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A Seed Needs A Fertile Soil to Grow; The Effect of Leaders' Positive Feedback on Newcomers' Attitudinal Outcomes

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***Abstract**: Positive feedback is key for enhancing employee commitment in the workplace. In this study we examined the effect of leaders' positive feedback on newcomers' attitudinal outcomes in the first six months. Newcomers attitudinal outcomes are hypothesized as job satisfaction and affective commitment. The study therefore surveyed the effect of the independent variables on newcomers' attitudinal outcomes using data got from 289 newcomer-leader dyads at commercial bank of Ethiopia. Data were collected using questionnaires, hypotheses were developed and tested using job demand resource theory. Results revealed that leaders' positive feedback positively affects newcomers' attitudinal outcomes. leaders' positive feedback enhances newcomers' affective commitment and job satisfaction in the workplace. In addition, the study also revealed that positive affect as a mediator strengthens the relationship between leaders' positive feedback, newcomers' affective commitment and job satisfaction in the workplace. The results provide new and deeper intuitions in explaining the effect of positive affect as a mediator on newcomers' attitudinal outcomes and leaders' positive feedback in the workplace. The study therefore concludes that organizations should emphasize on mechanisms to build newcomers' positive affect towards the organization so that it will lead to job satisfaction and affective commitment. Therefore, leaders' positive feedback is vital for building newcomers positive affect in the workplace.*

Keyword: Affective Commitment; Job Demands Resources Theory; Job satisfaction; Leader Positive Feedback; Positive Affect.

INTRODUCTION

Feedback is very key for employee's success in the workplace. Getting information on employee performance status helps individuals to adjust and perform better (Bandura, 1991; Dweck & Leggett, 1988; Festinger, 1954; Locke & Latham, 1990). Teachers, coaches, and bosses all give feedback that makes a difference people monitor the level and progress of their activities to guarantee for meeting their objectives. Subsequently, focusing on leaders' feedback to new employees is vital in the feedback environment. Evidently, investigation related to how often leaders give feedback to employees and how employees receive and use in the workplace (Herold & Parsons, 1985) remains scarce. Motivation theories argued that positive feedback is more persuasive and persuading in pursing objectives (Atkinson, 1964; Bandura & Cervone, 1983; Lewin, 1935; Weiner, 1974; Zajonc & Brickman, 1969).

Studies argued that feedback situations depended on lab studies (Chapanis, 1964; Erez, 1977) and most of the researchers centered on performance results (Ashford, 1993; Ashford & Cummings, 1983; Herold & Parsons, 1985) not attitudinal one. Other studies give due attention for the amount symptoms and sources of the feedback given to employees (Greller & Herold, 1975; Herold & Parsons, 1985), employees understanding of the feedback value (Ashford, 1993; Greller, 1980), but feedback effects on the attitudinal outcomes (Becker & Klimoski, 1989) is also vital. Recently continuous feedback contribution for organizational newcomers' performance and commitment got better attention (Levy & Williams, 2004; London & Smither, 2002). Most studies support the contribution of leaders' positive feedback can bring positive outcomes for employees and organizations (Norris-Watts & Levy, 2004; Rosen et al., 2006; Whitaker et al., 2007). However, limited work has considered how specifically leader positive feedback can promote newcomers' attitudinal outcomes in the workplace.

Besides the above progress, this article develops different ways to improve the feedback literature. First, most studies (i.e. Ashford et al., 2003; Kim et al., 2009; Kluger & DeNisi, 1996 ; Medvedeff et al., 2008; Phoel 2009; Steelman et al., 2004) have payed attention only on feedback effects from employee task performance view. Addressing newcomers' attitudinal outcomes (job satisfaction and affective commitment) due to leaders' positive feedback is very vital. Second, previous researches have been conducted on direct effects of feedback on employee task performance, mostly focused on annual performance not on a continuous manner. Thus, this omission is noteworthy to study how newcomers feel and perform when there is leaders' positive feedback in the workplace. We employ the job demands-resources (JD-R) theory (Bakker & Demerouti 2017) for hypotheses development.

The study has the following contributions to the present literature. First, we contribute to the job demands-resources (JD-R) theory by exploring the effect of leaders' positive feedback on newcomers' attitudinal outcomes. Through job demands-resources (JD-R) theory, this research adds to the current literature on how leaders' positive feedback as job resource affects newcomers' job satisfaction and affective commitment in the workplace. Prior research evidently also argued that affective commitment makes workers to be loyal for the firm (Haarr, 1997). In this way, further understanding of how to maintain and foster employees' affective commitment appears to be significant for the general human resource management. Therefore, this study can advance theory and research on the contribution of leaders' positive feedback on newcomers' affective commitment in the workplace.

Second, using positive affect as a mediator between leaders' positive feedback and newcomers' attitudinal outcomes, this research explores the magnitude of newcomers' job satisfaction and their level of affective commitment in the workplace. Lastly, the existing literature on job demands-resources (JD-R) theory has argued that emotions at work (job resource) and job satisfaction are related, however, are separate constructs that should not be treated interchangeably (Weiss, 2002). Therefore, special emphasis is given to the relationship between leaders' positive feedback, positive affect and attitudinal outcomes on newcomers' context.

Conceptual Framework and Hypothesis Development

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THE JOB DEMANDS-RESOURCES THEORY (JD-R)

The heart of the Job Demands-Resources (JD-R) theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b) argued that though each occupation has its own particular threat components related with work stress, these components can be classified in two common categories (i.e. job demands and job resources). Job demands means physical, mental, social, or organizational perspectives of the job that require a dedicated effort in the workplace. Job resources is defined as those favorable facilities and organizational aspects of the work that are useful for meeting objectives. Hence, resources are important for work and achievement of goals as well. The motivational potential of job resources in the workplace is also explained at job characteristics theory (Hackman & Oldham,1980). Job resources may be found at all organizational levels including interpersonal and social relations (e.g. supervisor and co-worker support), and at the level of the task (e.g. skill variety, task significance, autonomy, performance feedback) very vital. The second process proposed by the JD-R model is motivational in nature, whereby it assumed that job resources have motivational power and lead to high work engagement, low absenteeism, and better outcome. In our case, job resources may play a motivational role for building positive affect to the organization because it can foster employees' development and commitment (Deci and Ryan, 1985). Therefore, this research focuses on the leaders' positive feedback, positive affect and newcomers' attitudinal outcomes, in the workplace.

Leaders Positive Feedback and Positive Affect

Most studies support that leaders' positive feedback can lead to optimistic attitude towards the organizations (Norris-Watts & Levy, 2004; Rosen et al., 2006; Whitaker et al., 2007). As Sparr and Sonnentag (2008) argued that feedback can affect employees' attitude in the workplace. The effect of positive affect on employees was explained by (Fredrickson 2001), proposing that experiencing positive rewards in the workplace makes people to be more committed to their organization. According to job demand resources theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b), job resources can lead employees to a motivated performance and commitment in the workplace. Therefore, leaders' positive feedback to newcomers can be treated as a resource to boost newcomers positive affect in the workplace. Therefore, leaders' positive feedback in the workplace contributes for the development of newcomers' positive affect to the organization. Thus, the following hypothesis is developed;

H1; Leaders positive feedback is positively related to newcomers' positive affect in the workplace.

Mediator Role of Positive Affect

Even though researches argued that encouraging feedback environment may motivate to use feedback properly (Steelman & Require, 2001), specifically leaders' positive feedback to newcomers has however to be examined as an antecedent of work behaviors such as affective commitment and job satisfaction. Positive affect encourages working and improve outcomes (Fredrickson, 1998, 2001). Fredrickson's (1998) broaden-and-build theory of positive affect gives the main informative theoretical system that joins the total involvements of using positive affect to the development of enduring individual resources for permanent commitment and success (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009). According to Fredrickson's (2001), a person's positive affect exists to widen the scope of long-term resource use in the workplace. A variety of resources can be created by positive affect that are conducive for better outcomes. For instance, George and Brief (1996) argued that employees' positive affect would increase their motivation to perform challenging tasks which will result in job satisfaction and better commitment in the workplace. In addition, according to job demand resource theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b), job resources (leaders' positive feedback) can motivate for better commitment and low level of ignorant in the workplace. Affective commitment is highly correlated with organization support (support from leaders) (Allen & Meyer, 1996). This suggests that leaders' positive feedback may lead to increase affective commitment. Since leaders act on behalf of the organization (Levinson, 1965), leaders' positive feedback to employees shows that the organizations commitment to employees which in turn makes employees to be committed in the workplace. In other words, when employees perceive that their leader supports them and cares about their well-being,

(Eisenberger et al., 1986) it can be a cause for the existence of affective commitment. The mediating role of positive affect is not only hypothetically adjusted with the significant theories relating to situation, cognition, feeling, and behavior (Ajzen & Fishbein, 1980; Bandura, 2001), but also experimentally favored with various interpersonal communication studies (Horan et al., 2012; Zhang, 2009; Zhang & Oetzel, 2006). Therefore, it would be rational to consider positive affect of newcomers can mediate leaders' positive feedback and newcomers' attitudinal outcomes in the workplace. Thus, we formulate the following hypothesis

H2a; Positive affect can strengthen the relationship between leaders' positive feedback to newcomers and their affective commitment.

Job satisfaction defined as a positive feeling of an individual toward his or her job (Schermerhon et al, 2012:63), or define "job satisfaction as a positive attitude toward one's job (Daft and Marcic (2013:400). Among the areas where positive affect has got attention is the relationship between positive affect and job satisfaction (see Judge, 1992). Besides these, positive affect can predict job attitudes such as satisfaction and organizational outcomes. Other studies also suggested that individuals with high positive affect can regularly experience strong excitement (Cropanzano et al., 1993) This implies positive affect contributes more for job satisfaction in the workplace.

Doing positive activities on employees' strength causes the experience of positively toned emotions, contribute to individual's job satisfaction (Lyubomirsky & Layous 2013). Due to positive affect, individuals will rate their work as more satisfactory, can build up psychological resources (Fredrickson et al. 2008). According to JD-R theory (Bakker & Demerouti, 2007; Demerouti & Bakker, 2011; Demerouti et al., 2001), high resources condition (leaders' positive feedback to newcomers) should have a consequence of low strain, better satisfaction and high motivation in the workplace. Thus, we formulate the following hypothesis;

H2b; Positive affect can strengthen the relationship between leaders' positive feedback to newcomers and their job satisfaction

Feedback is a key for individual and organizational effectiveness (McCarthy & Garavan 2006). It has been suggested that daily routine communications between leaders and employees (Ellinger & Kim 2014) can enhance satisfaction and dedication of employees in the workplace. When employees perceive that leader's feedback as organizational support, employees will have high feeling of dedication to the organization. Thus, employees will be committed to the organization (cf. Eisenberger et al., 1986; Mowday et al., 1982; Rousseau, 1989; Schein, 1980; Wayne, Shore, & Liden, 1997). Therefore, leaders' positive feedback makes employees to have high affective commitment in the workplace. In addition, Hutchison (1997) argued that there is a strong relationship between leaders' support and affective commitment in the workplace. In line with this leaders' positive feedback to newcomers can have a positive contribution for newcomers' affective commitment in the workplace. Thus, we formulate the following hypothesis;

H3; Leader positive feedback to newcomers is positively related to affective commitment

H4; Leader positive feedback to newcomers is positively related to job satisfaction

Positive Affect and Attitudinal Outcomes

Employees attitudes have been consistently linked to employee's commitment in the workplace (Moorman, Niehoff, & Organ, 1993; Podsakoff et al., 2000; Tepper & Taylor, 2003), it follows that affective commitment may be facilitated by leaders' positive feedback in the workplace. Affective commitment is highly correlated with organization support specifically support from leaders (Allen & Meyer, 1996). This suggests that leaders' positive feedback may lead to increased affective commitment and job satisfaction. Since leaders act on behalf of the organization (Levinson, 1965), leaders' positive feedback to employees shows that the organizations commitment to employees which in turn makes employees to be committed in the workplace. In addition, according to Reschly et al. (2008), positive affect is highly linked with employee commitment and job satisfaction in the workplace. On the other hand, when a leader transfers his/her feelings and considerations to workers in a strong way, it influences employees' feelings, performance (Goleman, 2002) and job satisfaction of the employees. Usually because leaders have an impact not only on employees' feelings and thoughts but on also their motivations towards identified goals (Burns, 2007). Therefore, we believe due to leaders' positive feedback to newcomers, there will be feeling of positive affect on newcomers which will lead to job satisfaction in the workplace. Thus, we formulate the following hypothesis;

H5; Newcomers positive affect is positively related to affective commitment in the workplace.

H6; Newcomers positive affect is positively related to job satisfaction in the workplace.

METHOD

Sample and Procedures

The respondents of this study are leaders and newcomers from commercial bank of Ethiopia. The participants were approached during working hours after we got permission from the CEO of the bank. We described

the aim of the research, requested new employees, and guaranteed the privacy of their response. Based on the list of respondents got from HRM the researcher assigned numbers to each newcomer and immediate leaders in order to identify newcomer - leader dyads. Newcomers refer in our context as those who joined the company less than one year.

Using convenient sampling method, we distributed 360 questionnaires but received 289 complete questions. A gap of two weeks was maintained between each of the three waves of data collection to minimize potential common method bias (Podsakoff, MacKen- zie, Lee, & Podsakoff, 2003). Newcomers were requested to report control variables, leaders' positive feedback in the bank during time 1. Two weeks later, newcomers who had completed the first survey reported their level of positive affect due to leaders' positive feedback in the workplace at time 2. At time 3, newcomers requested to state their level of job satisfaction and affective commitment in the workplace. After we collected all valid questionnaires, we reward 50 Ethiopian birr for those participants who were actively participated during the survey.

Measures

Leaders' Positive Feedback. leaders' positive feedback was evaluated by newcomers by adopting and using a scale from Steelman.et al's (2004). This feedback scale assesses each feedback dimensions. A sample item "my leaders gives me useful feedback about my job performance' (alpha= 0.97). **Job Satisfaction.** Job satisfaction measures are taken from Cammann, Fichman, Jenkins, and Klesh (1983). Sample items such as "generally I like working here". These items were based on a 7-point scale ranging from 1 = strongly disagree to 7 = strongly agree. The internal consistency for the job satisfaction scale was α = .95.

Affective Commitment. Scales used to measure affective commitment are six items from Meyer, Allen and Smith's scale (1993, α = .85). A sample item reads "I really feel as if this organization's problems are my own." Items were rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). **Positive affect.** Scales used to measure positive affect were 10 questions taken from Watson, Clark, and Tellegen's (1988), where previous studies (Reschlyetal.,2008; Watsonetal.,1988) revealed good reliability and validity.

Control variables. To investigate the effects of leaders' positive feedback on newcomer's attitudinal outcomes, we considered several factors in the analyses. Specifically, we included education and age as a control variable since it affects personality development (Caspi et al., 2005; Roberts & Mroczek, 2008).

Ethical Consideration. This article followed all ethical standards for research without direct contact with human or animal subjects.

RESULTS

The demographic profiles of respondents can be addressed as follows. The majority of participants (167: 57.78%) held a bachelor's degree. About 47.4% of participants were aged 21–30 years. Most of the respondents (205: 71%) were male.

------- Insert Table 1 about here -----

Descriptive Statistics

The summary of statistics for all variables are presented in table 2. leaders' positive feedback to newcomers was significantly related with positive affect ($r = 0.35$, $p < 0.01$), and JS, AC ($r = 0.66$, $p < 0.01$, $r = 0.75$ $p<0.01$). Moreover, PA was found positively correlated with JS and AC ($r = 0.66$, $p < 0.01$, $r = 0.75$, $p < 0.01$). Generally, these results support our hypothesis. Findings revealed that LPF can strengthen newcomers positive affect, so that they will be satisfied with their job and committed in the workplace.

------- Insert Table 2 about here -----

HYPOTHESIS TESTING

To test our hypothesis, we have used SPSS (25). Table 3 shows the results of control variables (age & education) and the independent variable (leaders' positive feedback) on the dependent variables (job satisfaction and affective commitment). The result shows that age ($\beta = 0.112$, $p > 0.05$) is significantly affecting newcomers

job satisfaction and affective commitment than education ($\beta = 0.451$, $\beta = 0.323$ $p > 0.05$) respectively. The results presented in Table 3 also argued that leaders' positive feedback is significantly associated with newcomers' positive affect ($\beta = 0.544$, $p > 0.01$), therefore it accepts hypothesis 1.

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------- Insert Table 3 about here -----

Mediation Analysis

We used SPSS version 25 developed by Hayes (2013) in order to confirm the mediation effect of positive affect. We used a 95% bias confidence interval with 5000 bootstrapping sample estimates. We examined the mediating role of newcomers' positive affect on their affective commitment and job satisfaction. The result showed that there is a positive association between leaders' positive feedback and positive affect ($\beta = 0.544$, $p< 0.01$) in one way and job satisfaction and affective commitment ($\beta = 0.235$, $p< 0.01$, $\beta = 0.143$, $p< 0.01$) in another way which approves the acceptance of hypothesis 2a, and 2b.The results confirmed that newcomers job satisfaction is more affected by leaders positive feedback than their affective commitment. In addition to the mediation effect leaders' positive feedback to newcomers ($\beta = 0.235$, $\beta = 0.406$ $p< 0.01$), is significantly affecting newcomers' affective commitment and job satisfaction respectively, thus supports acceptance of hypothesis 3 and hypothesis 4.

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------- Insert Table 4 about here -----

Besides the mediation effect newcomer's positive affect is significantly affecting newcomer's affective commitment and job satisfaction with a value of ($\beta = 0.375$, $\beta = 0.433$ $p< 0.01$), which also approves the acceptance of hypothesis5 and hypothesis 6.

DISCUSSION

In this study we argued that leaders' positive feedback plays a positive role for the development of newcomers' attitudinal outcomes in the workplace. The effect of leaders' positive feedback on newcomers' job satisfaction and affective commitment will be pronounced more when newcomers positive affect is high rather than low. The theoretical argument of job demand resource theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b), also that supported job resources (leaders' positive feedback), have a significant effect on employees' motivation (newcomers' job satisfaction and affective commitment) in the workplace. The study also gives attention to positive affect as a mediator of leaders' positive feedback, newcomers' job satisfaction and affective commitment. Results argued that positive workplace event, such as, positive affect, leads to a positive effect on workplace attitudes, such as job satisfaction, organizational trust, commitment (Weiss & Cropanzano, 1996). Overall, by taking into account a high level of positive affect due to leaders' positive feedback to newcomers, our study revealed that newcomers have high job satisfaction and affective commitment in the workplace.

THEORETICAL IMPLICATION

In harmony with JDR theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b), we developed a model that explains how leaders positive feedback affects newcomers job satisfaction and affective commitment in the workplace. This study offers several important theoretical implications. In particular, we extend job demand resource theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b) contribution to newcomer on the context of feedback situations in three ways. First, we enrich job demand resource theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b) studies by giving alert on the contribution of leaders' positive feedback in improving newcomer job satisfaction during the first six months. Specifically, our findings suggest that leaders' positive feedback can positively affect newcomers' job satisfaction in the workplace. Past researches on JDR theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b), focus on proposed interaction between job demands and job resources in their relationship with employee well-being. However, these studies didn't address the effect of leaders' positive feedback as a job resource how it affects newcomer's job satisfaction and affective commitment in the workplace.

Second, the role of positive affect in shaping newcomers' affective commitment and job satisfaction should be among the key focus areas for organizations, and works best when newcomers have high positive affect. A study argued that

positive affect is positively elated to employee commitment in the workplace (Reschly et al. (2008). However, these studies didn't consider positive affect as a mediator between leaders' positive affect and newcomers' attitudinal outcomes during the first six months. This study argued that, a high level of positive affect strengthens the relationship between leaders' positive feedback, newcomers' job satisfaction and affective commitment in the workplace, such that newcomers with high positive affect due to leaders' positive feedback exhibit a high level of job satisfaction and affective commitment. Therefore, our study yields a new perspective on positive affect as a mediator mediates the relationship among leaders' positive feedback, newcomers' job satisfaction and affective commitment in the workplace.

Third, the study demonstrates the direct effect of leaders' positive feedback to newcomers on newcomers' job satisfaction and affective commitment during the first six months. This is important because it facilitates the direct testing of hypotheses grounded on job demand resource theory (Bakker et al., 2003b; c; Demerouti et al., 2001a, b) that have exclusively examined based on qualitative analysis. The result of this study extends how leaders' positive feedback influences newcomers' job satisfaction and their affective commitment in the workplace and contributed to the development of feedback literature from the newcomer's perspective.

PRACTICAL IMPLICATION

This study also provides practical implications. For instance, as per Ethiopian ministry of education, more than 150,000 students are graduating from higher institutions every year(moe,2019), considering such huge number of graduates conducting researches on issues that will contribute for retaining and sustainment of new employees in the organization is vital. In addition to this, the study also provides practical implications for management bodies. For instance, in the dynamic business environment leaders play a crucial role for the betterment of employee performance in the organization (Mohrman & Milliman ,1991). However, previous researchers didn't investigate the role of leaders' positive feedback on newcomers' attitudinal outcomes. However, this study shows that positive feedback from leaders' plays a vital role to help newcomers to be satisfied with their job and committed in the workplace. Therefore, leaders as the agent of the organization are responsible for creating and managing the feedback issues, situations, and effects that should be given for newcomers in the organization.

Finally, our study gives highlight on the contribution of newcomers' positive affect during the first six months on newcomers' attitudinal outcomes (job satisfaction and affective commitment). The study helps organizations to take into consideration on the situations where leaders' positive feedback can influence newcomers' positive affect to the organization which will lead to affective commitment and job satisfaction. Organizations have thus advised taking into the use and application of positive affect for maximizing employee's affective commitment and job satisfaction in the workplace.

LIMITATION AND FUTURE RESEARCH DIRECTION

The study has the following limitations. First, besides to leaders' positive feedback, newcomers may be motivated by feedback given from coworkers, physical facilities of the organization. Second, this study was conducted only on newcomers who are working at commercial bank of Ethiopia. Therefore, the issues of generalization may not apply to other types of firms and workers. But we believe the study is important for the concerned bodies. Third, the study considers positive affect as a mediator variable of leaders' positive feedback on newcomers' job satisfaction and affective commitment. Therefore, future researchers may also benefit from investigating other potential factors that may influence newcomer's attitudinal outcomes. For instance, coworkers' negative feedback to newcomers, emotional labor as a mediator and its effect on newcomers' attitudinal outcomes. Lastly, the study covers only newcomers for the first six months. Therefore, future researchers may address leaders' positive feedback effect on newcomers for a long duration.

CONCLUSION

Due to these limitations, this finding alert researchers to the critical roles of leaders' positive feedback on newcomer attitudinal outcomes. Many researchers focused on the direct contribution of motivation on employee's performance, but this study gives attention besides the direct effect of leaders' positive feedback also plays a crucial role for newcomers' attitudinal development. Positive affect as a mediator contributes for the betterment of newcomers' job satisfaction and affective commitment in the workplace. Overall, this study revealed that when newcomers have high positive affect due to leaders' positive feedback, newcomers' job satisfaction and affective commitment in the workplace will also be high.

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Author's contributions

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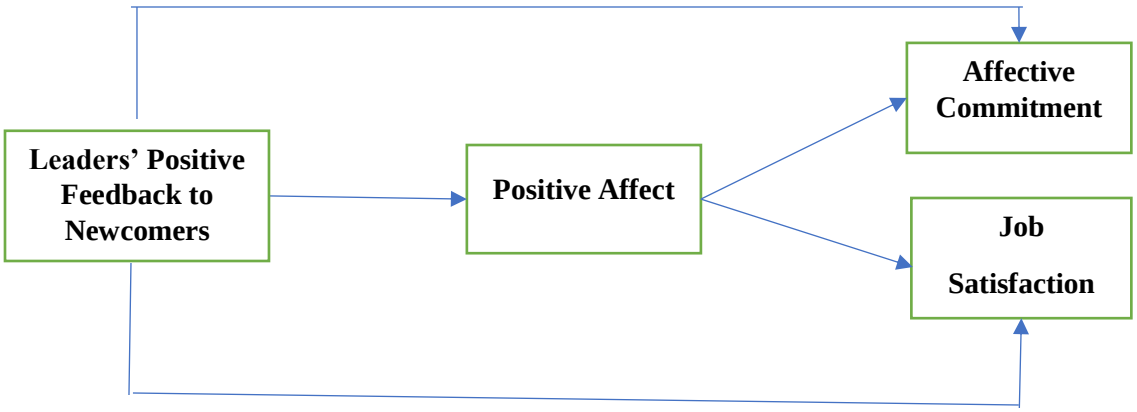

Figure 1. Conceptual framework

Table 1. Demographic Characteristics of Respondents.

Demographics	Frequency	Percentage
1. Gender		
Male	205	71%
Female	84	29%
Total	289	100%
2. Age		
21-30	137	47.4%
31-40	105	36.3%
41-50	47	16.3%
Above 50	0	0%
Total	289	100%
3 Education		
Bachelor	167	57.78%
Master and above	122	42.22%
Total	289	100%

Table 2. Descriptive statistics, correlations

Variables	Mean	SD	1	2	3	4	5	6	7
LPF	4.91	0.17	0.35**	1.00					
PA	4.86	0.19	0.32**	0.31**	1.00				
AC	4.77	0.36	0.75	0.03*	0.01	1.00			
JS	4.75	0.39	0.66*	0.34	0.98	0.98	1.00		
Education	1.86	0.34	0.27*	0.06	0.02	0.12	0.08	1.00	
Age	1.33	0.27	0.06	0.09	-0.06	-0.08	0.17	0.14	1.00

Note: LPF leader positive feedback, PA positive affect, AC affective commitment, JS job satisfaction, with N = 289; * $p < 0.05$, ** $p < 0.01$ (2-tailed).

Table 3. Regression Results

Variables		unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	SE	Beta		
1	Education	.073	.071	.060	1.0202	.309
	Age	.112	.073	.091	1.537	.001
	LPF	.744	.062	.789	12.103	.000
2	LPF	.262	.134	.277	1.960	.051
	JS	.451	.112	.213	1.000	.000
	AC	.323	.132	.333	1.323	.001
	PA	.544	.135	.571	4.042	.000

Note: Entries are unstandardized coefficients (B), standardized coefficients (β), and standard errors (S.E.), ** $p < 0.05$, *** $p < 0.01$, LPF (leaders' positive feedback), PA (positive affect) JS (job satisfaction), AC (affective commitment).

Table 4. Mediating Effects

Path	Unstandardized Coefficient				Bootstrapping	
	Coefficient	Std. Error	T	Sig	LLCI	ULCI
IV→M	0.544	0.180	2.040	0.000***	0.473	0.569
M→DV (1)	0.375	0.102	2.142	0.000***	0.261	0.519
M→DV (2)	0.433	0.112	3.564	0.000***	0.312	0.683
IV→M→DV1	0.235	0.090	2.203	0.000***	0.018	0.297
IV→M→DV2	0.143					
Indirect effects	0.346	0.056			0.131	0.298
Adjusted R^2			0.623			

Note: IV denotes independent variable (leaders' positive feedback), MV denotes mediating variable (positive affect), and DV1 denotes dependent variable (job satisfaction) and DV2 denotes affective commitment.