nevertheless, the model characteristics of the study should be considered in determining suitable sample size (Hair Junior et al., 2016),. The concept of using power analysis is provided earlier by (Cohen, 1992), although it does not gain immense response by the scholars. Recently, Lowry and Gaskin (2014) argued that G*Power is essential for the determination of the appropriate sample size as it ensures in achieving reasonable power and effect level. G*Power uses priori power analysis where the sample size is the role of user-specified values at an expected significance level, anticipated statistical power, and desired effect size on population (Faul, Erdfelder, Buchner, & Lang, 2009). Further, G*Power (version 3.1) was first in determining sample size with priori power analysis at 0.05 significance level (Erdfelder, Faul, & Buchner, 1996) and 0.15 effect size level which is recommended by (Hair Junior et al., 2016),. By using G*Power, the sample size of the study would be 138 at 95 percent statistical power, medium effect size (0.15), and 0.05 significant level. Figure 3.1 represents the error and significance leveled sample sizes with respective statistical power level.
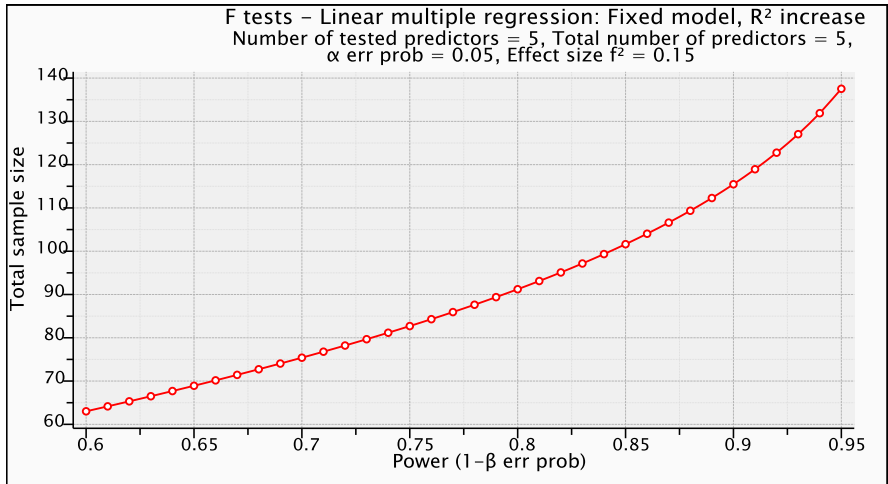
Figure 3.1
G*Power Sample Size Estimation with Respective Power Level

Indeed, the more the sample size is considered the more acceptable results are produced (Zikmund, Babin, Carr, & Griffin, 2010). Therefore, the analysis of the present study is performed with 550 sample size which is widely accepted and argued by the majority of research scholars (Sekaran & Bougie, 2016) and it met the conditions of all the guidelines in determining the sample size. So, the appropriate sample size for the current study is between 138 and 550.

3.6.3 Sampling Technique

Sampling is a procedure through which desired elements are chosen from the whole population and those can be the best representative of the whole population (Blumberg, Cooper, & Schindler, 2008). A sample is a subset of the whole population under study, which is chosen as respondents (Sekaran & Bougie, 2003). Sampling is done for some

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practical reasons, in either case when the population is too large and too small (Zikmund, Carr, Babin, & Griffin, 2010). Through sampling time, cost, and energies are saved in case the population is large. Sampling also minimizes the chances of errors in a case when dealing with a large population.

There are two main sampling techniques applied to choose the sample. One is probability sampling where each member has an opportunity to be selected and the other one is non-probability which is based on the judgment process (Sekaran & Bougie, 2016). Further, members of the non-probability sample have no chance of being randomly selected, increasing the chance of sampling error, moreover, non-probability sampling has no techniques to deal with sampling error, resulting in reduced appropriate statistical generalizability (Sekaran & Bougie, 2016). Thus, the researcher must acquire reasonably a sampling technique that has low sampling error and is cost-effective (Kothari, 2004) so that it represents the aspects of an entire population in terms of validity, reliability and reduces biasness with low errors (Sekaran & Bougie, 2016).

For the mentioned issues in non-probability sampling, the probabilistic sampling technique is considered for this study. Among many probability sampling techniques, simple random sampling provides equal chances to every sample member to represent the population. Simple random sampling is simple to design, easy to determine sampling mean or population. Whereas this technique requires a detailed list of each population element (Sekaran & Bougie, 2016), and time-consuming as per details required, large sample size produces large errors and costly as well (Sekaran & Bougie, 2016).

The second one is systematic sampling which means the selection of the sample is based on an ordered number that has an equal chance to be picked from the list of elements. In this

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technique sample from a population is assumed equally distributed and each respondent is selected after equal intervals of some fixed numbers (Sekaran & Bougie, 2016). Whereas, this sampling may lack population presentation as a sample may involve the only group that contains more respondents than the other group.

The third is cluster sampling is also one of the well-known probability sampling technique that is used in cross-sectional studies for better results (Kothari, 2004). Clusters are used to select samples and then analyze the acquired data of the large distributed population. Further, it is multistage sampling within-cluster gathers detailed information of sample while clusters and population can be represented in cluster sampling. Whereas large data is needed that leads to large errors in the sample and less reliable results as compared to other sampling techniques, also, very expensive (Kothari, 2004).

On the other hand, the fourth one is stratified sampling among important probability sampling techniques. It uses a sub-sample from the sample within different strata that are more or less equal on some features and randomly drawn (Sekaran & Bougie, 2016). This technique assures the richness of data and representation of all groups in the sample population needed. Each stratum features can be determined and allows comparisons (Sekaran & Bougie, 2016). The random selection of stratum elements removes the researcher's biases in selecting each unit. It enables the researchers to take advantage of the sample and helps in reducing sample error (Zikmund et al., 2010), with more homogenous stratum and heterogeneity among Strata, which displays a mirror image of the population (Sekaran & Bougie, 2016).

The researcher selected both techniques proportionate strata sampling and convenient sampling used in the current study shown in table 3.7. Convenience sampling is a type of

non-probability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Taherdoost, 2016). After making each stratum, the researcher visited to those faculty members who were conveniently available and posted the questionnaires to them whose addresses were available.

The reason is that the researcher cannot cover the whole of Pakistan. Further, the law and order situation created difficulty to visit every university scattered throughout the whole country. Additional, according to the Annual Statistics Report, 2016-17, the population of the current study is 6297 faculty members working in the private universities of Sindh and Punjab provinces.

Table 3.7
Proportionate Sample Size and Respondents Rate from both provinces

Province (Strata)	Population	Percentage of Population	Proportionate of Questionnaire From each Strata
Punjab	3182	51	186
Sindh	3097	49.18	178
Total Population	6279	100%	364

3.7 Pre Test

Though the survey research instruments that are used to measure the study variables are previously been validated, it is essential to test the reliability and validity of the scale

especially for the different environment or context before starting the main study (Sekaran & Bougie, 2016). In this view, the present study also would conduct the pretest and pilot test to get the validity and reliability of the measurement scale that included in this study. The level of stability and consistency of an instrument could be measured through the reliability test and that is also helpful to improve the instrument (Sekaran & Bougie, 2016). With this view, the validity and reliability of this questionnaire are undertaken to ensure that whether the items used in this study are credible to examine the constructs that they are suggested to measure (Hair, Black, Babin, Anderson, & Tatham, 2006).

In the present study, the questionnaires were distributed to three academicians who are specialized in HRM, organizational behavior, and industrial psychology for content and face validity and to get some potential recommendations and observations. These academicians were taken from two public universities, Universiti Utara Malaysia and Islamia University Bahawalpur, Pakistan. Based on their suggestions, it developed and improved the questionnaire further. They change the words like manager into dean; organization into university, employee into faculty member. Again, the researcher would distribute questionnaires to two prospective respondents from the private university, faculty members of the National College of Business and Administration, who are in the population. The original and adapted items after face validity are given in Table 3.8.

Table 3.8
Face Validity of the Questionnaire

No#	Original Items	Adaptive items
WPB1	I am able to work in this organization without sacrificing my principles	I am able to work in this university without sacrificing my principles
WPB2	I use to refer as "we/us" rather than "they/them" when I refer my organization to outsiders	I use to refer as "we/us" rather than "they/them" when I refer my university to outsiders
WPB3	I feel that there is a semblance	I feel that there is a resemblance between my

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	between my organization and my own values and beliefs	university and my own values and beliefs
WPB4	I generally carry more positive motions than the negative ones during my job	I generally carry more positive movement than the negative ones during my job
WPB5	Being a part of this organization inspires me to do more than what is expected	Being a part of this university inspires me to do more than what is expected
WPB6	In my work unit I have many common themes with my co-workers	In my work unit, I have many common themes with my colleagues
WPB7	Fairness is maintained while executing rules and policies in my organization	Fairness is maintained while executing rules and policies in my university
WPB8	My personal needs are well met by my organization	My personal needs are well met by my university
WPB9	Whenever I have any personal or professional issues my organization extends necessary help and support	Whenever I have any personal or professional issues my university extends necessary help and support
WPB10	My career goals are well considered by my organization	My career goals are well considered by my university
WPB11	My organization tries to make my job as exciting and promising as possible	My university tries to make my job as exciting and promising as possible
WPB12	Accomplishments at work are adequately rewarded in my organization	Accomplishments at work are adequately rewarded in my university
DJ1	My work schedule is fair	My work schedule is fair
DJ2	I think that my level of pay is fair.	I think that my level of pay is fair.
DJ3	I consider my workload to be quite fair.	I consider my workload to be quite fair.
DJ4	Overall, the rewards I receive here are quite fair.	Overall, the rewards I receive here are quite fair.
DJ5	I feel that my job responsibilities are fair.	I feel that my job responsibilities are fair.
PJ1	Job decisions are made by the general manager in an unbiased manner	Job decisions are made by the dean in an unbiased manner
PJ2	My general manager makes sure that all employee concerns are heard before job decisions are made.	My dean makes sure that all academic staff's concerns are heard before job decisions are made.
PJ3	To make job decisions, my general manager collects accurate and complete information.	To make job decisions, my dean collects accurate and complete information.
PT4	My general manager clarifies decisions and provides additional information when requested by employees.	My dean clarifies decisions and provides additional information when requested by academic staff.
PJ5	All job decisions are applied consistently across all affected employees.	All job decisions are applied consistently across all affected academic staff.
PJ6	Employees are allowed to challenge or appeal to job decisions made by the general manager.	Academic staff is allowed to challenge or appeal to job decisions made by the dean.
IJ1	When decisions are made about my	When decisions are made about my job, the

	job, the general manager treats me with kindness and consideration.	dean treats me with kindness and consideration.
IJ2	When decisions are made about my job, the general manager treats me with respect and dignity.	When decisions are made about my job, the dean treats me with respect and dignity.
IJ3	When decisions are made about my job, the general manager is sensitive to my personal needs	When decisions are made about my job, the dean is sensitive to my personal needs.
IJ4	When decisions are made about my job, the general manager deals with me in a truthful manner.	When decisions are made about my job, the dean deals with me in a truthful manner.
IJ5	When decisions are made about my job, the general manager shows concern for my rights as an employee.	When decisions are made about my job, the dean shows concern for my rights as an academic staff.
IJ6	Concerning decisions made about my job, the general manager discusses the implications of the decisions with me.	Concerning decisions made about my job, the dean discusses the implications of the decisions with me.
IJ7	The general manager offers adequate justification for decisions made about my job.	The dean offers adequate justification for decisions made about my job.
IJ8	When making decisions about my job, the general manager offers explanations that make sense to me.	When making decisions about my job, the dean offers explanations that make sense to me.
IJ9	My general manager explains very clearly any decision made about my job.	My dean explains very clearly any decision made about my job
IJ10	Change the scope or types of tasks that you complete at work	I change the scope or type of tasks to complete them at work
IJ11	Introduce new work tasks that better suit your skills or interests	I introduce new work tasks that better suits my skills or interests
JC3	Choose to take on additional tasks at work	I choose to take on additional tasks at work
JC4	Give preference to work tasks that suit your skills or interests	I give preference to work tasks that suit my skills or interests
JC5	Think about how your job gives your life purpose	I think about how my job gives me my life purpose
JC6	Remind yourself about the significance your work has for the success of the organization	I remind myself about my significance work for the success of the university
JC7	Remind yourself of the importance of your work for the broader community	I remind myself about my significance work for the success of the community
JC8	Think about the ways in which your work positively impacts your life	I think about the ways in which my work positively impacts my life
JC9	Reflect on the role your job has for your overall well-being	My role to perform the job reflects of my well-being
JC10	Engage in networking activities to establish more relationships	I engage in networking activities to establish more relationships
JC11	Make an effort to get to know people well at work	I make an effort to get to know people well at work
JC12	Organize or attend work-related	I organize or attend work-related social

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	social functions	functions
JC13	Introduce yourself to co-workers, customers, or clients you have not met	I introduce myself to colleagues, students or stockholders I have not met
JC14	Choose to mentor new employees (officially or unofficially)	I choose to mentor new lecturers (officially or unofficially)
JC15	Make friends with people at work who have similar skills or interests	I make friends at work who have similar skills or interests
AL1	My supervisor commends me when I do a better than average job	My dean commends me when I do a better than average job
AL2	My supervisor acknowledges improvement in my quality of work	My dean acknowledges improvement in my quality of work
AL3	My supervisor personally compliments me when I do outstanding work	My dean personally compliments me when I do outstanding work
AC1	I would be very happy to spend the rest of my career in this organization	I would be very happy to spend the rest of my career in this university
AC2	I enjoy discussing about my organization with outsider	I enjoy discussing my university with an outsider
AC3	I really feel as if this organization's problems are my own.	I really feel as if this university's problems are my own.
AC4	I do not feel emotionally attached to this organization.	I feel emotionally attached to this university
AC5	I do not feel like part of the family at my organization	I feel like part of the family at my university
AC6	I think I could easily become attached to another organization as I am to this one	I think I could not attaché to another university as I am to this one
AC7	This organization has a great deal of personal meaning for me.	This university has a great deal of personal meaning for me.
AC8	I do not feel a strong sense of belonging to my organization	I feel a strong sense of belonging to my university

3.8 Pilot Study

A pilot test, before conducting the real survey has been conducted to improve the value of the scale. Thus, the pilot test is regarded to calculate the internal consistency of the scale to calculate Cronbach Alpha values of each variable. "The Cronbach Alpha α value ranges from; $\alpha > 0.9$- Excellent, $\alpha < 0.8$- Good, $\alpha < 0.7$- Acceptable" (George & Mallery, 2003). This pilot study was conducted to ensure the simplicity, clarity content, inclusiveness, and

clarity of the instruments before a formal survey. After face validity, questionnaires were

distributed to 40 faculty members. 39 questionnaires were returned. It was noted that

faculty members who take part in the pilot study were omitted from the main study. Table

3.9 provides the details of internal consistency, composite reliability, and AVE of the

constructs in the pilot study. It shows that all the five constructs are found to have a higher

Cronbach's alpha value of above .7 of threshold that is recommended by (Farrell & Rudd,

2009).

Table: 3.9
Pilot Study Reliability test (n=40)

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Organization Justice	0.952	0.957	0.555
Job Crafting	0.896	0.919	0.558
Appreciative Leadership	0.871	0.921	0.795
Affective commitment	0.833	0.876	0.501
Workplace Belongingness	0.911	0.926	0.535

3.9 Data Collection

In the current study, the data has been gathered by distributing the questionnaires, with a

cover letter, among the academic staff of the selected private universities in Pakistan,

which clarifies the aim of the study. Further, the cover letter was sealed off with the survey

instrument to report the faculty members about the study that was applied for the academic

motive only as well as treated confidentially.

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To enhance the response rate, it is assumed to distribute the questionnaire personally as well as by post to the university employees and briefly describe the purpose of the survey. In fact, through this method, the researcher can establish a credential relationship with the respondents which may have a positive influence on the response rate. Finally, a repeating call is made to the employees after one or two weeks as per their stated convenient time to prompt the survey work. In fact, it is observed that reminding calls can enhance the response rate particularly for those who were very busy. Most importantly, participants have sufficient time and full freedom to complete the survey questions as there are no interferences or influences on respondents. The whole process of data collection is taken 47 days.

3.10 Data Analysis Technique

At the beginning of data analysis, the data have been keyed-in in the SPSS datasheet using SPSS software, version 27.0, for the analyses after completion of the data collection process. The data was analyzed through both descriptive statistical tools and the Partial Least Square (PLS) regarded as a second-generation multivariate analysis technique that made an avenue for the researchers to carry out path-analytic modeling with the latent constructs (Joseph Hair Jr, Hult, Ringle, & Sarstedt, 2016). Moreover, researchers enjoy more flexibility in PLS-SEM while the interaction between theory and observed data (Chin, 1998). The two well-known fundamental approaches for SEM analysis are covariance-based structural equation models (CB-SEM) analysis (conducted through the software like AMOS, LISREL, and EQS) where the normal distribution of data is essential, and the another is variance-base structural equation modeling (VB-SEM) conducted by using

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Smart PLS software widely known as partial least squares to structural equation modeling (PLS-SEM) analysis where the distribution of data whether normal or non-normal does not matter.

Initially, the response rate of the variables of the study has been identified. The response rate of the questionnaire is determined by the ratio of distributed questionnaires and the returned questionnaire. The descriptive statistics are showed to find out the demographic features of the respondents like age, job position, job tenure, education level, gender, and marital status through the calculation of frequencies and percentage of the sample of this study.

PLS path modeling integrates an econometric perception that focuses on the measurement and psychometric concepts where latent constructs (unobserved variables) are developed by multiple observed measures (also known as manifest variable or indicator or item). Therefore, PLS path modeling has been used to measure the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership, and workplace belongingness in this study. In addition, a statistical model was developed based on the constructs of this study.

In the present study, there are some reasons behind the use of the PLS method to SEM. Firstly, although PLS-SEM path modeling and traditional regression analysis are quite similar PLS-SEM provides the additional opportunity of assessing the association between the constructs (in the structural model) and the relationship between indicators and their respective construct (in measurement model) concurrently (Duarte & Raposo, 2010). Secondly, the PLS approach provides a flexible and useful technique for building a statistical model (Henseler, Ringle, & Sinkovics, 2009). The investigation and analysis of

complex as well as large path models in exploratory fashion can be conducted by PLS for its flexible and exposure nature. Thirdly, PLS ensures a soft modeling technique that can be run for both non-normal and normal distribution of data with a small sample size for accurate prediction Hair Junior et al. (2016) whereas the covariance-based approach requires the data with a normal distribution (Chin & Newsted, 1999). Fourthly, as a soft modeling technique PLS can accommodate theoretical, distributional, practical, and measurement conditions (Hair, Hult, & Christian, 2016). Finally, PLS generates scores for the components of latent constructs by the weighted sum of indicators (Chin & Newsted, 1999). Therefore, PLS-SEM measures determinate values that are obtained for a predictive purpose for the latent constructs and produce a maximum variance for the endogenous constructs.

The analyses of this study have been conducted through the PLS approach by two steps. One is building and testing the measurement model and the other is building and testing the structural model.

3.10.1 Descriptive Statistics

At the beginning of the data analysis, the descriptive statistical analysis was done with the demographic variables. In this stage, respondents 'demographic characteristics such as age, gender, education level, marital status, job position, and job tenure were analyzed through descriptive statistical tools like frequency distribution and percentage. This analysis provides an overall state of affairs about the respondents of the study. The demographic profile of the respondents was analyzed through the SPSS software 27 version.

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3.11 The Measurement Model Assessment

The assessment of the measurement or outer model has been conducted at the first stage of the PLS-SEM analysis approach. The association between observable variables (items/indicators/manifests) and underlying unobserved construct is identified by the assessment of the outer or measurement model. Therefore, suitable items have been used for the operationalization of the construct as suggested by (Churchill Jr, 1979). Subject to the relationship between latent construct and their respective items (indicators / observable variables) there may have formative or reflective indicators. Moreover, the measurement model can be assessed with either formative and reflective indicators together or exclude any of them (formative or reflective) while observed constructs are developed (Fornell & Bookstein, 1982). Furthermore, the operationalization of construct is either conducted through formative or reflective indicators depends on the theoretical support (Hair Junior et al., 2016). The measurement model of the present study has been developed through reflective indicators because the indicators of the respective constructs that are used in this study resemble the reflective nature with the constructs (i.e., items are caused by the construct). In addition, in measurement model analysis, the loadings for each item have been calculated to define the constructs theoretically. Moreover, the measurement model investigated that the items (survey instrument) used for measuring the construct is reliable. In addition, the validity of the model of the study is investigated to measure the soundness of the items.

3.11.1 Indicator Reliability

The indicator reliability signifies which portion of an indicator's variance is clarified by the fundamental latent construct. The higher outer loadings of construct signify that indicators association is common in describing the construct. The standardized outer loading ≥ 0.708 is acceptable by the rule of thumb so that each indicator's variance becomes>0.5 for explaining the latent construct. Because the indicator's outer loading more than 0.708 is the number square (0.7082) equals 0.5 although 0.70 is acceptable as it is very close to 0.708. This threshold value suggests that the variance shared among the construct and its indicators are greater than the measurement error variance (Vinzi, Trinchera, & Amato, 2010). Regarding newly developed scale the loadings are observed weak, however, in the case of reflective indicators in the PLS model the indicators outer loadings.

3.11.2 Composite Reliability

Traditionally, internal consistency is measured through Cronbach's alpha which estimates the reliability of the observed variables (items/ indicators) based on internal correlations. Cronbach's alpha, in general, has a propensity to underestimate internal consistency due to its (Cronbach's alpha) subtle to the number of items (observations) in the scale. Since PLS-SEM emphasizes individual reliability of the indicators, thus, composite reliability has been preferred in this study in measuring internal consistency reliability to overcome the limitations of Cronbach's alpha.

The value of composite reliability in PLS-SEM varies from 0 to 1.0 where higher value signifies higher reliability. The values range between 0.6 and 0.7 are acceptable although values from 0.7 to 0.9 considered satisfactory for high-level research work the value of Cronbach's alpha >0.95 signifies that all the items are measuring the same construct thus regarded invalid to measure the construct (Nunnally, 1994). In this connection, (Rossiter, 2008) opines that adverse consequence appears when redundant items are used to measure the content validity.

3.11.3 Convergent Validity

Convergent validity examines the extent of positive correlation with alternative measures (indicators) of the same construct (Hair Junior et al., 2016), which were conducted in the present study. Indicators' outer loading is considered for the establishment of convergent validity and AVE is a common measure to examine the convergent validity of the construct. AVE includes the variance of indicators captured by the construct compared to the total variance, including the variance that comes from measurement error. The AVE value 0.5 is acceptable (Rodgers & Pavlou, 2003). Generally, the indicators deletion process assists to increase the AVE values.

3.11.4 Discriminant Validity

The extent of dissimilarity of one construct from other constructs through empirical standards is known as discriminant validity. Two methods are available to examine the discriminant validity like the Fornell-Larcker criterion, and Cross loadings method. The shared variance of the latent construct and its indicators must have been greater than the variance shared with other latent variables (Hulland, 1999). The above two methods of discriminant validity were applied in this study for examining the discriminant validity.

3.12 The Structural Model Assessment

In the second stage, the PLS-SEM path modeling technique has been used to analyze the structural model or inner model of this study. The structural model assesses the association between the constructs developed under the hypotheses of the study. In addition, theoretical and logical reasons were followed while relationship among constructs has been hypothesized. Thus, the results of PLS-SEM structural model of this study investigated the predictive power of the model and the relationship among the constructs (Hair Junior et al., 2016).

3.12.1 Collinearity Assessment

At the beginning of the measurement of the structural model, the correlations of the predictor variables have been investigated through the collinearity test. In this connection, each subpart of the structural model and the predictor constructs has been investigated

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separately. For assessing the collinearity level for this study computation of tolerance for each construct and indicator has been measured. Tolerance is the variance of one indicator which has not been clarified by the other indicators in the same block. Moreover, the variance inflation factor (VIF) was done as a measure of collinearity which is also known as reciprocal of tolerance. The values of tolerance should be >0.20 and VIF.

3.12.2 Path Coefficient

The path coefficient of the model examines the loadings for the paths between the constructs with the t-value for identifying the significance level. The path coefficient value ranges from -1 to +1. The positive value close to +1 signifies strong positive association and vice versa for negative value, while the value closer to 0 signifies weaker relationship and close to 0 signifies not significant. In this connection, data have been run by 5000 bootstrapped samples and 0 cases per sample (Hair Junior et al., 2016). The bootstrapping procedure of this study produced the path coefficients (β) values which have been used to identify the path significance through computed t-statistics of the structural model.

Moreover, p-values and bootstrapping confidence intervals have been reported in this study. Although it is argued that all three significance testing is not essential to report as they produce a similar conclusion, in spite of this, it is done for more clarification.

3.12.3 Coefficient of Determination (R^2)

The coefficient of determination (R^2) measures the predictive accuracy of the model. R^2 represents the joint effects of all exogenous on the endogenous latent variable. Thus, R^2 value has been assessed to measure how PLS-

SEM model predicts the data set of this study. The more the value of R^2 means the more variance in the observed items. The values of R^2 fall between 0 and 1, where higher values signify higher predictive accuracy. More specifically, R^2 values for endogenous variables by 0.75, 0.50, and 0.25 show substantial, medium, and low predictive accuracy respectively (Henseler et al., 2009).

3.12.4 Effect Size of the Coefficient of Determination

Effect size (f^2) referred to whether the deletion of the specific exogenous latent variable from the model has substantial changes in endogenous construct variables in terms of R^2 (coefficient of determination) values. How each exogenous (independent) variable influence on the endogenous (dependent) variable of this study has been measured with the f^2 (effect size) values. The f^2 measures the variance explains for each exogenous variable in the model. The high, medium, and low effect of the exogenous construct is represented by the value of 0.35, 0.15, and 0.02 respectively (Hair Junior et al., 2016).

3.12.5 Predictive Relevance

The predictive relevance (Q^2) is a measure that examines the predictive relevance of the model as suggested by Stone-Geisser's criterion (Geisser, 1974), which is calculated through blindfolding procedures (Akter, D'Ambra, & Ray, 2011). Q^2 shows how well the empirical data with the help of a model or PLS parameter can be reconstructed (Fornell, 1994). Predictive relevance (Q^2) of the model has been measured for this study to examine whether the model has predictive validity or not.

Usually, the value of $Q^2 > 0$ is considered as good. The Q^2 value>0 proves that the observed values have been constructed well and the model has predictive relevance (Fornell, 1994). Although two approaches such as cross-validated redundancy and cross-validated communality approach are available to calculate Q^2 value, the study followed the cross-validated redundancy method since it covers the element of path model for both structural model and measurement model (Wold, 1982).

Moreover, the relative impact of the predictive relevance of the structural model on the observed measures for latent endogenous construct has also been calculated in this study. The relative impact of predictive relevance has been calculated by the measure of the effect size of predictive relevance (Q^2). The Q^2 values such as 0.02, 0.15, and 0.35 signifies low, medium, and high predictive relevance respectively for a certain endogenous latent construct.

3.12.6 The Assessment of Direct and Mediating Effect

This study has numerous relating effects like direct as well as the indirect effect with mediation. For mediation, numerous techniques could be used for the mediation test of Baron and Kenny (Baron & Kenny, 1986) and Sobel test Sobel (1982) as well as bootstrapping (Hayes, 2009). Bootstrapping was used by the researcher to test the indirect effect in the current study. Moreover, this study was adopted the testing process of mediation, "bootstrapping the indirect effect". The many researchers exposed that, Bootstrapping will be a non-parametric re-sampling process by focusing more attention for potential researchers, The most precise and dominant procedure to test the effect of mediation is the method of (Baron & Kenny, 1986). The analysis of bootstrapping is the best suitable for PLS-SEM since it might function for a small sample size (Joseph Hair Jr, Sarstedt, Ringle & Gudergan, 2017).

3.13 Summary

In this chapter, Smart PLS 3.0 was used while introducing the interaction term in the model. This model is named as the main effect model as well as the R square was discussed before, introducing the interactional term. This chapter has thoroughly defined the methodology of the study by deliberating the logic behind the use of quantitative research techniques for the current study. According to the necessities of quantitative technique, the measurement of each construct and its dimension adapted from previous studies which have finally developed based on instrument development of this study, which is more used for the data collection from the respondents through the survey.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

Aligned with chapter the objectives of this chapter presented the results of a questionnaire survey and the results of testing the hypothesis formulated for the study. First, the response rate of each respondent in each university of Pakistan was highlighted. In the next section, the demographic profile of the respondents was presented. This chapter was representing the results of the present study by using PLS path modeling. Results of descriptive statistics for all variables exogenous and endogenous were discussed. Next, the main results of the current study were presented into two main sections. The first section discussed the measurement of the model which was based on loading item reliability, internal consistency reliability, discriminant validity, and convergent validity. The second section represented the structural models were described the coefficient significance of variables for testing hypothesis, effect size, and predictive relevance of model and finally level the R-square value. Lastly the results of the complementary PLS-SEM analysis, which analyzed the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership, and workplace belongingness.

4.2 Response Rate

According to data collection procedure, a total of five hundred and fifty (550) self-administered questionnaires have been distributed to the full-time permanent academic staff of Pakistani universities and a series of reminder calls were made to the concerning academic staff of selected universities, this technique is also validated by the study of (Shah, 2009). Some questionnaires were received back through courier from the stated universities of Pakistan. Out of 550, the questionnaires were returned 463 (84%), out of that 390 (71%) questionnaires were valid, and the other seventy-three (73) rejected since the bulk of the questionnaire has been left blank. Questionnaires have been distributed and collected in a period of one and a half months from dated January 2020, to March 2020.

Table: 4.1
Response Rate of the Questionnaires

Response	Frequency/Rate
Number of Questionnaires	550
Questionnaires Returned	463
Questionnaires not returned	87
Response Rate	84%
Excluded Questionnaires	73
Useable Questionnaires	390
Valid Response Rate	71%

As a result, Table 4.1 shows that just 390 questionnaires were usable for further analysis by providing a reliable response rate of 71%.. The response rate was obtained compared to other several past studies using academics staff as the study sample, the response rate was such studies is 49% by (Gardner, 2012) and 56% in the context of Pakistan (Bodla et al.,

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2014; Nawaz & Pangil, 2016). According to Hair (2010) for statistical analysis, a good sample size at least 10-20 times more than the study variables. Henceforth, the sample size of the present study is 390 which appear to be fit for statistical analysis compare to seven (07) variables used in this study.

Moreover, in table 4.2, male respondents with dominated response rate of 65.9% as compared to 34.1% who are females. According to the Annual Statistics Report, 2016-17, the male faculty members are also more in number over the female in the universities of Pakistan. In the demographic analysis the distribution of respondent's beginning based on the age illustrates that majority of the respondents fall within the age less than 30 years (46.9%), about 40.8% fall within the age of 30-40 years, 10.5% are between the age of 41-50 and remaining 1.8% are falling above the age of 50 years. For marital status, it was observed that most of the respondents are married. There were 59% of respondents married and the rest of 41% was single. The lecturers were 63.8%, which was a high percentage, assistant professors were 34.4% and associate professors were just 2.1%. In Pakistan, it is not easy to get access to professors to obtain responses for the research. Because, they remain busy. Further, due to Covid-19 they were not allowed to visit the workplace because of their old age. That is why the associate professors and professors in respondents list are low in number.

Table 4.2
Demographic Profile of the Respondents

Demography	Description	No. of Responses	%
Gender	Male	257	65.9
	Female	133	34.1
Age	Less than 30 years	183	46.9
	30 to 40 years	159	40.8

	41 to 50 years	041	10.5
	More than 50 years	070	1.80
Marital Status	Married	230	59.0
	Single	160	41.0
Position	Lecturer	248	63.8
	Assistant Professor	134	34.4
	Associate Professor	080	2.10
	Professor	000	000
Experience	Less than 1 year	188	48.2
	1-3 years	169	43.3
	4-6	019	4.90
	7-10	060	1.50
	More than 10 years	080	2.10
Income	40-80	177	45.4
	81-100	159	40.8
	101-140	020	5.10
	141-180	026	6.70
	More than 180	080	2.10
Education	Master/Equivalent	081	20.8
	Ms/Phil	268	68.7
	PhD	410	10.5

Aligned with the previous discussion the respondents whose experience was less than one (1) year as could be dominated (188) with a 48.2% followed by those having 1-3 years (169) with a 43.3% as well as (19) with 4.9% having experience in between 4-6 years, only (6) with 1.5% of the respondents having between 7-10 years and followed by those having more than ten (10) years were eight (8) with a 2.1%.

Aligned with previous discussion the respondents whose income was between 40-80 thousand rupees as could be dominated (177) with a 45.4% followed by those having 81-100 thousand rupees (159) with a 40.8% as well as (20) with 5.1% having salary in between 101-140 thousands rupees, only (26) with 2% of the respondents having salary between 141-180 thousand rupees and just (8) with 2.1% of the respondents having salary more than one-eighty thousands rupees.

Moreover, it was also observed that over 20.8% of the responses came from the respondent who has done master or having an equivalent degree, 68.7%, who have done MS/M.Phil. The remaining 10% have done a Ph.D.

4.3 Data Coding

data coding has two types (Churchill & Iacobucci, 2006). The first category presumes that the code number should be assigned to each of the constructs for ease of identification and data analysis and secondly, the items would become out to adopt the constructs in the study such as every construct might have the different aspect that asks questions about it. Consistent with the argument of (Churchill & Iacobucci, 2004), the questions should be arranged in confirmatory with the construct. The constructs used in the current study have been coded as follows shown below in Table 4.3.

Table 4.3
Data Coding

Variables	Code
Workplace Belongingness	WPB
Distributional Justice	DJ
Procedural Justice	PJ
Interactional Justice	IJ
Job Crafting	JC
Appreciative Leadership	AL
Affective Commitment	AC

4.4 Data Screening and Preliminary Analysis

As discussed earlier in chapter three, the data screening process was undertaken on the data survey to recognize the relevant data for multivariate data analysis. The importance of data screening in data analysis particularly in quantitative research provides a solid groundwork for obtaining significant results. This argument is also supported by Hair (2010) that the quality of analysis should be based on the quality of beginning data screening. Needless for the management of the incomplete data the identification of missing and incomplete questionnaires answered was done. Out of 550 questionnaires received 73 questionnaires were not valid due to incomplete responses. So, according to Hair (2010), the For further analysis, incomplete questionnaires were omitted. After the screening process, 390 questionnaires remain and this total response rate is appropriate to use in following data analysis (Hair, 2010).

The initial data analysis elaborates on two processes: analysis of missing value and descriptive analysis of the latent variables. First, the missing value analysis has been undertaken to assess and form a whole data set for the following model estimation. Second, the descriptive analysis latent constructs provide assessments of the features of the data. Concerning descriptive of the data like the mean, variance, and correlation among variables have been also analyzed for appropriateness proceeding to the assessment of the measurement models. It is also essential to examine that there are no coding errors, that variables were recorded adequately; these two procedures have been carried out.

4.5 Descriptive Analysis of Latent Construct

After preliminary analysis, the statistical description of the constructs of the study is calculated for descriptive analysis, wherever the statistical value of the dependent variable, independent variables, and mediating variables was analyzed. The descriptive statistics are shown in Table 4.4 that have the minimum values and maximum values, the standard deviation and mean of the variables used, as before stated in chapter three the questionnaire was based on five points Likert scale ranging from 1 to 5.

The mean values of the variables are shown from 2.93 to 4.13, the value of the standard deviation are shown from 0.810 to 1.300. In the present study mean scores of less than 3.00 have been categorized as low, mean scores between 3.00 and 4.00 categorize as moderate, and mean scores higher than four were categorize as high.

Table 4.4
Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
DJ1	390	1	5	4.02	1.209
DJ2	390	1	5	4.06	1.141
DJ3	390	1	5	3.63	1.033
DJ4	390	1	5	3.80	1.118
DJ5	390	1	5	3.88	1.191
IJ1	390	1	5	3.73	0.980
IJ2	390	1	5	3.85	0.966
IJ3	390	1	5	3.80	1.009
IJ4	390	1	5	3.84	0.981
IJ5	390	1	5	3.75	1.055
IJ6	390	1	5	3.79	0.899
IJ7	390	1	5	3.71	1.009
IJ8	390	1	5	3.75	1.024
IJ9	390	1	5	3.93	0.955
PJ1	390	1	5	2.93	1.122
PJ2	390	1	5	4.03	0.820

PJ3	390	1	5	3.72	1.098
PJ4	390	1	5	3.94	0.987
PJ5	390	1	5	3.80	1.005
PJ6	390	1	5	3.78	0.940
JC1	390	1	5	3.79	1.034
JC2	390	1	5	3.73	0.994
JC3	390	1	5	3.53	0.810
JC4	390	1	5	3.76	1.045
JC5	390	1	5	3.71	1.035
JC6	390	1	5	3.45	0.888
JC7	390	1	5	3.59	1.004
JC8	390	1	5	3.74	1.018
JC9	390	1	5	3.75	0.997
JC10	390	1	5	3.76	1.113
JC11	390	1	5	3.68	1.175
JC12	390	1	5	3.83	1.008
JC13	390	1	5	3.79	1.108
JC14	390	1	5	3.73	1.023
JC15	390	1	5	3.59	1.159
AL1	390	1	5	3.88	1.300
AL2	390	1	5	4.09	1.121
AL3	390	1	5	3.93	1.203
AC1	390	1	5	4.03	1.241
AC2	390	1	5	3.97	1.104
AC3	390	1	5	3.73	1.168
AC4	390	1	5	3.92	1.269
AC5	390	1	5	4.13	1.206
AC6	390	1	5	3.42	1.186
AC7	390	1	5	3.47	1.272
AC8	390	1	5	3.52	1.203
WPB1	390	1	5	3.49	1.131
WPB2	390	1	5	3.20	1.179
WPB3	390	1	5	3.57	1.080
WPB4	390	1	5	3.48	1.038
WPB5	390	1	5	3.61	1.050
WPB6	390	1	5	3.54	1.055
WPB7	390	1	5	3.33	0.994
WPB8	390	1	5	3.47	1.098
WPB9	390	1	5	3.39	1.010
WPB10	390	1	5	3.57	1.106
WPB11	390	1	5	3.65	1.039
WPB12	390	1	5	3.56	1.104
Valid N (listwise)	390				

4.6 Analysis of Outliers

Outliers denote the extreme response of a certain question or some of the questions or all of the questions contained in a questionnaire which are substantially different from the rest of the data set (Joseph Hair Jr et al., 2016). Outliers cause inconsistency among the rest of the data set (He, Xu, Huang, & Deng, 2005), therefore, the outliers in data set could have severe misrepresent in the regression coefficient and produce unreliable results of the study which are based on regression analysis (Verardi & Croux, 2008). Therefore, outliers negatively affect the findings of statistical data analysis (Joseph Hair Jr et al., 2016).

The examination of outliers and corrective measures are essential to administer if any outliers are detected in the data set for getting reliable results from statistical data analysis. Mahalanobis distance is commonly followed for detecting outliers in the study (Yeung, 2014). because this method examines each observation's position by comparing all observations of the variable set (McQuitty, 2018).

In SPSS software version 23.0, run to determine the value of Mahalanobis distance. In this case, SPSS created a new column by the name of MAH_1 in the SPSS data set for each case which is compared with the value of Chi-square. If any value of Mahalanobis distance (D2) is higher than Chi-square value meaning the existence of outlier as a rule of thumb (Yeung, 2014). For the computation of Chi-square value, this study followed Walker's (2014) Chi-square table. In this study, for all the 58 observed items the recommended Chi-square threshold becomes 97.039 (p=0.001) none of the value of Mahalanobis distance is greater than 97.039 meaning that multivariate outliers are absent in the data set of this study. Appendix B represents the values of Mahalanobis distance (D2) for the latent constructs of this study for measuring outliers.

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4.7 Normality Test

After performing assessment of missing values and detecting the outliers, the normal distribution of the data was tested. For structural equation model and statistical analysis, a key assumption is the data is normally distributed (Hair et al., 2016). There is no assumption is compulsory about data nonnality in PLS-SEM (Hair et al., 2016). The PLS-SEM is a non-parametric statistical model although it does not require normal distribution of data but it is important to check the normality of data because extremely non-normality in data can be a problem in parameters assessment and from bootstrapping the standard errors can be inflated (Hair et al., 2016). The present study applied Skewness and Kurtosis statistical method to assessment of the normality of data. According to Tabachnick and Fidell (2007) suggested that, when the sample is more than 200, the deviation from normality of Skewness and Kurtosis normally does not make a substantive difference. The studies of Curran, West, and Finch, (1996) stated that the values of Skewness should less than two and values of Kurtosis should less than seven. According to Kline (2011) stated that if the Skewness values greater than three and values of Kurtosis greater than ten indicates the problem in normality of data. In the current study normality of data assessed on the base of Curran, West, and Finch, (1996) recommendations, all the Skewness and Kurtosis absolute values of all the items were in the acceptable range, which indicated that the normality of data, shown in Table 4.5.

Table 4.5
Test of Normality

Items	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std.Error

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DJ1	390	-1.281	0.124	0.772	0.247
DJ2	390	-1.039	0.124	0.111	0.247
DJ3	390	-0.650	0.124	0.229	0.247
DJ4	390	-0.782	0.124	0.039	0.247
DJ5	390	-0.879	0.124	-0.182	0.247
IJ1	390	-1.025	0.124	1.058	0.247
IJ2	390	-0.737	0.124	0.239	0.247
IJ3	390	-1.022	0.124	0.966	0.247
IJ4	390	-0.811	0.124	0.450	0.247
IJ5	390	-0.995	0.124	0.799	0.247
IJ6	390	-0.797	0.124	0.735	0.247
IJ7	390	-1.001	0.124	0.821	0.247
IJ8	390	-0.775	0.124	0.441	0.247
IJ9	390	-1.096	0.124	1.103	0.247
PJ1	390	0.164	0.124	-0.617	0.247
PJ2	390	-0.563	0.124	0.228	0.247
PJ3	390	-0.887	0.124	0.406	0.247
PJ4	390	-0.968	0.124	0.655	0.247
PJ5	390	-0.883	0.124	0.707	0.247
PJ6	390	-0.696	0.124	0.386	0.247
JC1	390	-0.892	0.124	0.441	0.247
JC2	390	-0.819	0.124	0.567	0.247
JC3	390	-0.085	0.124	-0.037	0.247
JC4	390	-0.787	0.124	0.114	0.247
JC5	390	-0.712	0.124	0.250	0.247
JC6	390	-0.409	0.124	0.383	0.247
JC7	390	-0.623	0.124	0.236	0.247
JC8	390	-0.670	0.124	0.088	0.247
JC9	390	-0.994	0.124	0.759	0.247
JC10	390	-0.703	0.124	-0.171	0.247
JC11	390	-0.714	0.124	-0.289	0.247
JC12	390	-0.769	0.124	0.207	0.247
JC13	390	-0.944	0.124	0.470	0.247
JC14	390	-0.558	0.124	-0.111	0.247
JC15	390	-0.548	0.124	-0.400	0.247
AL1	390	-1.075	0.124	0.096	0.247
AL2	390	-1.086	0.124	0.215	0.247
AL3	390	-1.246	0.124	0.818	0.247

AC1	390	-1.182	0.124	0.348	0.247
AC2	390	-1.022	0.124	0.310	0.247
AC3	390	-0.864	0.124	-0.005	0.247
AC4	390	-0.987	0.124	-0.108	0.247
AC5	390	-1.362	0.124	0.837	0.247
AC6	390	-0.383	0.124	-0.645	0.247
AC7	390	-0.327	0.124	-0.935	0.247
AC8	390	-0.412	0.124	-0.683	0.247
WPB1	390	-0.526	0.124	-0.340	0.247
WPB2	390	-0.261	0.124	-0.710	0.247
WPB3	390	-0.814	0.124	0.264	0.247
WPB4	390	-0.548	0.124	0.088	0.247
WPB5	390	-0.715	0.124	0.250	0.247
WPB6	390	-0.868	0.124	0.453	0.247
WPB7	390	-0.591	0.124	0.312	0.247
WPB8	390	-0.719	0.124	0.082	0.247
WPB9	390	-0.673	0.124	0.335	0.247
WPB10	390	-0.814	0.124	0.209	0.247
WPB11	390	-0.843	0.124	0.439	0.247
WPB12	390	-0.755	0.124	0.217	0.247
Valid N (listwise)	390				

Table 4.5 shows that values of skewness of all variables were less than two and kurtosis value of all variables were less than seven, which indicated that the data was normally distributed.

4.8 Multicollinearity Test

Multicollinearity signifies a situation where two or more exogenous latent constructs are highly correlated in the multiple regression model (Sekaran & Bougie, 2016). The assessment of regression coefficients and the statistical significance of the exogenous constructs can substantially be distorted when the multicollinearity existed among the exogenous latent constructs (Cooper & Schindler, 2011). Moreover, the existence of multicollinearity decreases the path coefficient (beta) value while increasing the standard error; thus, lessen the statistical significance by decreasing the t-value (Field, 2009).

The expected perfect situation is that the relationship between exogenous and endogenous constructs would be a high linear correlation while the low relationship is predicted among exogenous latent constructs. In the analysis of multiple regression models like SEM analysis, the exogenous constructs are assumed not to be correlated since the higher the correlation among independent variables (multicollinearity) the lower the association between independent and dependent variable. Consequently, the effect of predictor variables on the outcome variable(s) is difficult to explain due to the presence of multicollinearity (Field, 2009). Therefore, multicollinearity is tested as it adversely affects the results of the study and conclusion. For the detection of multicollinearity, two methods are commonly used in the studies such as exogenous constructs' correlation matrix, and variance inflation factor (VIF), and tolerance value assessment (Peng & Lai, 2012).

Apart from the correlation-matrix analysis for testing the multicollinearity, this study also investigated the variance inflated factor (VIF). For testing the presence of multicollinearity for a given dataset, Hair Jr, Hult, Ringle, and Sarstedt (2016) suggested the critical value of VIF that a construct with VIF value of greater than 5 deemed to have the presence of

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multicollinearity. Table 4.6 shows that all the exogenous latent constructs of this study have a value of less than 5 confirm that the absence of multicollinearity among the independent latent constructs.

Table 4.6
Multicollinarity Test

Constructs	AC	WPB
AC		1.741
DJ	2.658	2.697
IJ	2.624	2.688
PJ	2.016	2.264
JC	2.095	2.135
AL	2.518	2.583

4.9 Test of Common Method Variance

Common method variance (CMV) is explained as "variance which is attributed towards the measurement method rather than to the construct of interest" (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Notable scholars have indicated towards its significance particularly in studies conducting self-reported surveys (Podsakoff et al., 2003; Spector, 2006).

CMV handling is essential as it inflates the relationship between the variables assessed through the self-reporting approach (Conway & Lance, 2010). Before this, similar concerns were also forwarded by the meta-analysis report (Organ & Ryan, 1995). As a result, several procedural and technical precautions suggested by prominent scholars were employed in the current study (MacKenzie & Podsakoff, 2012; Viswanathan & Kayande, 2012). At

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first, in order to minimize evaluation apprehension, the respondents were advised that there is no right or wrong answer to any questions and therefore they should rate the questions objectively.

Additionally, they were also given assurance regarding the confidentiality of their responses. Importantly, the researcher tried his level best to ensure the questionnaire contains simple and easy to understand statements. This is important particularly when the questionnaire is drafted in the language which is not the first language of the target audience (Niki et al., 2013).

Besides these precautionary remedies, the current study also followed the recommendations of (Podsakoff & Organ, 1986), deploying Harman`s single factor test for CMV. Under this approach, the variance in the exogenous variables of the study is computed. According to Eichhorn (2014), the total variance should be no greater than 50 percent. Based on the recommendations, all the 58 items were subjected to principal component factor analysis whereby, the total variance resulted to be 35% percent shown in Table 4.7, significantly marking below the accepted threshold. Parallel to this, the test also outlined that no single factor considered majority of the covariance amongst the exogenous variables of the study.

Table 4.7
Test of Common Method Variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	20.140	34.725	34.725	20.140	34.725	34.725
2	4.963	8.557	43.282			
3	3.409	5.878	49.160			
4	2.634	4.542	53.702			

5	2.457	4.236	57.938
6	1.453	2.506	60.444
7	1.316	2.270	62.713
8	1.235	2.130	64.843
9	1.121	1.933	66.777
10	1.024	1.765	68.542
11	.938	1.617	70.159
12	.851	1.467	71.626
13	.783	1.349	72.975
14	.751	1.295	74.271
15	.719	1.240	75.511
16	.665	1.147	76.657
17	.624	1.075	77.732
18	.602	1.039	78.771
19	.591	1.019	79.790
20	.548	.944	80.735
21	.516	.890	81.624
22	.486	.838	82.463
23	.473	.816	83.279
24	.459	.792	84.071
25	.441	.760	84.831
26	.432	.745	85.576
27	.427	.735	86.311
28	.398	.686	86.998
29	.394	.679	87.677
30	.374	.645	88.322
31	.370	.638	88.960
32	.364	.628	89.588
33	.357	.616	90.204
34	.347	.598	90.802
35	.322	.555	91.358
36	.309	.534	91.891
37	.304	.524	92.415
38	.293	.505	92.920
39	.285	.491	93.411
40	.269	.465	93.876
41	.262	.452	94.328
42	.255	.440	94.768
43	.247	.426	95.194
44	.242	.417	95.611
45	.238	.411	96.022

46	.230	.397	96.419
47	.220	.379	96.797
48	.216	.373	97.170
49	.203	.350	97.520
50	.190	.328	97.848
51	.183	.316	98.164
52	.181	.312	98.475
53	.176	.303	98.778
54	.167	.288	99.066
55	.155	.267	99.333
56	.142	.245	99.579
57	.130	.225	99.803
58	.114	.197	100.000

4.10 Assessment of PLS-SEM Path Model Results

Henseler and Sarstedt (2013) suggested that goodness- of- fit (GOF) index is not appropriate for model validation and recently another study conducted by Hair Jr, Sarstedt, Hopkins, and Kuppelwieser (2014) supports the above statement. Although using the PLS path models with simulated data, the results of this study indicating that the GOF index is not appropriate for the model validation due to it would not be valid separate models from the invalid model by (Hair Jr et al., 2016). Recent research and development of PLS path modeling is unsuitability in model validations. This study following the two-step procedure to assess and make results of PLS-SEM path, suggested by Henseler et al. (2009), two-step process one is an assessment of measurement model and the second one is the measurement of the structural model as showing in figure 4.1 (Hair Jr et al., 2014). The two steps procedures as suggested by Henseler et al., (2009), these are:

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1 **Assessment of Measurement Model**

The first step is conducted to assess the following quality criteria such as-

 a) Indicator reliability or individual item reliability,

 b) Composite reliability or internal consistency reliability,

 c) Convergent validity or average variance extracted,

 d) Discriminant validity.

2 **Assessment of Structural Model**

The second step is conducted to assess the following evaluation such as –

a) Path coefficients assessment

b) Coefficient of determination (R2)

c) The effect size of the coefficient of determination (f 2)

d) Predictive relevance (Q2)

e) Assessment of mediating effects

4.11 Assessment of Measurement Model

In the model assessment, the measurement model ensures the validity and reliability of the model. Similarly, Esposito Vinzi, Chin, Henseler, and Wang (2010) gave the rule of thumb for outer loading. Giving to the rule of thumb, outer loading should be 0.5 and above, AVE should be above 0.5. SO, all the items below 0.5 in outer loading should be deleted.
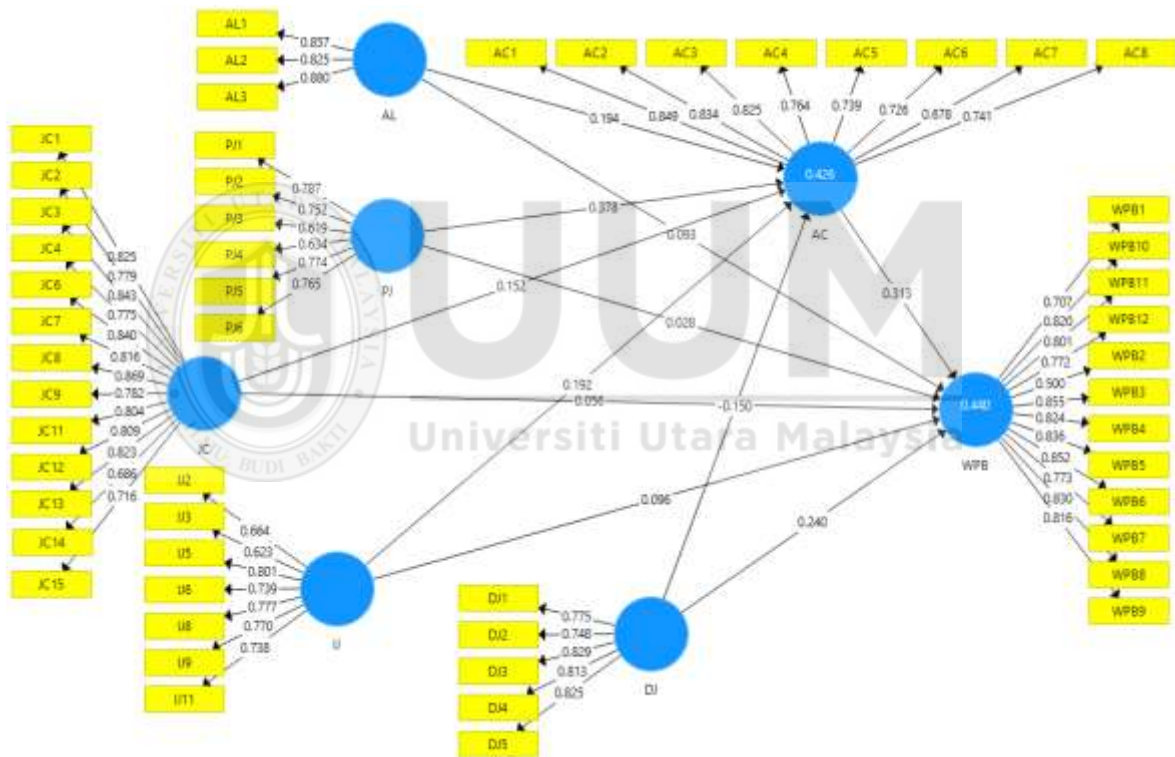
Figure 4.1
The Measurement Model

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4.11.1 Individual Items Reliability

The researcher investigated the cross-loadings of all items to mention any problem that serves as a requirement for the measurement model. Further, in model evaluation, the measurement model has been ensured the validity and reliability of the model. This study measured only CFA through Smart PLS 2.0 M3 (Ringle, 2005). The endorsement of (Hair, 2010) the large sample size needs to assess CFA, where the minimum sample less than 150 is not needed. Similarly, Esposito Vinzi et al. (2010) gave the rule of thumb for outer loading. Outer loading should be 0.5 and above, the average variance extracted (AVE) should be above 0.5 according to the rule of thumb. So, all the items below 0.5 were deleted one by one, this technique is also confirmed by Hair Jr et al. (2014) because it increased the data quality.

Hair Jr et al. (2014) argued that convergent validity is achieved while the factor loading is greater than 0.5 of all the items. Regarding the findings of this study showed that out of 58 items, 05 were removed since they were below than threshold 0.5. thus in the whole model 54 items are retained because they have their loadings between 0.512 to 0.877 which are above 0.5 as shown in Table 4.8.

4.11.2 Internal Consistency Reliability

Internal consistency reliability refers to the "extent to which all items on a particular subscale are measuring the same concept" (McCrae, Kurtz, Yamagata, & Terracciano, 2011). The composite reliability (CR) should be equal or greater than 0.70 and AVE should be at 0.50 (Fornell & Larcker, 1981; Hair Junior et al., 2016). In Table 4.8, all the

constructs have high-reliability value and their AVE is greater than the threshold value of 0.50. This study measured Cronbach's Alpha for the internal consistency of the data. Furthermore, George and Mallery (2003) gave the rule of for the alpha value; "α> 0.9-Excellent, α< 0.8- Good, α< 0.7- Acceptable". Table 4.8 displays the Cronbach's alpha, CR and AVE of all constructs.

Table 4.8
Internal Consistency Reliability

Constructs	Items	Factor Loadings	Cronbach's Alpha	rho_A	Composite Reliability	AVE
	DJ1	0.775				
	DJ2	0.748				
Distributional Justice	DJ3	0.829	0.858	0.859	0.898	0.638
	DJ4	0.813				
	DJ5	0.825				
	IJ1	0.738				
	IJ2	0.664				
	IJ3	0.623				
Interactional Justice	IJ5	0.801	0.854	0.858	0.890	0.537
	IJ6	0.739				
	IJ8	0.777				
	IJ9	0.770				
	PJ1	0.787				
	PJ2	0.752				
Procedural Justice	PJ3	0.619	0.821	0.833	0.868	0.526
	PJ4	0.634				
	PJ5	0.774				
	PJ6	0.765				
	JC11	0.804				
	JC12	0.809				
	JC13	0.823				
	JC14	0.686				
	JC15	0.716				
	JC2	0.779				

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Job Crafting	JC3	0.843				
	JC4	0.775	0.953	0.955	0.958	0.638
	JC6	0.840				
	JC7	0.816				
	JC8	0.869				
	JC9	0.782				
Appreciative Leadership	AL1	0.857				
	AL2	0.825	0.815	0.827	0.890	0.729
	AL3	0.880				
Affective Commitment	AC1	0.849				
	AC2	0.834				
	AC3	0.825				
	AC4	0.764	0.902	0.907	0.921	0.595
	AC5	0.739				
	AC6	0.726				
	AC7	0.678				
	AC8	0.741				
Workplace Belongingness	WPB1	0.707				
	WPB2	0.500				
	WPB3	0.855				
	WPB4	0.824				
	WPB5	0.836				
	WPB6	0.852	0.943	0.948	0.951	0.621
	WPB7	0.773				
	WPB8	0.83				
	WPB9	0.816				
	WPB10	0.820				
	WPB11	0.801				
	WPB12	0.772				

Table 4.6 shows that all the Cronbach's Alpha value more than 0.8 of all constructs. So this shows that all the variables have good consistency in the study. Moreover, in Table 4.8 indicated high reliability and AVE is greater than the threshold value of 0.50 indication of the reliability of the measurement model.

4.11.3 Discriminant Validity

Farrell and Rudd (2009) stated that discriminant validity is "the extent to which a particular latent variable is different from other latent variables". In this study, discriminant validity was determined through AVE as suggested by (Fornell & Larcker, 1981). Discriminant validity was achieved through matching the correlation of the latent variables and the square root of AVE (Fornell & Larcker, 1981). According to Fornell and Larcker, (1981), the square root of AVE should be greater than the value of latent variables that is discriminant validity.

To examine discriminant validity, this study show the values of discriminant validity to assure the model external consistency, in Table 4.9, the values of AVE of the variables are: Affective Commitment (AC) = 0.772; Appreciative Leadership (AL) = 0.854; Job Crafting (JC) = 0.799; Distributional Justice (DJ)= 0.799, Interactional Justice (IJ)= 0.733, Procedural Justice (PJ)= 0.725 and Workplace Belongingness= 0.788.

Table 4.9

Discriminant validity

Constructs	AC	AL	DJ	IJ	JC	PJ	WPB
AC	0.772						
AL	0.519	0.854					
DJ	0.417	0.445	0.799				
IJ	0.560	0.772	0.633	0.733			
JC	0.457	0.448	0.679	0.619	0.799		
PJ	0.559	0.467	0.678	0.582	0.535	0.725	
WPB	0.557	0.476	0.531	0.547	0.479	0.496	0.788

Table 4.9 displays that the square root of AVE is greater than the correlation between latent variables, indicative of acceptable discriminant validity (Fornell & Larcker, 1981). At first of this study clarified the study framework and shown the associations of the relationship of the variables from the previous literature that perhaps should be reviewed and revised because of the CFA which was undertaken.

Secondly, the examination of cross-loading is another method for the assessment of the discriminant validity of the constructs. In this method, indicators loadings are compared with the cross-loadings for the ascertainment of discriminant validity (Chin, 1998). Chin (1998) suggested that the indicators' outer loadings of the particular construct should have to be more than the loadings of other construct i.e., the cross-loading. But the presence of cross-loadings value more than items outer loadings signifies discriminant validity problem. The cross-loading method is considered liberal for the determination of discriminant validity (Joseph Hair Jr et al., 2016).

Table 4.10
Cross Validity

Constructs	AC	AL	DJ	IJ	JC	PJ	WPB
AC1	**0.849**	0.403	0.4	0.456	0.424	0.492	0.493
AC2	**0.834**	0.395	0.403	0.478	0.419	0.512	0.428
AC3	**0.825**	0.455	0.331	0.470	0.379	0.491	0.45
AC4	**0.764**	0.390	0.249	0.396	0.343	0.403	0.373
AC5	**0.739**	0.472	0.413	0.507	0.404	0.465	0.454
AC6	**0.726**	0.340	0.215	0.339	0.264	0.335	0.395
AC7	**0.678**	0.373	0.278	0.386	0.288	0.379	0.422
AC8	**0.741**	0.356	0.232	0.390	0.257	0.329	0.409
AL1	0.465	**0.857**	0.413	0.624	0.366	0.391	0.416
AL2	0.355	**0.825**	0.370	0.632	0.374	0.377	0.367
AL3	0.494	**0.880**	0.360	0.719	0.407	0.426	0.431
DJ1	0.388	0.367	**0.775**	0.521	0.555	0.587	0.430
DJ2	0.321	0.342	**0.748**	0.447	0.482	0.510	0.391

DJ3	0.301	0.379	**0.829**	0.528	0.573	0.500	0.444
DJ4	0.314	0.313	**0.813**	0.495	0.509	0.538	0.433
DJ5	0.333	0.375	**0.825**	0.533	0.587	0.565	0.417
IJ11	0.402	0.518	0.353	**0.738**	0.434	0.345	0.323
IJ2	0.373	0.429	0.713	**0.664**	0.608	0.592	0.439
IJ3	0.335	0.365	0.736	**0.623**	0.509	0.567	0.445
IJ5	0.507	0.771	0.423	**0.801**	0.432	0.473	0.441
IJ6	0.388	0.758	0.359	**0.739**	0.356	0.351	0.383
IJ8	0.441	0.532	0.355	**0.777**	0.423	0.323	0.402
IJ9	0.401	0.548	0.303	**0.770**	0.410	0.313	0.355
JC1	0.339	0.343	0.502	0.448	**0.825**	0.376	0.323
JC11	0.281	0.383	0.559	0.497	**0.804**	0.435	0.374
JC12	0.334	0.280	0.518	0.434	**0.809**	0.384	0.379
JC13	0.407	0.352	0.598	0.528	**0.823**	0.442	0.395
JC14	0.466	0.564	0.425	0.596	**0.686**	0.400	0.392
JC15	0.501	0.572	0.474	0.606	**0.716**	0.458	0.451
JC2	0.307	0.186	0.537	0.384	**0.779**	0.401	0.376
JC3	0.361	0.359	0.637	0.542	**0.843**	0.482	0.406
JC4	0.258	0.172	0.477	0.330	**0.775**	0.325	0.272
JC6	0.357	0.395	0.588	0.496	**0.840**	0.467	0.402
JC7	0.268	0.254	0.559	0.406	**0.816**	0.418	0.297
JC8	0.361	0.326	0.601	0.525	**0.869**	0.476	0.422
JC9	0.356	0.259	0.552	0.472	0.782	0.411	0.380
PJ1	0.356	0.433	0.693	0.577	0.545	**0.787**	0.456
PJ2	0.309	0.371	0.721	0.504	0.512	**0.752**	0.434
PJ3	0.153	0.205	0.409	0.301	0.245	**0.619**	0.231
PJ4	0.544	0.324	0.285	0.365	0.291	**0.634**	0.261
PJ5	0.360	0.285	0.385	0.343	0.264	**0.774**	0.308
PJ6	0.548	0.351	0.450	0.397	0.401	**0.765**	0.406
WPB1	0.507	0.335	0.359	0.408	0.362	0.381	**0.707**
WPB10	0.406	0.390	0.448	0.421	0.400	0.397	**0.820**
WPB11	0.418	0.384	0.454	0.446	0.375	0.372	**0.801**
WPB12	0.432	0.472	0.486	0.503	0.399	0.403	**0.772**
WPB2	0.262	0.209	0.271	0.222	0.188	0.252	**0.500**
WPB3	0.502	0.407	0.417	0.480	0.397	0.440	**0.855**
WPB4	0.527	0.384	0.406	0.461	0.415	0.426	**0.824**
WPB5	0.467	0.376	0.440	0.437	0.397	0.452	**0.836**
WPB6	0.479	0.384	0.432	0.442	0.404	0.429	**0.852**
WPB7	0.366	0.313	0.406	0.411	0.382	0.344	**0.773**
WPB8	0.453	0.409	0.434	0.446	0.373	0.405	**0.830**
WPB9	0.388	0.378	0.433	0.429	0.384	0.341	**0.816**

The Table 4.10 depicts that the indicators' outer loadings are greater than that of the cross-loadings; thus, produce a conclusion that the constructs have acceptable discriminant validity for administering further analysis.

4.12 Assessment of Significance of the Structural Model

In the PLS-SEM path model, the structural model or inner model describes the relationship between the exogenous latent construct and endogenous latent construct. Therefore, the assessment of the structural model facilitates how well the empirical dataset supports the theory and can make a decision whether the results are empirically confirmed or not (Hair Junior et al., 2016). The confirmation of quality criteria through measurement model assessment the next step is to assess the structural model for testing hypotheses of the study.
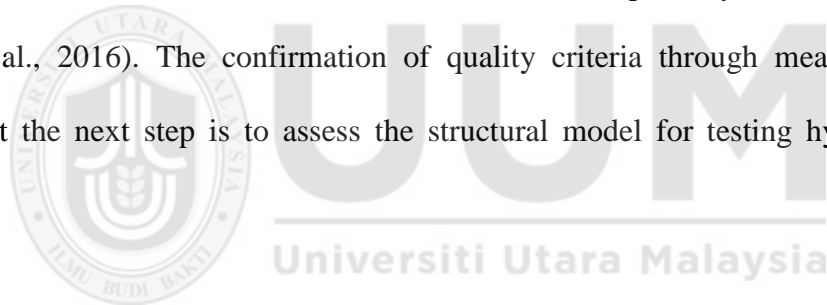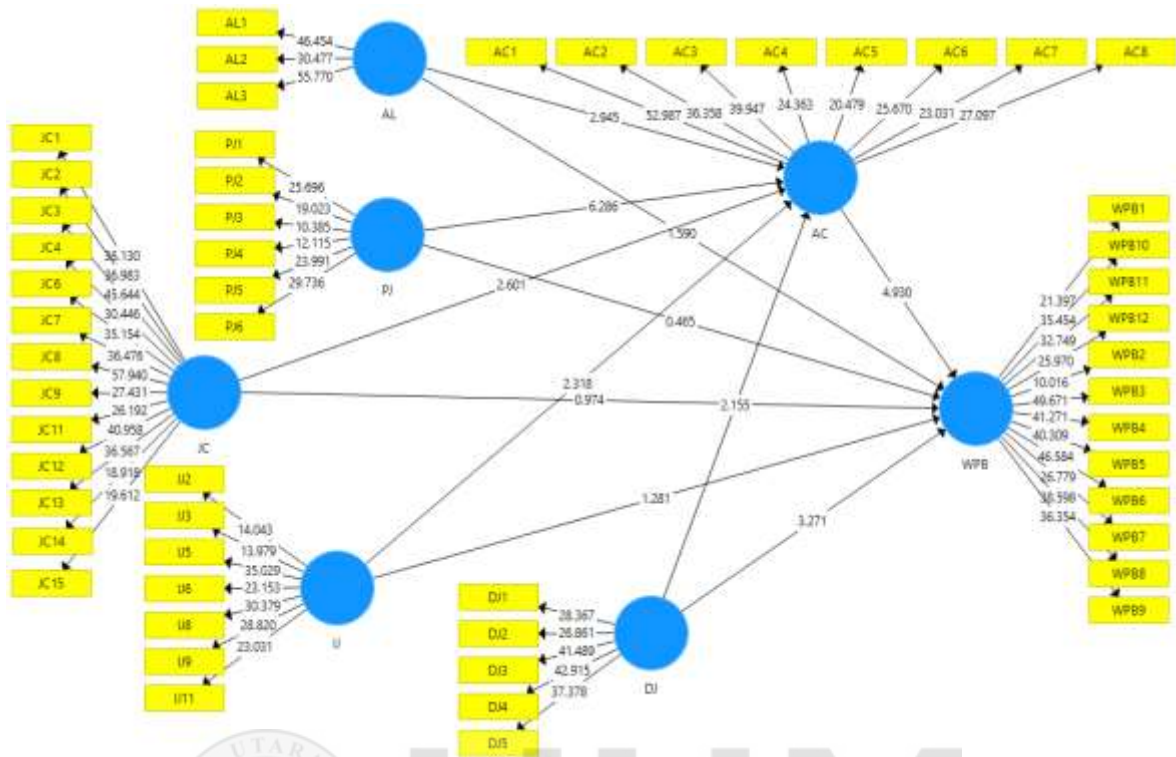
Figure 4.2

The Structural Model with Mediator

The assessment of the structural model is done through performing the standard bootstrapping procedure with 5,000 bootstrap samples and 550 cases applied for the assessment of the significance of the model's path coefficients (Hair Junior et al., 2016).

4.12.1 Direct Relationship

Through the structural model in this study, direct relationships as suggested by Hair Jr (2006) structure model shows the requirement of the association in the model of hypothesized. In PLS, for the direct relationship, the structure model calculates inner modeling analysis among the constructs and the values of t as path coefficients. Further, Henseler et al., (2009) stated that the path coefficient is the same as the standardized beta

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coefficient in regression analysis. So, Hair Jr et al. (2014) gave the rule of thumb, t – value greater than 1.96 is measured to be as significant, which is applied for making decisions on the purposed hypothesis.

Firstly, the basic aim of the study is to measure direct relationships to test the hypothesized associations among the constructs through the structural model. So, in this study six (06) hypothesis which has direct associations with workplace belongingness were assessed, out of six (06) two (02) were proven to be supported and four (04) were not supported. Five (05) hypotheses that have direct relationships with affective commitment were assessed; all were proven to be supported. Figure 4.2 explains the direct effect of every latent variable on the dependent variable.

The Figure 4.2 demonstrates the results from the Smart PLS 2.0 Ringle (2005) which displays the path coefficient values, p values, t values, as well as standard error. Based on these standard values, the hypothesis was accepted or rejected. The t values were taken from bootstrapping (5000 sampling iterations for 390 case observations). Hair Jr et al., (2016), argued that bootstrapping would perform as a substitution of parameters for empirical standard error.

At the outset, hypothesis 1 predicted that distributional justice is positively related to workplace belongingness. Table 4.11 demonstrates a significant and positive relationship between distributional justice and workplace belongingness (β=0.240, t= 3.271, p=0.001) supporting hypothesis 1. Hypothesis 2 predicted that interactional justice is positively related to workplace belongingness. Table 4.11 demonstrates a non-significant and positive relationship between interactional justice and workplace belongingness (β= 0.096, t= 1.281, p=0.200) a non significant hypothesis 2. Hypothesis 3 predicted that procedural justice is

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positively related to workplace belongingness. Table 4.11 demonstrates a non-significant and positive relationship between procedural justice and workplace belongingness (β=0.028, t=0.465, p=0.642) rejecting hypothesis 3. Hypothesis 4 predicted that job crafting is positively related to workplace belongingness. Table 4.11 demonstrates a non-significant and positive relationship between job crafting and workplace belongingness (β=0.056, t=0.974, p=0.330) rejecting hypothesis 4. Similarly, Hypothesis 5 predicted that appreciative leadership is positively related to workplace belongingness. Results in Table 4.11 demonstrates a non-significant positive relationship between appreciative leadership and workplace belongingness (β= 0.093, t= 1.590, p=0. 112) rejecting hypothesis 5. Likewise, Hypothesis 6 predicted that distributional justice is negatively related to affective commitment. Table 4.11 demonstrates a significant and negative relationship between distributional justice and affective commitment (β= -0.150, t=2.155, p=0.031) supporting hypothesis 6. Hypothesis 7 predicted that interactional justice is positively related to affective commitment. Table 4.11 demonstrates a significant and positive relationship between interactional justice and affective commitment (β=0.192, t=2.318, p=0.020) supporting hypothesis 7. Hypothesis 8 predicted that procedural justice is positively related to affective commitment. Table 4.11 demonstrates a significant and positive relationship between procedural justice and affective commitment (β=0.378, t=6.286, p=0.000) supporting hypothesis 8. Hypothesis 9 predicted that job crafting is positively related to affective commitment. Table 4.11 demonstrates a significant and positive relationship between job crafting and affective commitment (β=0.152, t=2.601, p=0.009) supporting hypothesis 9. Hypothesis 10 predicted that appreciative leadership is positively related to affective commitment. Table 4.11 demonstrates a significant and positive relationship between appreciative leadership and affective commitment (β=0.194, t=2.945, p=0.003)

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supporting hypothesis 10. Hypothesis 11 predicted that affective commitment is positively related to workplace belongingness. Table 4.11 demonstrates a significant and positive relationship between affective commitment and workplace belongingness (β=0.313, t=4.930, p=0.000) supporting hypothesis 11.

Table 4.11
Direct Relationship

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
DJ -> WPB	0.240	0.242	0.074	3.271	0.001
IJ -> WPB	0.096	0.097	0.075	1.281	0.200
PJ -> WPB	0.028	0.026	0.060	0.465	0.642
JC -> WPB	0.056	0.058	0.058	0.974	0.330
AL -> WPB	0.093	0.091	0.059	1.590	0.112
DJ -> AC	-0.150	-0.148	0.070	2.155	0.031
IJ -> AC	0.192	0.193	0.083	2.318	0.020
PJ -> AC	0.378	0.377	0.060	6.286	0.000
JC -> AC	0.152	0.151	0.058	2.601	0.009
AL -> AC	0.194	0.191	0.066	2.945	0.003
AC -> WPB	0.313	0.315	0.064	4.930	0.000

4.12.2 Mediation

In this study, there are three (3) indirect effects through mediating variable hypotheses, these three hypotheses are significantly shown in Table.

Additionally, Table 4.12 represents the structural model assessment with the model's indirect paths relationship, t-value, and p-value.

Table 4.12
Indirect Relationship

Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values

DJ -> AC -> WPB	-0.047	-0.047	0.025	1.913	0.056
IJ -> AC -> WPB	0.060	0.060	0.028	2.123	0.034
PJ -> AC -> WPB	0.118	0.119	0.033	3.571	0.000
JC -> AC -> WPB	0.047	0.048	0.021	2.225	0.026
AL -> AC -> WPB	0.061	0.060	0.025	2.462	0.014

The Table 4.12 depicts the coefficient of 5 indirect hypotheses and their respective t value and p-value for deciding whether the hypothesized relationships are statistically significant or not.

Hypothesis 12 (H12) predicts that the mediating effect of affective commitment between distributional justice and workplace belongingness is non-significant (β =-0.047, t =1.913<1.96, p=0.056>0.05), therefore, rejected the hypothesis 12. Hypothesis 13 (H13) predicts that the mediating effect of affective commitment between interactional justice and workplace belongingness is significant (β =0.060, t =2.123>1.96, p=0.034<0.05), therefore, supports the hypothesis 13. Hypothesis 14 (H14) predicts that the mediating effect of affective commitment between procedural justice and workplace belongingness is significant (β =0.118, t =3.571>1.96, p=0.000<0.05), therefore, supports the hypothesis 14. Hypothesis 15 (H15) predicts that the mediating effect of affective commitment between job crafting and workplace belongingness is significant (β =0.047, t=2.225>1.96, p=0.026<0.05), therefore, supports the hypothesis 15. Hypothesis 16 (H16) predicts that appreciated leadership is positively related to workplace belongingness through the mediating effect of affective commitment. Table 4.12 shows that the mediating effect of affective commitment between appreciated leadership and workplace belongingness is significant (β =0.061, t =2.462>1.96, p=0.014<0.05). This is a full mediation. Therefore, accepts the hypothesis 16.

4.12.3 Assessment of Coefficient of Determination

The coefficient of determination or R-squared value is the proportion of variance of endogenous latent construct explained by the exogenous latent construct in the model (Hair Jr et al., 2016). Alternatively, the coefficient of determination (*R*-squared value) signifies the percentage of variance that appears in the dependent variable(s) which is explained by the predictor variable(s) (Hair, 2010). R^2 is the combined effect of exogenous latent constructs upon the endogenous latent construct (Hair Junior et al., 2016). In PLS-SEM path modeling, the assessment of variance carries an extra weight (Hair, Ringle, & Sarstedt, 2011) because the quality of the structural model is assessed by the proportion of variance in variance-based structural equation modeling (Götz, Liehr-Gobbers, & Krafft, 2010).

Several researchers suggest several thresholds for the assessment of the coefficient of variance. According to Hair et al. (2011), the value of R^2 such as 0.25, 0.50, and 0.75 represents the weak, moderate, and substantial level of the variance respectively. Moreover, few researchers Chin (1998) suggested three ranges for structural model quality assessment such as the R^2 value ranges from 0.26 to 0.67 is substantial, from 0.13 to 0.33 is moderate and 0.02 to 0.19 is regarded as weak variance level. However, Falk and Miller (1992) opined that the R^2 value of 0.10 (10 percent) is acceptable while the R^2 value 0.015 (1.5 percent) is satisfactory. Table 4.13 represents the R^2 value of endogenous latent constructs of this study.

Table 4.13
Variance Explained

Constructs	Variance Explained (R^2)
Workplace Belongingness	0.426
Affective Commitment	0.440

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From Table 4.13 it is apparent that the workplace belongingness construct having R^2 value 0.426 (42.6 percent) and affective commitment having R^2 value 0.440 (44.4 percent). Therefore, according to the threshold of Chin (1998), the R^2 value of this study is substantial.

4.12.4 Adjusted R2

In addition, in multiple regression model, adjusted R^2 (R^2 adj) value is calculated as it assists to avoid biases of the complex model when the outcomes are dealt with different numbers of data set of exogenous latent constructs. Thus, R^2 adjusted is used to compare the PLS-SEM results with a different number of exogenous constructs and/or with different sample sizes (Hair Junior et al., 2016). In general, adjusted R^2 value reduces the value of R^2 by the number of explaining construct and sample size. Thus, the interpretation of adjusted R^2 is not possible like R^2 but provides an overall idea about how it produces results in a different setup. The results of adjusted R^2 are very close to R^2 value meaning that no significant differences between the original data set and extended or other data set. Although the value of R^2 and adjusted R^2 differ slightly no changes occur at the significant level, therefore, different datasets are expected to produce the same results regarding these relationships.

Table 4.14
R Square Adjusted

Constructs	R Square	R Square Adjusted
AC	0.426	0.418
WPB	0.440	0.431

In Table 4.14, the value of affective commitment of R-square is 0.426 and the Adjusted R-square is 0.418. Similarly, the value of workplace belongingness of R-square is 0.440 and the Adjusted R-square is 0.431.

4.12.5 Assessment of Effect Size (f-squared)

The effect size suggested the related effect of an exogenous latent construct on the endogenous latent construct through the change in R-squared (Chin, 1998). It is calculated as the rise in R-squared of the latent construct for which the path is connected, related to the latent construct's proportion of unexplained variance (Chin, 1998). So the effect size would be shown through the subsequent formula (Callaghan, Wilson, Ringle, & Henseler, 2007; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012):

$$\text{Effect size: } f^2 = \frac{R^2_{Included} - R^2_{Excluded}}{1 - R^2_{Included}}$$

Cohen (1992) explained f^2 values of 0.02 are weak, 0.15 is moderate and 0.35 is strong effects. Table 4.15 demonstrates the particular effect sizes of the latent constructs of the structural model.

Table 4.15
Assessment of Effect Size (f-squared)

R-squared	Included	Excluded	f-squared	Effect size
DJ-> WPB	0.440	0.419	0.040	Small
IJ-> WPB	0.440	0.438	0.003	None
PJ-> WPB	0.440	0.440	0.000	None

JC-> WPB	0.440	0.439	0.001	None
AL-> WPB	0.440	0.437	0.005	None
PJ-> AC	0.426	0.342	0.15	Medium
IJ-> AC	0.426	0.416	0.02	Small
DJ-> AC	0.426	0/418	0.02	Small
JC-> AC	0.426	0.415	0.02	Small
AL-> AC	0.426	0.411	0.03	Small
AC-> WPB	0.440	0.383	0.10	Small

As mentioned in Table 4.15, the effect sizes for organization justice, job crafting, appreciative leadership, and affective commitment on workplace belongingness were 0.007, 0.07, 0.02, 0.11, 0.04, 0.04, and 0.07 respectively. Hence, following Cohen (1992) guideline, the effects sizes of these four exogenous latent variables on workplace belongingness could be viewed as none, small, small, and small respectively. Similarly, the effect sizes for organization justice, job crafting, and appreciative leadership on affective commitment were 0.04, 0.04, and 0.07 respectively. Thus, following Cohen (1992) guideline, the effects sizes of these three exogenous latent variables on affective commitment could be viewed as small, small, and small respectively. Similarly, Chin, Marcolin, and Newsted (2003) emphasized that even the smallest strength of f^2 could be considered since they can affect the dependent variable (DV) in their way.

4.12.6 Assessment of Predictive Relevance of the Model

The study further applied the process of blindfolding to measure the predictive relevance (Q^2) of the model. So, the Blindfolding procedure assessed the predictive capability of the model (Geisser, 1974). In the PLS modeling, the Stone-Geisser test of Q^2 is generally applied as a supplementary measurement of GOF (Duarte & Raposo, 2010). Hair et al.

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(2016) stated that Q value is achieved through the blindfolding to measure the parameter estimates and also measure how values are made in the model. Moreover, the results were obtained from the blindfolding through the variable values out of which cross-validated redundancy was extracted in Table 4.16. Further, this cross-validated redundancy analyzed the capability of the model to calculate the endogenous variables and describe the model quality.

Table 4.16
Assessment of Predictive Relevance

Constructs	SSO	SSE	Q² (=1-SSE/SSO)
AC	3,120.00	2,396.85	0.232
AL	1,170.00	1,170.00	
DJ	1,950.00	1,950.00	
IJ	2,730.00	2,730.00	
JC	5,070.00	5,070.00	
PJ	2,340.00	2,340.00	
WPB	4,680.00	3,500.60	0.252

In Table 4.16, Q^2 shows the value of 0.252 for workplace belongingness and 0.232 for affective commitment. Hair Junior et al. (2016) argued that if the Q^2 value is greater than zero the model has predictive relevance.

In Table 4.17, a summary of the testing hypothesis was shown.

Table 4.17
Summary of Testing of Hypothesis

Hypothesis	Statement of Hypothesis	Decision
01	A positive relationship between distributional justice and workplace belongingness	Supported
02	A positive relationship between interactional justice and workplace belongingness	Rejected
03	A positive relationship between procedural justice and affective	Rejected

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	commitment	
04	A positive relationship between job crafting and workplace belongingness	Rejected
05	A positive relationship between appreciative leadership and workplace belongingness	Rejected
06	A negative relationship between distributional justice and affective commitment	Supported
07	A positive relationship between interactional justice and affective commitment	Supported
08	A positive relationship between procedural justice and affective commitment	Supported
09	A positive relationship between job crafting and affective commitment	Supported
10	A positive relationship between appreciative leadership and affective commitment	Supported
11	A positive relationship between affective commitment and workplace belongingness	Supported
12	Mediating effect of affective commitment between distributional justice and workplace belongingness	Rejected
13	Mediating effect of affective commitment between interactional justice and workplace belongingness	Supported full mediation
14	Mediating effect of affective commitment between procedural justice and workplace belongingness	Supported full mediation
15	Mediating effect of affective commitment between job crafting and workplace belongingness	Supported full mediation

| 16 | Mediating effect of affective commitment between appreciative leadership and workplace belongingness | Supported full mediation |

4.13 Summary

This chapter demonstrated the procedure and results of the data analysis technique through PLS-SEM. As usual, this chapter began with data preparation and screening, where data was subjected to coding and data imputation in SPSS 27 software. Thereafter, the data were checked for missing values, where none was found. The data were then checked for normality and multicollinearity using skewness and kurtosis. The data demonstrated a normal distribution. However, there is no evidence of a high correlation among the exogenous constructs in the model. The demographic variables' characteristics were then investigated using descriptive statistics. Therefore the model was assessed in two folds; measurement and structural model assessments. The measurement model was assessed by the reliability of constructs indicators, internal consistency reliability, convergent, and discriminant validity. Accordingly, all the assessment criteria set in the literature (Hair Jr et al., 2014), have been met and exceeded, which allows for the assessment of the structural model. Consequently, direct, mediating hypotheses were tested through bootstrapping procedure (Hair Jr et al., 2014). Eleven out of sixteen hypotheses were supported, while five were rejected. Additionally, the model was assessed by the value of the coefficient of determination (R^2). Furthermore, the effect sizes (f^2), predictive relevance were also calculated and discussed.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discussed the results of the study presented in Chapter 4. First, it elaborated the analytical results. Then, it summarized the discussions into a conclusion by highlighting the contributions of the study (theoretical and practical). The study ended up with a discussion on the limitation of the study and proposed some recommendations for future research.

5.2 Recapitulation of this Study

This section will provide the highlights of the overall study aligned with the research objectives; furthermore, this research has investigated the mediating effect of affective commitment between organization justice (OJ), job crafting (JC), appreciative leadership (AL) and the workplace belongingness (WPB) from an academic staff point of view, specifically in the context of private universities., a total of sixteen (16) hypothesis were tested accordingly, the research findings have empirically supported seven direct out of eleven hypothesis and four mediating hypothesis out of five supported.

The purpose of this study to examine the effect of organizational justice, job crafting, and appreciative leadership on workplace belongingness at the private universities of Pakistan. This study also examines the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership, and workplace belongingness.

Notably, all the above objectives are based on the existing literature and underpinning theory such as belongingness theory.

In this study, quantitative data have collected from the academic staff of private universities in Pakistan, using proportionate stratified sampling and convenient sampling. The respondents were faculty members working in private universities. A structured questionnaire was distributed directly and by post to faculty staff in various locations across Punjab and Sindh, Pakistan. The response rate of the survey was approximately 71 percent that has been considered satisfactory for the research survey.

The next section is the discussion, which gives all the results whether they are significant or non-significant. Further, this section helps to investigate, that all objectives of the study have been fairly achieved or not, which were established at the start of this study.

5.3 Discussion

To summarize the findings of the study, this section elaborates the findings and contribution of the study and will present the direct effect of distributional, procedural, interactional justice, job crafting and appreciative leadership on workplace belongingness. Further, the direct effect of distributional, procedural, interactional justice, job crafting, appreciative leadership on affective commitment have been made. Moreover, the direct effect of affective commitment on workplace belongingness was analyzed. Similarly, relationships were also analyzed indirectly through the mediating variable with the explanation of belongingness theory.

This study adds the effect of distributional, procedural, interactional justice, job crafting and appreciative leadership as new constructs on workplace belongingness. Investigation and examination of these variables are anticipated to provide a better understanding that influence workplace belongingness. The discussion will specifically emphasize the research objectives and hypotheses posited in this study. Each hypothesis is discussed separately on how the findings impact faculty members as well as implications for the management in private universities.

5.3.1 Distributional Justice and Workplace Belongingness

Distributional justice refers to employees' expectations of the general balance among the broad variety of investments made and the incentives earned at work (Niehoff & Moorman, 1993). The employees focus is on the receiving outcomes such as pay, promotion and rewards (Choi, 2010) and it compared of their input/outcome ratios with others, like performance, education level, effort (Colquitt, Scott, Judge & Shaw, 2006).

Employee considers distributional justice as outcomes like fair reward, promotion, or process. Belongingness theory suggests that when an individual perceives fairness in outcomes or rewards, he or she develops a strong workplace belongingness with the group members (Baumeister & Leary, 1995).

This outcome leads towards workplace belongingness. Further, the results of the PLS path modeling found significant and positive result (β =0.240, t =3.271, p=0.001). The results show that distributive justice has a positive and significant effect on workplace

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belongingness. There is no evidence in previous studies between the relationship of distributive justice and workplace belongingness.

Based on the findings, 47% respondents are young with PhD degree and low salary level comparing to non PhD degree faculty members. They demand fair distribution in terms of rewards, promotion and compensation. Because of political involvement (HEC, 2015) and unfair distribution of resources which have been prevailed in universities of Pakistan (Fatima, Bilal, & Imran, 2019). That is why, faculty staff pay importance to distributional justice to eradicate these evils. So, the distributional justice among faculty members leads to workplace belongingness in private universities of Pakistan.

5.3.2 Interactional Justice and Workplace Belongingness

Interactional Justice pertains to the fair treatment with employees receive from the decision makers (Niehoff & Moorman, 1993). According to Crow et al. (2012), employees are concerned about whether they are treated with respect and dignity by others, such as colleagues and supervisors.

It has been argued that interactional and relational justice appeals to boost workplace belongingness (De Cremer & Tyler, 2005, Gillespie & Greenberg, 2005). The workplace belongingness reflected through the desire of forming and maintaining the positive and fair relationships with others (Baumeister & Leary, 1995). Relational justice gives rise to feelings of workplace belongingness and psychological inclusion (Tyler & Smith, 1999; Walumbwa et al., 2009). Further, fair processes enhance workplace belongingness through

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relational information, so that the results are larger while the setting for relational information is greater (De Cremer & Blader, 2006)

However, in the current study, the results of the PLS path modeling found an insignificant result (β =0.096, t =1.281, p=0.200). The result shows that interactional justice has positive but insignificant effect on workplace belongingness. The result is inconsistent with the previous study of Kyei-Poku (2014), Kyei-Poku (2014) found that interactional justice has a positive effect on belongingness.

The reason is that there is a diversification in age and experience; more than 46% respondents are in 30 years range and more than 15% are in 50 years range. So, most of the faculty members maintain distance and try to exert pressure on their juniors at workplace. Mostly senior members are experienced and aged they do not like to make and maintain working relationship. Since in higher education institutes, based on age and gender discrimination, injustice interaction have been prevailing in higher education institutes among faculty members (Ahmed, Ahmad, & Bhatti, 2020). This perception leads to low workplace belongingness.

5.3.3 Procedural Justice and Workplace Belongingness

Procedural Justice refers to the fair process regarding outcomes, like promotions or budgetary allocations are form (Niehoff & Moorman, 1993). Suliman and Kathairi (2013), procedural justice indicates individual's perceptions of the fair rules and procedures applied to establish the receiving outcomes at the workplace.

Van Prooijen et al., (2004) found that procedural justice has a positive effect on workplace belongingness and concluded that procedural justice is the process by which employees judge their level of workplace belongingness for their capability to contribute to a group (Van Prooijen, van den Bos, & Wilke, 2004). De Cremer and colleagues (2013) found the positive effect of procedural justice on workplace belongingness and suggested that employees with high workplace belongingness are more involved in procedural justice and thus devote more consideration to incoming data.

However, in the current study, the results of the PLS path modeling found an insignificant result (β =0.028, t =0.465, p=0.642). The result shows that procedural justice has positive but insignificant effect on workplace belongingness. The result is inconsistent with the previous studies of (van Prooijen, van den Bos & Wilke, 2004; De Cremer & colleagues, 2013). The diversification among respondents as age and experience are existed; more than 46 percent are in the range of 30 years, and more than 15 percent are in the range of 50 years. Therefore, certain members of the faculty retain detachment and attempt to put strain on their juniors at work. Senior members are often experienced and aged and do not want to build and sustain working relationships. In higher education institutions, the discrimination among faculty members has prevailed in higher education institutions focused on age and gender segregation (Ahmed, Ahmad, & Bhatti, 2020). This belief results in low belongingness at the workplace.

5.3.4 Job Crafting and Workplace Belongingness

Job crafting is a mechanism through which employees redefine and reconsider their work designs in an individually meaningful manner (Wrzesniewski & Dutton, 2001).

According to belongingness theory when individual forms a meaningful relationship by employing the cognitive process, the sense of belongingness developed (Baumeister & Leary, 1995). Further, the belongingness hypothesis proposes that through the cognitive thought process the interpersonal relationships and the workplace belongingness mounted (Baumeister & Leary, 1995).

There is no evidence in previous studies between the relationship of job crafting and workplace belongingness. Employees craft their interpersonal relations or reshape their relational boundaries to obtain the information in performing the job effectively. Such type of crafting referred to ''relational crafting,'' which leads towards the important relations for the job to enhance the workplace belongingness (Van Wingerden, et al., 2017).

However, in the current study, the results of the PLS path modeling found a significant result (β =0.056, t =0.974, p=0.330). The result shows that job crafting has non-significant effect on workplace belongingness. There could be possible a reason that extreme power kept in the hands of vice-chancellors as well as registrars (Sial et al., 2011). Further, lack of physical and psychological assets (Yusoff & Khan, 2013), lack of supervisory assistance as management has insufficient cooperation with academic personnel (Danish & Usman, 2010) and a feeling of low autonomy in spite of less job redesign prospects on their own behalf (Khan, Khan, & Imran, 2018; Yusoff, Khan, & Azam, 2013). These are the reasons employees are not able to do craft the job and exert no effect on workplace belongingness.

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Further, there is a diversification among respondents in age and experience; more than 46% are in 30 years range and more than 15% are in 50 years range. So, most of the faculty members maintain distance and try to exert pressure on their juniors at workplace. Mostly senior members are experienced and aged they do not like to make and maintain working relationship. Consequently, relational crafting is not possible at the workplace. These are the reasons employees are not able to do craft the job and exert no effect on workplace belongingness.

5.3.5 Appreciative Leadership and Workplace Belongingness

Stocker et al. (2010) defined appreciative leadership as an explicit and direct way, make compliments, appreciate one's help, assign interesting tasks, and acknowledges one's effort to achieve the objectives.

According to the belongingness theory that the appreciation from supervisor enhances the feelings of respect, acceptance in terms of belongingness (Baumeister & Leary, 1995). Recognition and appreciation from supervisors were the most important factors to enhance the workplace belongingness (Levett- Jones et al., 2009). There is a lack of evidence in previous studies on the relationship of appreciative leadership and workplace belongingness.

However, in the current study, the results of the PLS path modeling found an insignificant result (β =0.093, t =1.590, p=0.112). The result shows that appreciative leadership has positive but non-significant effect on workplace belongingness.

Faculty members' quality of work life such as appreciation from supervisor is related with lower needs; match up to European countries (Arif, & Ilyas, 2013). Job security is still related with higher needs for faculty members in universities (Noor & Sahibzada, 2012). In private universities, level of job security among faculty members is low. Since, more than 40% of respondents are having less than one year experience. This shows that the retention level in private universities is low. So, faculty members put more focus on the element of job security rather than appreciation from supervisor. That is why; the effect of appreciative leadership on workplace belongingness is non-significant in private universities of Pakistan.

5.3.6 Distributional Justice and Affective Commitment

Distributional justice means the expectations of employees of the general balance among the broad variety of investments made and the incentives earned at work (Niehoff & Moorman, 1993). The study of Tjahjono, (2015) found that distributional justice has positive effect on affective commitment. The findings show that distributional justice is vital predictors to increase the level of affective commitment. The study of Dhaouadi, and Sliti, (2020) found that distributional justice has positive effect on affective commitment. The findings show that distributional increase the level of affective commitment. The study of Ohana, and Meyer, (2016) found that only distributive justice boost the level of

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affective commitment of the institution through the mediating effect of the person-organization fit. According to belongingness theory, when employees feel fair rewards, promotion and resources to complete the tasks they develop the feeling of attachment in terms of affective commitment (Baumeister & Leary, 1995).

Further, the results of the PLS path modeling found significant and positive result (β =-0.150, t =2.155, p=0.031). The results show that distributional justice has a negative but significant effect on affective commitment. So, the result of the current study is inconsistent with the previous studies (Ohana, & Meyer, 2016; Dhaouadi, & Sliti, 2020). More than 20% faculty members did not do PhD but they are assistant professors. The reason is that according to HEC report due to political interference faculty members exploit other members (Higher Education Commission, 2015), they forcibly get the rewards and promotion from the top management. So, they do not like to impose distributional justice. Therefore, the effect of distributional justice is non-significant on affective commitment.

5.3.7 Interactional Justice and Affective Commitment

Interactional Justice refers to the fair treatment employees receive from the decision makers (Niehoff & Moorman, 1993). According to Crow et al. (2012), employees are concerned about whether they are treated with respect and dignity by others, such as colleagues and supervisors.

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The study of Khan, Memon, and Ramayah, (2018) found that interactional justice increased affective commitment. According to belongingness theory, when employee forms the strong and fair relationship with colleagues at workplace then the psychological attachment in terms of affective commitment would be increased.

Further, the results of the PLS path modeling found significant and positive result (β =0.192, t =2.318, p=0.020). The results show that interactional justice has a positive and significant effect on affective commitment. There is no evidence in previous studies between the relationship of interactional justice and affective commitment.

Since, in Pakistani private universities, more than 40% participants have been staying at the workplace for 4 years. So, they build strong relationship with others. This relationship or interaction leads to make affective commitment in higher education institutes of Pakistan (Atta, & Khan, 2016). Thus, the effect of interactional justice is significant on affective commitment.

5.3.8 Procedural Justice and Affective Commitment

Procedural Justice refers to the fair process regarding outcomes, like promotions or budgetary allocations are form (Niehoff & Moorman, 1993). Suliman and Kathairi (2013), procedural justice indicates individual's perceptions of the fair rules and procedures applied to establish the receiving outcomes at the workplace.

The study of Abuelhassan, and Alharbi, (2020) found that the impact of procedural justice on affective organizational commitment is significant. The study of Tjahjono, (2015) found that procedural justice has positive effect on affective commitment. According to the belongingness theory, procedural justice is the mechanism by which persons determine their level of belongingness for their abilities relating to a community. Participants in a more integrated group have a greater level of procedural justice (Van Prooijen & colleagues, 2004).

Further, the results of the PLS path modeling found significant and positive result (β =0.378, t =6.286, p=0.000). The result shows that the effect of procedural justice is positive on affective commitment. So, this finding is consistent with the research conducted by (Suliman & Kathairi 2013; Abuelhassan, & Alharbi, 2020; Tjahjono, 2015). The reason is that more than 63% are lecturers and some of them are PhD with low salary comparing to others. Due to these reasons they like to impose procedural justice. So, the effect of procedural justice is significant on affective commitment in higher education institutes of Pakistan (Khurram, 2009).

5.3.9 Job Crafting and Affective Commitment

According to belongingness theory individual uses the cognitive process (job crafting) to enhance emotional attachment (affective commitment) (Baumeister & Leary, 1995). Further, the belonging theory proposes that people dedicate a large part of their cognitive thinking to personal relations as well as attachments (Baumeister & Leary, 1995). When

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individuals craft their relation to making it meaningful and valuable by using the cognitive process, the feelings of emotional attachment would be developed (Dash & Vohra, 2019).

Crafting in the social environment could give employees more helpful and rewarding relations, cultivate meaning, and attachment at the workplace (Baumeister & Leary, 1995; Berg et al., 2010). Employees craft their interpersonal relations or reshape their relational boundaries to obtain the information in performing the job effectively.

Employees craft their interpersonal relations or reshape their relational boundaries to obtain the information in performing the job effectively. Such type of crafting referred to relational crafting, that leads towards the important relations for the job to enhance affective commitment at the workplace (Van Wingerden, Bakker, et al., 2017).

The findings of the previous studies Ghadi (2019), Dash and Vohra (2019), and Dierdorff and Jensen, (2018) shown on the effect of job crafting on affective commitment. In which, they found that job crafting has a positive effect on affective commitment. Similarly, in the current study, the results of the PLS path modeling found a significant result (β =0.152, t =2.601, p=0.009). The finding of this study suggests that job crafting has a positive and significant effect on affective commitment.

The finding of the current study matches with the findings of the previous studies such as (Dash & Vohra, 2019; Dierdorff & Jensen, 2018; Ghadi, 2019). Further, the results show that, mostly respondents are young with PhD, they are keen interested to redesign their job and make the strong relationship with others to reduce the work burden. So, this type of activity may enhance the sense of emotional attachment (affective commitment). So, the effect job crafting on affective commitment is significant.

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5.3.10 Appreciative Leadership and Affective Commitment

Belongingness theory suggested that when a supervisor appreciates an individual's work, he would emotionally attach to the organization (Baumeister & Leary, 1995). Emotional attachment refers to affective commitment (Meyer & Allen, 1991). Thus, according to the belongingness theory appreciative leadership is the source to enhance the sense of affective commitment. Further, the individual could develop a feeling of appreciation, recognition, and commitment to social interactions (Peter et al., 2015).

According to Lee and Peccei (2007), "affective commitment is an emotional attachment to the organization and a belief in its values". Affectively committed employees feel a strong emotional attachment with their organizations 'norms and values. Individuals with higher attachment, feel like a part of their organizations. However, there is a lack of evidence in previous studies between the relationship of appreciative leadership and affective commitment.

However, in the current study, the results of the PLS path modeling found a significant result (β =0.194, t =2.945, p=0.003). The result shows that appreciative leadership positively enhances affective commitment. The reason is that 40 % of respondents are young; they keep emotional attachment by liking appreciation from supervisor. Faculty members in Pakistani universities, who observe sufficient support from their management, develop the level of emotional attachment in terms of affective commitment (Kiani, Haider, & Zahir, 2020). Faculty members have the opportunity to participate in suitable development programs for the acknowledgement of their knowledge and abilities, which enhances their level of confidence and psychological attachment in terms of affective commitment (Naeem, Mirza, Ayyub, & Lodhi, 2019).

5.3.11 Affective Commitment and Workplace Belongingness

Affective commitment (AC) means at what level a person is mentally attached to an organization with the feelings of loyalty, belongingness, affection, and fondness (Jaros et al., 1993). Belongingness is generated through attachment (Allen & Meyer, 1996).

According to belongingness theory, when the individual perceives emotional attachment, he would have a strong level of belongingness (Baumeister & Leary, 1995). The theory further explains that a sense of emotional attachment with the organization refers to create the perception of acceptance by the group members and belongingness at the workplace (Baumeister & Leary, 1995). Thus, belongingness theory supports the relationship that the feeling of affective commitment can enhance the workplace belongingness.

However, in the current study, the result of the PLS path modeling found a significant result (β=0.313, t = 4.930, p=0.000).

The findings of this study suggest that affective commitment positively enhances workplace belongingness. This finding is consistent with the research conducted by (Cockshaw & Shochet, 2010), in which, the researchers found that affective commitment has a positive effect on belongingness.

In the Pakistani context, 40% of respondents have been doing job for more than 4 years. So, they are emotionally and psychologically attached to the workplace or universities. When they have feelings of attachment to the university, their workplace belongingness would be high. The more the individual feels emotional attachment, the more they would feel workplace belongingness.

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5.4.12 Mediating Relationship

After analyzing the direct relationship, now the three main objectives of this study is to examine the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership, and workplace belongingness.

The bootstrapping procedure runs for the mediating effect of affective commitment between distributional justice and workplace belongingness (β =-0.047, t =1.913<1.96, p=0.056>0.05). The finding of the study indicated that affective commitment was found non-significant mediation between organizational justice and workplace belongingness. The study is not able to discover any evidence to support the claim of affective commitment is non-significant mediating effect between distributional justice and workplace belongingness. Further, the results show that, in Pakistani private universities, More than 20% respondents did not do PhD but they are assistant professors. The reason is that according to HEC report, due to political interference, faculty members exploits other members to get benefit (Higher Education Commission, 2015), they forcibly get the rewards and promotion from the top management. So, they do not like to impose distributional justice. The other reason is gender discrimination, since, in higher education institutes, there is a common practice of gender discrimination against female in Pakistan (Shaukat, Siddiquah, & Pell, 2014). So, these perceptions are major hindrances against boosting workplace belongingness through the mediating effect of affective commitment.

The bootstrapping procedure runs for the mediating effect of affective commitment between interactional justice and workplace belongingness (β =0.060, t =2.123>1.96, p=0.034<0.05). The finding of the study indicated that affective commitment was found significant mediation between interactional justice and workplace belongingness. This was

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a full mediation. The study was not able to discover any evidence to support the claim of affective commitment was significant mediation between interactional justice and workplace belongingness. Since, more than 40% participants have been doing job at the workplace for 4 years in Pakistani private universities. So, they build strong relationship with others. This fair and strong interaction enhances the affective commitment. When affective commitment is high, faculty members feel workplace belongingness through interactional justice. So, the mediating effect of affective commitment is significant between interactional justice and workplace belongingness.

The bootstrapping procedure runs for the mediating effect of affective commitment between procedural justice and workplace belongingness (β =0.118, t =3.571, p=0.000). The finding of the study indicated that affective commitment was found significant mediation between procedural justice and workplace belongingness. This was a full mediation. The study was not able to discover any evidence to support the claim of affective commitment was significant mediation between procedural justice and workplace belongingness. The reason is that more than 63% of respondents are lecturers and some of them are PhD with low salary comparing to others. Due to these reasons they like to impose procedural justice to enhance affective commitment. When affective commitment is high, faculty members feel workplace belongingness through procedural justice. Thus, the mediating effect of affective commitment between procedural justice and workplace belongingness is significant.

Further, the bootstrapping procedure runs for the mediating effect of affective commitment between job crafting and workplace belongingness (β = 0.047, t = 2.225, p=0.026). The result shows that affective commitment was found significant mediation between job

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crafting and workplace belongingness. This is a full mediation. The study was not able to discover any evidence to support the claim of affective commitment was significant mediation between job crafting and workplace belongingness. Further, (Dash & Vohra, 2019; Dierdorff & Jensen, 2018; Ghadi, 2019). Moreover, the results show that, in private universities mostly staff is young with PhD, they are keen interested to redesign meaningful their jobs and make the strong relationship with others to reduce the work burden. Therefore, this type of activity may enhance the sense of emotional attachment (affective commitment). When affective commitment is high, faculty members feel workplace belongingness through job crafting. Thus, the mediating effect of affective commitment is significant between job crafting and workplace belongingness.

The bootstrapping procedures run for the mediating effect of affective commitment between appreciative leadership and workplace belongingness ($\beta = 0.061$, t = 2.462, p=0.014). The result shows that affective commitment was found significant mediation between appreciative leadership and workplace belongingness. This is a full mediation. The study was not able to find any evidence to support the claim of affective commitment is a significant mediation between appreciative leadership and workplace belongingness. Further, the results show that, in Pakistani private universities, when affective commitment is exist, faculty members feel workplace belongingness through appreciation of supervisor. So, the mediating effect of affective commitment is significant between appreciative leadership and workplace belongingness.

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5.5 Limitation and Future Research

After the clarification of the study findings, numerous limitations must be regarded in evaluating the reported consequences. At the same time, the limitations also reveal several potential research areas that are briefly discussed here.

The current research included data that was collected from a single source which could lead to issues of common method variance (CMV). Consequently, CMV could result in inter-correlations among variables to be inflated or deflated based on the CMV that is attributed to the measurement technique instead of the measuring constructs are assumed (Podsakoff et al., 2003). However, the instrument used in the current research relied on responses from individuals related to how they perceive, believe, and feel about certain work areas, such as if they perceived workplace belongingness, this belief is worthwhile to have the perception of justice, appreciation and motivation of meaningful job design in terms of job crafting.

Moreover, this research used self-report measures of the mediating effect of affective commitment between organization justice, job crafting, appreciative leadership, and workplace belongingness which can be more accurate as recordable measures. That is, faculty members can be hesitant in fear to express injustice, low autonomy to redesign the meaningful job, and recognition and reward, since; they may be viewed as they can be fired. Lastly, as noted by researchers, CMV bias occurs less frequently than often supposed (Spector & Brannick, 2009). There are some other limitations given below.

Firstly, in this study, the research design was used as a survey questionnaire and cross-sectional data, to test the hypotheses. Future studies could examine the longitudinal study

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to increase the findings of the study. Moreover, this study has not regarded any other public institutions like public universities of Pakistan.

Secondly, the study has a small sample size. Additionally, it focuses only on two regions of Pakistan i.e. Punjab and Sindh provinces. Even though, the study populations, which are permanent employees of the university is the same all over Pakistan. Likewise, the level of regional educational development and demographic variables may also delay the generalization of the results. In addition to this, this research was only performed in the Pakistani context, so the findings might not be valid in any other Rest of Asia. For that purpose, by utilizing a better sampling method, it is more useful for future testing and often requires government universities.

Thirdly, this study is quantitative and the researcher has the questionnaire data only for analysis. However, for future studies, a mixed-mode method on workplace belongingness might be used for further analysis in the Pakistani context. So, future researchers might focus on mixed methods to recognize workplace belongingness.

Lastly, although this research found that affective commitment plays an important role in mediating the relationship between organizational justice, job crafting, appreciative leadership, and workplace belongingness. In addition, another mediating variable such as employee engagement between organization justice, job crafting, appreciative leadership, and workplace belongingness might be investigated for future research. Further, job security as a moderator between affective commitment and workplace belongingness may be investigated. Since in private universities, faculty members feel insecure regarding job.

5.6 Conclusion

This study contributed empirically by defining the associations between the variables, measured directly and indirectly to address the questions of the study and meet the relevant study objectives described in the initial chapter of this study.

The current research gathered data from the permanent academic staff of the universities of the Punjab and Sindh provinces of Pakistan after questionnaire screening and coding of variables. Using Smart PLS 2.0, the measurements and structural models were computed after data collection. In comparison, the present study's statistical findings are justifiable. The findings of the study have achieved the research objectives and answered the research questions, which were developed at the time of the introductory chapter that were written down.

The study *investigated 1ˢᵗ objective the effect of organizational justice on workplace belongingness among academic staff in private universities of Pakistan,* the result of this current study through Smart PLS 2.0 M3 Ringle (2005) has revealed that the significant effect of distributional justice on workplace belongingness. The effect of interactional justice on workplace belongingness is non-significant. The effect of procedural justice on workplace belongingness is also non-significant.

Then, the study *investigated the 2ⁿᵈ objective the effect of job crafting on affective commitment among academic staff in private universities of Pakistan.* The results of the study revealed that the effect of job crafting on workplace belongingness is non-significant.

The study *investigated the 3ʳᵈ objective the effect of appreciative leadership on workplace belongingness among academic staff in private universities of Pakistan.* The results of the

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study revealed that the effect of appreciative leadership on workplace belongingness is non-significant.

Further, the study *investigated the 4ᵗʰ objective the mediating effect of affective commitment between organization justice and workplace belongingness.* The mediating effect of affective commitment between distributional justice and workplace belongingness is non-significant. Further, the mediating effect of affective commitment between interactional justice and workplace belongingness is significant and fully mediated. The mediating effect of affective commitment between procedural justice and workplace belongingness is significant and fully mediated.

The study *investigated the 5ᵗʰ objective the mediating effect of affective commitment between job crafting and workplace belongingness.* The mediating effect was significant. The results of the current study have revealed that the mediating effect of affective commitment between job crafting and workplace belongingness was fully mediated.

The study *investigated the 6ᵗʰ objective the mediating effect of affective commitment between appreciated leadership and workplace belongingness.* The mediating effect was significant. The results of the current study have revealed that the mediating effect of affective commitment between appreciated leadership and workplace belongingness was fully mediated.

The present study provides empirical evidence pertaining Waller model, indicating robust significance of the proposed extension of organizational factors, leadership role and personal resources towards predicting workplace belongingness. Accordingly, the study has

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established empirical understanding pertaining to the direct and mediating effect of affective commitment between the proposed exogenous and endogenous relationships.

The study has forwarded empirical evidence concerning the significant effect of organizational justice, job crafting and appreciative leadership in predicting workplace belongingness. In a nutshell, the results have supported towards major theoretical propositions and responsively answered the research questions of the study. The findings have also advanced the body of knowledge in the domain of belongingness theory, endorsing the effect of organizational justice, job crafting and appreciative leadership in predicting workplace belongingness through the mediating effect of affective commitment.

Numerous empirical attempts can be traced and how best workplace belongingness could be predicted. However, the current study has addressed major theoretical gaps through incorporating organizational factors, leadership role and personal resources. Similarly, the present study has also confirmed the beneficial effects of organizational resources and personal resources and leadership role on workplace belongingness.

Convincingly, this study explained and supported the usage of belongingness theory on research framework, in which appreciative leadership, interactional justice, distributional justice and job crafting boost indirectly workplace belongingness through the intervening effect of affective commitment that subsequently affects workplace belongingness. The effect of affective commitment is inevitable. When affective commitment is exist, faculty members feel workplace belongingness through interactional justice, distributional and job crafting.

5.7 Theoretical Implication

In the current study, the framework of the study tested based on previous empirical evidences and the theoretical gaps that were outlined through critical appraisal of the literature. Further, it was also explained and supported based on the perception of belongingness theory (Baumeister & Leary, 1995). Therein, the multidimensional implications of the present study are as follows.

At first, the present study has responsively addressed the shortcomings of the Waller, 2020 model of sense of belongingness, through addressing the mediating effect of affective commitment on organizational justice, job crafting, appreciative leadership and workplace belongingness.

In this, the study has added value to the existing literature outlining interesting role of organizational factors like interactional, distributional and procedural justice towards workplace belongingness and the leadership role of appreciative leadership towards workplace belongingness. Meaningful job design factor like job crafting has added value towards workplace belongingness. Through belongingness theory, the study has advanced conceptual understanding of organizational scholars through highlighting the general difference between the sense of belongingness and workplace belongingness (Cockshaw, Shochet, & Obst, 2013). Since, previous studies have viewed belongingness as a common construct, while overlooking the significance of belongingness in particular social contexts such as the workplace (Jena, & Pradhan, 2018). Likewise, the finding has also added the assertions of belongingness theory which emphasizes on the unprecedented significance of organizational factors, leadership role and meaningful job design of individuals. Hence, the findings have advocated towards a new direction for belongingness theory to potentially

enrich by considering the explanations that why employees in some occupational settings might not value job crafting to enhance their positive behaviors such as workplace belongingness. Further, belongingness theory explains that why employees at workplace settings could not value the appreciative leadership and organizational justice in order to boost workplace belongingness.

In the likely manner, the study has also concluded no significant impact of organizational factors like interactional, distributional and procedural justice upon workplace belongingness, the leadership role such as appreciative leadership upon workplace belongingness and the meaningful job design factor like job crafting upon workplace belongingness, the present study has outlined a relatively different theoretical understanding suggesting the possibility of 'no' direct effect of organizational, leadership and meaningful job design factors on workplace belongingness in some occupational settings and demographics. This is an interesting knowledge avenue which also raises questions on the conventional claims of the Waller, 2020 model.

In accordance, the present study has also forwarded empirical evidence concerning to the role of affective commitment in the capacity of a mediating construct. Though, affective commitment was found to be highly significant direct relationship with workplace belongingness, affective commitment has full mediation between organizational justice, job crafting, and appreciative leadership on workplace belongingness.

5.8 Practical Implications

From the results of the study, various practical consequences can be identified, especially for the Pakistan's private education sector. In regards to the antecedents of workplace belongingness and how the employees' emotional attachment can be developed, the results have visibly extended our understanding. The current research offers a contributory framework for evaluating the role of numerous organizational factors, leadership role and meaningful job design in enhancing workplace belongingness in relation to the education field across the different job ranks.

In particular, the study results have reported that organizational justice and appreciative leadership can help develop a positive psychological attachment, enabling employees to earn respect, acceptance among group members towards their belongingness at workplace. This hence highlights top management should focus on promoting social and fair support at work and motivate employees in equal distribution of resources and rewards for their efforts to reduce the work burden that result in more emotional attachment. Therein, organizations may give autonomy to employees in terms of crafting their jobs at workplace in order to induce more collective and peer to peer support work culture to make meaningful job design. Further, the role of leadership through appreciation and acknowledgement on employees' performance might enhance workplace belongingness through psychological attachment (affective commitment).

More importantly, through refining the Waller model to make it more appealing for HR practitioners and policy makers. The present study has evidently outlined three domains (organizational factors, leadership role and job design) that HR professionals and policy

makers should ideally consider by addressing issues related to employees `workplace

belongingness.

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Appendix A

Dear Respondents,

The purpose of the attached survey is to understand the mediating effect of affective commitment between organizational justice, job crafting and appreciative leadership and workplace belongingness in the private higher educational institutions of Pakistan. There are some statements given in this survey which you are requested to answer. This questionnaire is designed to assess your perception of your organization's practices, and the extent to which it affects your attitude and behavior at work.

There is no right or wrong answers in this survey. Individual responses to this survey will be kept **CONFIDENTIAL** and will **NOT** be disclosed. Your institution will NOT have access to the information you have provided herein. **No reference** will be made in written or oral materials that could link you to this study. **Only grouped data will be reported in the results.**

Please read carefully the instruction at the beginning of each section, and answer all the statements as accurately as possible. Your time and cooperation will be greatly appreciated.

Thank you in advance for taking time to complete this survey.

Yours faithfully,
Ghazanfar Ali
PhD Candidate
School of Business Management
06010 UUM Sintok, Kedah, Malaysia.

Section A

Please read the following statements and indicate the extent of your agreement with the statements on a 5-point scale. **Please tick mark (✓) your answer.**

1 = Strongly Disagree (SD) | 2 = Disagree (DA) | 3 = Undecided (U) | 4 = Agree (A) |

5 = Strongly Agree (SA)

No #	Statement	SD 1	SA 2	U 3	SA 4	SA 5
1	I am able to work in this organization without sacrificing my principles					

2	I use to refer as "we/us" rather than "they/them" when I refer my university to outsiders					
3	I feel that there is a resemblance between my university and my own values and beliefs					
4	I generally carry more positive movement than the negative ones during my job					
5	Being a part of this university inspires me to do more than what is expected					
6	In my work unit I have many common themes with my co-workers					
7	Fairness is maintained while executing rules and policies in my university					
8	My personal needs are well met by my university					
9	Whenever I have any personal or professional issues my university extends necessary help and support					
10	My career goals are well considered by my university					
11	My university tries to make my job as exciting and promising as possible					
12	Accomplishments at work are adequately rewarded in my university					
13	My work schedule is fair					
14	I think that my level of pay is fair.					
15	I consider my work load to be quite fair.					
16	Overall, the rewards I receive here are quite fair.					
17	I feel that my job responsibilities are fair.					
18	Job decisions are made by the dean in an unbiased manner,					
19	My dean makes sure that all academic staff concerns are heard before job decisions are made.					
20	To make job decisions, my dean collects accurate and complete information.					
21	My dean clarifies decisions and provides additional information when requested by academic staff.					
22	All job decisions are applied consistently across all affected academic staff.					
23	Academic staff is allowed to challenge or appeal job decisions made by the dean.					
24	When decisions are made about my job, the dean treats me with kindness and consideration.					
25	When decisions are made about my job, the dean treats me with respect and dignity.					
26	When decisions are made about my job, the dean is sensitive to my personal needs.					
27	When decisions are made about my job, the dean deals with me in a truthful manner.					

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28	When decisions are made about my job, the dean shows concern for my rights as an academic staff.					
29	Concerning decisions made about my job, the dean discusses the implications of the decisions with me.					
30	The dean offers adequate justification for decisions made about my job.					
31	When making decisions about my job, the dean offers explanations that make sense to me.					
32	My dean explains very clearly any decision made about my job.					
33	I change the scope or type of tasks to complete them at work					
34	I introduce new work tasks that better suits my skills or interests					
35	I choose to take on additional tasks at work					
36	I give preference to work tasks that suit my skills or interests					
37	I think how my job gives me my life purpose					
38	I remind myself about my significance work for the success of the university					
39	I remind myself about my significance work for the success of the community					
40	I think about the ways in which my work positively impacts my life					
41	My role to perform the job reflect of my well-being					
42	I engage in networking activities to establish more relationships					
43	I make an effort to get to know people well at work					
44	I organize or attend work related social functions					
45	I introduce myself to colleagues, students or stockholders I have not met					
46	I choose to mentor new lecturers (officially or unofficially)					
47	I make friends at work who have similar skills or interests					
48	My dean commends me when I do a better than average job					
49	My dean acknowledges improvement in my quality of work					
50	My dean personally compliments me when I do outstanding work					
51	I would be very happy to spend the rest of my career in this university					
52	I enjoy discussing about my university with outsider					
53	I really feel as if this university's problems are my own.					
54	I think I could not attaché to another organization as I am					

	to this one					
55	I feel like part of the family at my university					
56	I feel emotionally attached to this university					
57	This university has a great deal of personal meaning for me.					
58	I feel a strong sense of belonging to my university					

Section B:

Please *TICK* (√) in the appropriate box that is suitable to you. All information received on this form will only be used for the purpose of academic research and **will be strictly held in confidentiality.**

Gender: Male ☐   Female ☐

Marital Status: Married ☐   Single ☐

Age: Less than 30 years ☐   30 to 40 years ☐

41 to 50 years ☐   More than 50 years ☐

Your present position in this university   Lecturer ☐   Assistant Professor ☐

Associate Professor ☐   Professor ☐

How long have you been working for this university: Less than 1year ☐

1-3 years ☐   4-6 years ☐   7-10 year ☐   More than 10 years ☐

Monthly Income (in thousands)   40 to 80 ☐   80 to 100 ☐

100 to 140 ☐   140 to 160 ☐   More than 180 ☐

Your highest qualification attained: Master/ Equivalent ☐   MS/Mphil ☐

PhD/ Equivalent

Appendix B

Mahanalobis Distance

Sr#	Mah	Sr#	Mah	Sr#	Mah	Sr#	Mah	Sr#	Mah	Sr#	Mah	Sr#	Mah
1	3.09536	61	0.91483	121	0.7725	181	2.73129	241	4.38881	301	1.65042	361	1.49688
2	2.69577	62	2.56663	122	0.43939	182	1.28521	242	4.15165	302	0.99573	362	1.66328
3	7.51803	63	1.25627	123	6.51808	183	1.10301	243	5.7643	303	0.15403	363	1.46812
4	4.34888	64	1.89377	124	14.1056	184	1.11169	244	10.0125	304	2.18264	364	1.53274
5	2.80663	65	2.00273	125	1.87353	185	7.60799	245	9.42772	305	0.27459	365	15.1109
6	2.1284	66	2.82802	126	2.53772	186	2.11271	246	5.17718	306	4.19973	366	2.18969
7	3.34514	67	10.4504	127	1.60472	187	1.29189	247	12.314	307	0.89505	367	12.0324
8	4.83446	68	2.12185	128	1.34787	188	1.47883	248	3.14436	308	1.52166	368	4.24941
9	0.19128	69	2.56935	129	0.51692	189	1.16417	249	4.64259	309	2.93841	369	2.65234
10	5.15483	70	3.60122	130	0.94483	190	1.87677	250	15.7174	310	3.15505	370	12.1173
11	2.29824	71	2.81694	131	2.23114	191	1.81677	251	2.96766	311	1.66237	371	7.76427
12	3.9769	72	2.4985	132	5.39263	192	1.02428	252	2.53954	312	1.33355	372	3.00462
13	6.18905	73	2.47682	133	2.01514	193	13.2889	253	1.55156	313	16.6748	373	5.56819
14	2.26646	74	3.03156	134	3.2123	194	2.14871	254	10.2202	314	4.34192	374	2.84016
15	1.70431	75	1.32364	135	6.76531	195	1.78411	255	5.24932	315	4.06478	375	1.08957
16	0.89831	76	1.82537	136	10.5424	196	3.64172	256	10.9447	316	1.95455	376	7.5578
17	15.4078	77	11.9576	137	3.37231	197	2.04045	257	5.19657	317	1.44371	377	14.1883
18	2.53927	78	0.50655	138	2.38182	198	2.67583	258	5.31081	318	0.77421	378	2.85872
19	1.75607	79	3.27213	139	1.26524	199	2.83205	259	1.67081	319	0.91483	379	0.5318
20	1.92242	80	0.32112	140	1.04715	200	0.70745	260	2.28665	320	2.30355	380	0.35028
21	5.04632	81	1.19582	141	0.92511	201	1.29805	261	7.64985	321	1.14046	381	6.26287
22	1.18844	82	1.38676	142	2.43944	202	4.26258	262	5.40494	322	1.89377	382	12.7507
23	11.4346	83	7.06631	143	1.7809	203	2.09945	263	1.58001	323	1.50358	383	1.87353
24	12.7642	84	4.00836	144	2.82596	204	2.44247	264	1.81955	324	3.51409	384	2.0578
25	2.41752	85	7.61826	145	3.63852	205	9.4425	265	2.85795	325	10.0361	385	1.60472
26	5.13035	86	0.87084	146	2.13853	206	14.0001	266	1.71393	326	1.93677	386	2.24326
27	2.18654	87	2.98153	147	1.30407	207	0.86713	267	1.60669	327	2.56935	387	0.3259
28	12.0342	88	2.49485	148	1.43625	208	7.23768	268	6.40831	328	3.41332	388	0.57023
29	1.73416	89	2.07413	149	3.96075	209	1.14032	269	1.29777	329	2.66397	389	2.23235
30	4.55995	90	3.31435	150	8.09157	210	6.70203	270	0.8091	330	2.86078	390	4.35698
31	1.46483	91	2.3493	151	0.99653	211	7.96066	271	4.9953	331	1.98222		
32	8.13858	92	0.38224	152	9.08139	212	10.198	272	2.43641	332	2.8561		
33	0.89245	93	3.25545	153	0.60056	213	6.78224	273	1.626	333	1.35922		
34	1.64576	94	2.37095	154	2.11064	214	11.7658	274	1.91905	334	2.02926		
35	1.92861	95	2.51175	155	1.01934	215	5.6796	275	7.19351	335	12.2184		
36	9.1435	96	1.11212	156	1.22274	216	11.1557	276	1.61646	336	0.32674		
37	1.23261	97	1.08864	157	8.88247	217	2.51482	277	1.21936	337	1.90611		
38	8.40455	98	3.00537	158	1.81577	218	7.18306	278	2.3184	338	0.10834		
39	1.33666	99	1.13404	159	9.03539	219	2.44443	279	3.54317	339	0.98805		
40	3.14301	100	0.96808	160	1.53398	220	5.8156	280	1.69075	340	1.94413		
41	0.57677	101	16.634	161	7.87822	221	4.54934	281	8.90521	341	4.76523		
42	2.93133	102	1.73745	162	2.56948	222	2.67345	282	12.8933	342	4.00836		
43	2.33958	103	2.60677	163	1.25911	223	5.82674	283	1.68899	343	7.05544		
44	0.80936	104	1.94386	164	3.1847	224	11.1595	284	4.46269	344	1.06249		
45	0.15403	105	1.41406	165	6.31255	225	1.93646	285	1.29449	345	2.98153		
46	1.37923	106	1.81677	166	2.26031	226	0.53971	286	11.0373	346	2.49485		
47	0.35506	107	14.3314	167	4.39002	227	1.06926	287	2.35984	347	1.15575		
48	4.21269	108	2.18969	168	11.6589	228	7.08652	288	4.34712	348	2.99344		
49	0.89505	109	12.2206	169	8.06557	229	2.23511	289	1.23345	349	1.37956		
50	1.52166	110	2.789	170	2.49548	230	5.66683	290	7.6272	350	0.38318		
51	2.93841	111	2.65234	171	2.39859	231	3.88386	291	1.63236	351	3.04808		
52	3.887	112	12.1173	172	15.565	232	10.2923	292	1.36102	352	1.67706		
53	1.66237	113	9.56784	173	9.13518	233	0.1371	293	1.15993	353	2.51175		
54	1.08322	114	5.06292	174	3.45724	234	10.6169	294	9.17673	354	1.08456		
55	16.6748	115	5.56819	175	7.52536	235	4.73043	295	1.17304	355	1.21536		
56	3.13444	116	2.84016	176	3.02048	236	1.33539	296	7.15122	356	2.83839		
57	4.06478	117	1.12725	177	11.3866	237	8.87709	297	0.97854	357	1.13404		
58	1.95455	118	7.17212	178	1.34873	238	2.67232	298	2.56943	358	1.02768		
59	1.63102	119	17.1092	179	8.66105	239	1.43177	299	0.47297	359	15.3662		
60	0.77421	120	2.91716	180	1.95956	240	15.7273	300	2.50945	360	1.61805		