

Well Being, Fairness, and Supervisor's Ability and Support

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Abstract- Abstract

To maximize work outcomes and increase the opportunity for organizations to achieve their goals in today's society, organizations must prioritize their employees' well-being. Research suggests that several factors can impact employees including: affective well-being, employee perception of fairness, perception of supervisors' skills and Family Supportive Supervisor Behaviors (FSSB). To investigate the relationship between employees' affective well-being, their perceptions of fairness, their perceived ability and FSSB, a study was conducted using a total of 395 participants, who were selected using convenience sampling. Participants completed a survey by answering three questionnaires, which measured the constructs, and the pertinent demographics. The instruments used were the Job-related Affective Well-being Scale (JAWS), the Equity/Fairness subscale from the International Personality Item Pool, the Ability subscale, and the Creative work-family management subscale from the Handbook of Management Scales, respectively. Results of this study found a moderate positive correlation between employees' affective well-being and the following variables: perception of fairness ($r=.301, p=.000$), perceived supervisor's ability ($r=.401, p=.000$), and FSSB ($r=.377, p=.000$), as well as between employees' perception of fairness and managerial skills of their supervisors ($r=.347, p=.000$). Findings confirmed hypotheses and the relationship among variables. The study's findings have implications for managers' performance and for HR practices.

Index term: affective well-being, perception of fairness, supervisor ability, family supportive supervisor behavior

I. INTRODUCTION

Job-related affective well-being is attached to the individual's health and constitutes the core aspect of subjective well-being because individuals spend nearly of one-third of their waking time at work (Conrad, 1988). Previous research identified that in occupational settings, affective well-being of employees is related to the individuals' emotions about work, as well as their perceptions of justice about procedures used by supervisors (Sparr & Sonnetang, 2008). The role of fairness perception in the workplace and its impact on work outcomes and employee's behaviors is included among the most frequently researched topics in industrial and organizational psychology, human resource management, and organizational behavior over the last decade (Copranzano & Ambrose, 2015). Different studies have

been gathering evidence of how employees' perception of their supervisor's ability and supportive behaviors have major influences on employee behaviors and work outcomes, including their motivation, satisfaction, performance, dedication, and trust. Supervisor's ability to communicate has been linked to employees' satisfaction with their supervisors (Berman & Hellweg, 1989). The purpose of this study is to analyze these constructs and explore the relationship between employees' affective well-being, their perception of fairness, and the supervisor's ability and family support behaviors in the workplace.

II. LITERATURE REVIEW

1.1. Well-Being

In last decade, interest in employees' well-being has increased. Well-being can have different meanings and definitions (Danna & Griffin, 1999). Moreover, researchers agree that the concept of well-being is attached to health (Warr, 1990). Warr (1990) attached health with well-being, building a framework by suggesting that "affective well-being" is a component of mental health (Danna & Griffin, 1999). Well-being can also refer to physical, mental, psychological, or emotional health. The concept of affective well-being can be compared with the medical criteria of ill or not ill (Danna & Griffin, 1999).

The main interest in well-being at work comes from the number of hours an individual works. Individuals spend one-third of their awake time at work (Conrad, 1988). This can lead to overlap personal and work life and affecting individuals' subjective perception of how they experience life (Russell, 2008). Emotional well-being and positive functioning are dimensions of subjective well-being. The emotional well-being dimension consists of the perceptions of happiness and life satisfaction, positive affect, and negative affect (Keyes & Magyar-Moe, 2003; Russell, 2008). The positive functioning dimension consists of psychological and social well-being (Keyes, 1998). It is very important to promote these two dimensions between employee and employers. Is known that high levels of well-being can be beneficial for the organization and the employee work outcome (Harter & Schmidt, 2000; Russel, 2008).

Employees' well-being can be influenced by the feedback they receive from their employers. The manner in which leaders interact with their subordinates determines the overall employees' perception of the treatment received (fair or

unfair) (Van Dierendonck, Haynes, Borrill, & Stride, 2004). Feedback is generally accepted when the employees perceive it as fair (McDowall & Fletcher, 2004). According to Sparr and Sonnetang (2008), fair feedback is relevant to the relationship employees have with their supervisor. Moreover, employees expect to be treated fairly all the time, because “fairness serves psychological needs” (Sparr & Sonnetang, 2008, p.200).

How individuals feel about work and their superior’s treatment can influence the way they perceive things. Moreover, based on a review of the literature on well-being, it is hypothesized that employees’ affective well-being is positively correlated with their perceptions of fairness (hypothesis 1).

1.2.Fairness

Workplace fairness has been a widely researched topic in the managerial field (e.g. Copranzano & Ambrose, 2015; Colquitt, Conlon, Wesson, Porter, & Ng, 2001; Colquitt, Scott, Rodell, Zapata, Conlon, & Wesson, 2013). The terms fairness and organizational justice are often used interchangeably by scholars (Colquitt & Rodell, 2011; Copranzano & Ambrose, 2015). The concept of organizational justice is applied to outcomes, processes, and behaviors which are linked to normative standards (justice rules), moral correctness, or ethical considerations (Copranzano & Ambrose, 2015). Whereas the term equity involves economic advantages and outcomes distribution, workplace fairness implies a global perception of appropriateness that can be measured (Colquitt & Rodell, 2011). Justice can be measured either by evaluating an organization or a supervisor (Colquitt & Rodell, 2015).

Meta-analysis regarding organizational justice was conducted by Colquitt et al. (2001) with the purpose of illustrating the relationship between organizational justice and work outcomes during the past 25 years. Organizational justice is defined as the individual perception of fairness during outcome distribution or allocation, and the procedures used to determine such distribution or allocation (Colquitt et al., 2001). Concerns regarding resources and outcome distributions have become the center of Equity Theory, known as distributive justice (Adams, 1965), whereas evaluations about fairness in decision-making procedures define the procedural justice concept (Leventhal, 1980; Lucas, Zhdanova, & Alexander, 2011). The third type of fairness, termed interactional justice, assesses the interpersonal treatment received by employees from superiors (Bies & Moag, 1986; Kim, Lin & Leung, 2015). Some authors include informational justice as the fourth dimension in organizational justice, which focuses on providing others explanations about the outcomes distribution features (Colquitt et al., 2001).

The importance of fairness arises from the fact that employees’ perception of fairness has a positive impact and is directly proportional to their attitudes and behaviors within organizations (Copranzano & Ambrose, 2015). Employees’ perception of fairness generates justice judgments linked to outcomes in their organizations (Greenberg, 1990). Among others, job satisfaction, organizational commitment, productivity, and organizational citizen behavior (OCB) are considered work outcomes or work attitudes and behaviors. These variables are mostly related to an employee’s perception of fairness in organizations (Colquitt et al., 2001; Viswesvaran and Ones, 2002; and Copranzano & Ambrose, 2015)

Various studies published from a managerial perspective attempt to analyze relationships between organizational justice and leadership styles, as well as collective trust, ethics, administrative development, managerial discretion, work-life balance, and performance appraisal. Colquitt et al. (2001) and Viswesvaran and Ones (2002) concluded that distributive and procedural justice have a strong relationship with relevant outcomes, such as job satisfaction, organizational commitment, and performance. However, authors noticed that procedural justice had a direct impact on organizational outcomes, organizational commitment and a subordinate’s evaluation of a supervisor. Also, they identified work outcomes specifically related to procedural, interactional, and informational justice which were associated indirectly with the distribution or allocation decisions. Some work outcomes are trust, evaluation of authority, organizational citizen behavior (OCB), withdrawal based on an unfortunate interpersonal treatment by an authority, and a variety of negative reactions or counterproductive behaviors (e.g., retaliation, theft, sabotage).

Viswesvaran and Ones (2002) tackled the use of two dimensions of justice -procedural and distributive- and their different roles in organizational settings. They developed the classic Leventhal’s Six Rules Theory to explain the link between organizational outcomes (trust, OCB, and organizational commitment) and procedural justice, whereas they used Equity Theory to establish the relationship between distributive justice and other work outcomes (job satisfaction and productivity).

A meta-analytic evaluation assessed the patterns of correlation for both dimensions of justice with work attitudes and behaviors (organizational commitment, job satisfaction, OCB, and productivity). Results demonstrated high and positive correlations between procedural and distributive justice with work attitudes and behaviors. However, the correlation between procedural justice and organizational commitment, OCB, and productivity were higher than the correlation between distributive justice and the same attitudes and behaviors. Both dimensions of justice have a similar correlation with job satisfaction. Additionally, reports of the partial correlation and variance reduction ratios showed that procedural justice perceptions have a more significant implication than distributive justice on work attitudes and behaviors (Viswesvaran & Ones, 2002). The central thesis of the study was that employees acknowledge procedural justice over distributive justice because procedural justice provides close control over processes in organizations.

Perceived supervisor fairness.

Seppala, Lipponen, and Pirttila-Backman (2012) conducted an empirical study which emphasized the role of perceived supervisor fairness as a predictor of trust in coworkers. The article associates identity-related theories with leadership and collective trust. The group-valued model supports that individuals need to belong to a group where they are treated with consideration and respect by authoritarian figures. Consequently, individuals have concerns regarding the fairness of group authorities because that implies their inclusion within the group. If a prototypical leader represents a group’s essential characteristics such as beliefs and values, then the perception of the supervisor’s fairness is positively related to employees’ trust in coworkers. Perceived fairness of leaders was found as an

efficient mechanism that can a manager can utilize to prompt a positive relationship among their subordinates.

A research study carried out by Totawar and Nambudiri (2014) identified psychological capital (PsyCap) as a mediator to explain the influence of organizational justice on job satisfaction and organizational commitment. PsyCap is also a managerial tool used to control employee satisfaction and commitment. Using Social Exchange Theory, Equity Theory and the Theory of Positive Emotions, the article proposes that organizations should provide and promote positive stimulus allowing employees to perceive actions of fairness. By creating perceivable fairness in the distribution of resources at the workplace, employees' positive emotions which are correlated to the core constructs of PsyCap are triggered.

There is a relationship between employees' perception of justice and job satisfaction with leadership style and organizational commitment. According to Susanj and Jakopec (2012), active leadership styles (transformational and transactional) are positively correlated with the level of organizational justice perceived by employees, which determine job satisfaction, while job satisfaction leads to organizational commitment. Results showed that passive/avoidant leadership styles had an insignificant effect on the perception of fairness and organizational commitment. It was confirmed that the leadership style indirectly affects organizational commitment over fairness perception and job satisfaction; however, job satisfaction depends directly on the fairness perception of the employees. Other interesting findings that arose from this study include the importance of a leader's fair treatment, the perceived organizational justice as a mediator between leadership style and organizational commitment, and the negative effect of leaders with avoidant responsibility attitude. Researchers concluded that when leaders exhibit fair treatment toward their subordinates, it is possible to prompt employees' commitment which leads to higher level of job satisfaction (Susanj & Jakopec, 2012).

Employee's satisfaction.

Employee satisfaction is defined as the satisfaction of an employee compared to their last performance rating, focusing on supervisor attitudes during the appraisal process, and towards the performance appraisal system in general (Sudin, 2011). Organizational justice is a source for individual evaluations of the ethical and moral standing of a manager's conduct (Cropanzano, Bowen, & Gillilan, 2007). Taking into consideration that statement, Sudin (2011) evaluated the effects of fairness perception in employee satisfaction during the performance appraisal process. Satisfaction was measured through the assessment of employee perceived organizational justice using performance appraisals. Findings showed a positive correlation between distributive, interpersonal, informational justice, and employee satisfaction with performance appraisal, last performance rating, supervisor, and appraisal system. Unexpectedly, procedural justice was not found to be related to any satisfaction variable.

The subjectivity of fairness.

The subjective nature of fairness was examined from a variety of approaches. A qualitative study conducted by Daverth, Cassell, and Hyde (2016) among Irish managers exposed managerial discretion as a crucial human element of distributive

justice. The authors evaluated how the perception of fairness affected managers' decision-making process of supporting work-life balance within their organizations. Results demonstrated that decision-making processes were empowered by the manager's subjective interpretation of fairness, gender roles, and beliefs. Hence, it was then inferred that the fair allocation of work-life balance programs was subjective to the managers' beliefs and interpretations of their organizational context. Also, the study reported that managers' subjective notion of fairness defines their position in the decision-making processes of how to address a work-life balance situation. Adopting one position rather than another depended on their interpretation of the context, equality, equity, and needs. In addition, managers selected a formal or an informal channel for allocating resources because they had concerns about their management role and how it would affect the operation of the business. Managers with traditional point of view chose to solve issues on an informal basis while taking into consideration loyalty and certain behaviors of their employees. On the contrary, managers who held egalitarian positions preferred formal channels of allocation, which are considered more transparent (Daverth et al., 2016).

Cojuharenco and Patient, (2013) designed a qualitative study with three scenarios (recall, active information exercise, and experiment) to verify that fewer dimensions of justice are recalled by employees when they focus on fairness versus unfairness. The study combined two perspectives for supporting that the employees' interpretation of work experience at different levels of abstraction relies on their perceptions of fairness and unfairness. The two perspectives studied were construal level theory and feelings-as-psychological distance. However, findings revealed that distributive justice and interactional justice are equally salient when employees evaluate fairness versus unfairness. It was found that employees tended to associate unfairness to interpersonal treatment (interactional justice). Finally, the authors concluded that workers identified fairness using different levels of abstraction and used concrete details to identify situations of unfairness. Consequently, one relevant finding of this study was that the manner in which employees recall, construe, and transmit organizational events and experiences (fair or unfair) can affect processes, attitudes, and behaviors.

An alternative viewpoint was explored by Barclay, Bashshur, and Fortin (2017), who offered an integrative conceptual review from the perspective of the motivated cognition approach. Aspects included by Barclay et al. (2017) were the formation of fairness perception, fairness motives, fairness information processes, and individual perspective. Motivated cognition is a fundamental structure for understanding fairness perception (Barclay et al., 2017). Thus, authors showed the role of motives in the process to generate different perspectives of fairness. Also, it was highlighted the importance to distinguish between fairness and unfairness which have different antecedents because it provides insights for an effective management of these issues in organizations. Brockner, Wiesenfeld, Siegel, Bobocel, and Liu (2015) identified how an individual's psychological states and motivations affect their fairness behaviors and perceptions. The research found that the fairness exhibited by managers is related to their status and power positions, their beliefs about employees' trustworthiness,

the people's desire for process fairness, and observers' fairness judgments.

Research on this topic revealed that fairness perception is related to different work outcomes, or employees' attitudes and behaviors. Also, leadership styles, collective trust, managerial ethics, work-life balance management, and performance appraisal procedures have a relationship with the dynamics of the fairness perception in the workplace. Based on the above literature review, it is hypothesized that employee's perception of fairness within the organization is positively correlated with perceived managerial skills of their supervisors (hypothesis 2).

1.3.Ability

An analysis of previous studies by Hunter (1986) showed that general cognitive ability was a strong predictor of job performance in both subjective and objective rating systems. Hunter supported that cognitive ability, rather than specific abilities, is best to predict job performance because cognitive ability predicted job knowledge, and job knowledge predicted job performance. Furthermore, due to the evidence supporting that most major cognitive skills are used every day at work, the impact of ability on job performance is massive (Hunter, 1986).

Other researchers have delved into this concept, with many arriving at similar conclusions. Judge, Higgins, Thoresen, and Barrick (1999) found evidence supporting that mental ability and conscientiousness (one of the Big Five personality traits) impact career success. A later study evaluated the effect of mental ability on career success over time (Judge, Klinger, & Simon 2010). The study found that mental ability predicted a steeper rise in income and occupational prestige, the amount of job training and education individuals attain, and an increased gravitation to complex jobs (Judge et al., 2010). Schmidt (2002) argues that there is overwhelming evidence supporting the role of cognitive ability in job performance.

In addition to ability predicting job performance, the perceived ability (competence, skills, efficiency, and dedication) of an individual's supervisor can also influence an employee. The perceived overall competence of supervisors has been shown to improve work motivation and performance (Arman, Thalib, & Manda, 2016).

A supervisor's moral competence, or the ability to consistently behave according to accepted ethical principles, has been shown to affect employees' task performance and organizational citizenship behavior (Kim & Kim, 2013). The ability of a supervisor to effectively communicate, or their communication competence, is linked to employees' satisfaction in their supervisors (Berman & Hellweg, 1989). A supervisor's multicultural competence was observed to have a similar effect (Inman, 2006).

In addition to competence, the perceived dedication of a supervisor has an impact on their employees. Employees are more loyal to supervisors they perceive as dedicated, and these employees have increased job satisfaction and intent to stay at

their current job (Chen, 2001). A supervisor's affective commitment has a positive relationship with employees' affective commitment, which in turn is positively related with their task and extra-role commitment (Loi, Lai, & Lam, 2012). Another study found similar results suggesting that a supervisor's affective commitment is linked to increased extra-role performance by employees (Woznyj et al., 2016).

As the literature indicates, ability has a vast effect on job performance, and perceived supervisor ability (competence, efficiency, and dedication) has a positive effect on employees' motivation, satisfaction, performance, dedication and trust. Therefore, it is hypothesized that employee affective well-being is positively correlated with their perception of their supervisor's ability (hypothesis 3).

1.4.Family Supportive Supervisor Behavior

Family Supportive Supervisor Behavior (FSSB) involves a supervisor's behaviors being sympathetic of employee's family commitments while also encouraging flexibility within the work-family relationship (Mills, Matthew, Henning, & Woo, 2014). Recent studies have linked FSSB to decreased work-family conflict and a rise in work-family enrichment. This is specifically important because, according to Haar and Roche (2010), work-family conflict leads to lower job satisfaction, higher turnover rate, and increased levels of stress and anxiety.

Mills et al. (2014) defined four dimensions for FSSB. Emotional support focuses on an employee's perception that his/her supervisor is considerate of their feelings and actively listens to them. Instrumental support encompasses the supervisor's work-related behavioral support through organizational policies such as flexible work schedules, condensed working weeks, and childcare assistance (Haar & Roche, 2010). Role model behavior includes the supervisor's own actions towards time management and family supportive policies as an example for employees to emulate. Finally, creative-work family management is comprised of the supervisor's ability to manage effective work performance and a balance of employee work-family roles (Mills et al., 2014).

Odle-Dusseau, Hammer, Crain, and Bodner (2016) suggest that FSSB is influenced by organizational-level variables that are both formal (Policies) and informal (Culture). Family-supportive policies help employees alleviate work-family conflict but only when accompanied by intangible changes in an organization's environment such as values and norms (Glaveli et al., 2013). A positive work-family culture fosters optimistic, future-oriented perceptions among employees, which enhances work commitment (Chang et al., 2014). This supports FSSB as a promising new avenue for organizations to inspire (formally and informally) organizational commitment through work-life balance. Therefore, it is hypothesized that an employee's affective well-being, is positively correlated with Family Supportive Supervisor Behaviors (FSSB).

and the designed survey were provided to participants through social media (i.e. Facebook, Instagram, and WhatsApp), email, and text message (see Appendix A). Participants recruited for this study were limited to individuals 18 years or older.

III. METHODOLOGY

A. Participants

A sample of 395 participants from United States, Canada, and Spain was collected by using convenience and snowball sample methods. A link with a standardized recruitment message

B. Procedure

A survey was generated on Google Forms to collect online data. The survey was composed by an informed consent form, the demographics, and three questionnaires. Results of the survey were exported to SPSS for statistical analysis.

C. Instrumentation

The first page of the survey consisted of a series of demographic questions. The construct job affecting well-being was measured using the Job-related Affective Well-being Scale (JAWS) (Van Katwyk, Fox, Spector, & Kelloway, 2000). The JAWS is a 20-item scale designed to measure people's emotional reaction to their job. Each item covers an emotion and asks participants how often they have experienced each at work over the prior 30 days. Responses are rate based on a five-point scale with anchors *never*, *rarely*, *sometime*, *quite often*, and *extremely often*. The JAWS includes a wide variety of emotional experiences, both negative and positive. The results were scored by creating the JAWS Index which is an overall score of all items.

Fairness was measured by using the Equity/Fairness subscale from the International Personality Item Pool (Peterson & Seligman, 2004). The scale self-reported personal equity and belief in fairness. The survey included a 9-Item Likert-type scale questionnaire for responding a five-point scale with the options: *Very Inaccurate*, *Moderately Inaccurate*, *Neither Inaccurate nor Accurate*, *Moderately Accurate*, and *Very Accurate*. Equity Index was created with the total scale score (positive keyed items plus negative keyed items).

The final instrument used was the Supervisor Ability and Support subscale. This is a 10-item scale, which covers an individual's perception of their supervisor's ability (skill, competence, efficiency, and dedication) and support. This instrument represents a total score derived from self-reported Ability subscale and the Creative work-family management subscale from the Handbook of Management Scales (Mayer & Davis, 1999). Each item is a statement about the supervisor's ability or supportive behavior, and participants are asked to indicate their level of agreement with each statement. Responses are rated using a five-point scale with anchors *strongly disagree*, *disagree*, *neither agree nor disagree*, *agree*, and *strongly agree*. In order to generate the Indexes, we created the SAS Index for Managerial skills, Supervisor Ability Index for Employee's perception of supervisor's ability, and FSSB Index for Family Supportive Supervisor Behaviors.

IV. RESULTS

A total of 413 responses were collected, however, 18 responses were excluded because they did not meet inclusion criteria, or because the survey was missing essential data for the study. Descriptive statistics showed a sample of 395 respondents between 18 and 72 years old, with an average age of 42 years old. From the sample, 233 (59%) individuals were female, and 162 (41%) were male. The average age for females was 40.5 years-old, and the average age for males was near to 44 years old. The majority of the respondents were Hispanic/Latinos

(81%), with 12.4 % White/Non-Hispanic, and 5.3% Black/African-American. The average years of education were 15.54, which represents some college or an associate's degree. However, 51% of the sample confirmed have been completed a Bachelor's degree (16 years). The modal response for category of current job was professional (N=186) which is nearly half (47%) of the total responses. Therefore, the respondents to this survey were predominately college educated Hispanic/Latinos professionals in their 40's. (See Figures 1 and 2).

In order to verify the relationship between well-being, employees' perception of fairness, managerial skills, and supervisor's ability and support, four correlation and regression tests were selected as hypotheses testing. A Person correlation test was executed to determine if there is a correlation between affective well-being and perception of fairness. The result of the correlation indicated a relatively weak ($r = .301$) statically significant ($p=.000$) correlation between variables. (Table 1). Furthermore, a slightly stronger, but still relatively small ($r=.347$) statistically significant ($p=.000$) relationship was found between employee's perception of fairness and perceived managerial skills of their supervisors (Table 2). In addition, a third Pearson correlation test indicated as relatively weak ($r = .401$) statically significant ($p=.000$) correlation between affective well-being and perceived supervisor's ability (Table 3). Finally, a fourth Pearson correlation test indicated a relatively weak ($r = .377$) statically significant ($p=.000$) correlation between employee's affective well-being and FSSB (Table 4).

V. FINDINGS AND LIMITATIONS

The main objective of this research was to explore the relationship between the following variables: employees' affective well-being, employees' perceptions of fairness, supervisor ability, and supervisor family support behavior. Based on the previous findings gathered in consulted literature, four hypotheses were stated predicting a positive correlation between affective well-being with the rest of the variables, and between employees' perception of fairness with managerial skills of their supervisors. Thereafter, separate correlation analyses were conducted to test the relationships described by the hypotheses.

The first finding of this study validates the positive correlation between employees' affective well-being and their perception of fairness in the workplace. This result is compatible with the results showed by Cropanzano et.al (2007), where it was demonstrated that employees' perception of fairness can satisfy psychological needs, including control, belonging, self-esteem and meaningful existence. Moreover, employees that believe they are treated fairly tend to have a better well-being, and as a result they are more satisfied with their job. Prior research has also proved that employee well-being is affected by psychosocial work environment which managers have a big impact (Gilbreath & Benson, 2004). In addition, the result verifies previous findings regarding the influence of manager's decisions on employees' work lives (Gilbreath & Benson, 2004; Harris & Kacmar, 2006).

One central finding of this study confirmed the second hypothesis by showing a moderate positive correlation between employees' perception of fairness and managerial skills of their supervisors. The result indicated that the managerial abilities of supervisors and their family supporting behaviors are associated

with the perception of fair treatment by subordinates. The finding is consistent with the results of previous meta-analysis conducted by Colquitt et al. (2001) and Viswesvaran and Ones (2002), which identified a relation between employees' work attitudes and behaviors (organizational outcomes) with the employee's fairness perception about the supervisor's decision-making procedures (procedural justice, interactional justice, and informational justice). Also, the outcome is compatible with results found by Susanj and Jakopec (2012), which was obtained a positive correlation between active leadership styles (transformational and transactional) and the level of organizational justice perceived by employees. The correlation determined job satisfaction, while showing that passive/avoidant leadership styles had an insignificant effect on the perception of fairness and organizational commitment. Finally, the result connects solely with one of the findings of Cojuharenco and Patient (2013), whose study showed that employees tend to associate unfairness to interpersonal treatment (interactional justice).

Another significant finding involved the observed positive correlation between affective well-being and perceived supervisor ability. This result is consistent with what is suggested by previous research. The perceived overall competence of supervisors has previously been linked to improved work motivation and performance in employees (Arman et al., 2016). In addition, a supervisor's moral competence, communication competence, and multicultural competence have all been linked to employee satisfaction (Kim & Kim, 2013; Berman & Hellweg, 1989; Inman, 2006). The perceived dedication of a supervisor has been positively correlated with employee job satisfaction, loyalty, and commitment (Chen, 2001; Loi et al., 2012; Woznyj et al., 2016). The results observed in the current study seem to align with the current literature in that the increased perception of supervisor ability is correlated with positive changes in employees, in this case, pertaining to their affective well-being.

The study's findings have implications for managers' performance, for the general perception of fairness within organizations, and for HR practices. Focusing on the connection between employees' well-being and their perception of fairness, it is a priority to implement fair treatment practices in corporations. By accessing to the same opportunities into the workplace, employees will perceive a fairness environment, which can lead to their job satisfaction, motivation, and good health. Understanding the relationship between fairness treatments perceived by employees with the managerial skills and supervisors' supportive behaviors contributes to improving the overall fairness perception among employees at an organization level. Aspects of procedural justice (interpersonal and interactional) cannot be underestimated in work settings because the manner in which employees recall, construe, and transmit organizational events and experiences (fair or unfair) can affect processes, attitudes, and behaviors. Furthermore, the observed positive correlation between affective well-being and perceived supervisor ability may carry real world implications for organizations moving forward. Given the significance of employee affective well-being, it may be beneficial for organizations to ensure that their employees have supervisors who they perceive as being capable and competent. While

organizations benefit from capable supervisors in terms of job performance, having capable supervisors appears to also be related to healthier and happier employees.

A major limitation of the study stems from the methods used from sampling. The mix of convenience and snowball sampling is a non-probability sampling, which does not have external validity. Consequently, the results obtained cannot be generalized to the overall population. Another limitation was the lack of diversity in current jobs and formal education of the sample. Most participants are Hispanic/Latinos, professionals, and have completed a bachelor's degree; as such, this sample is not representative of the normal social distribution in the U.S. A further limitation is found in the pretest criterion of normality performed in the first and second correlation tests. The Equity Index used in both correlations has a slight negative skew. Because this study had various limitations, findings could not be generalized. However, the results contain valuable information to use within organizations.

APPENDIX

Appendix A

Tables

Table 1 Correlation test results between employees' affective well-being and their perception of fairness.

		Jaws Index	Equity Index
Jaws Index	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.000
	N	395	395
Equity Index	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.000	
	N	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2. Correlation test results between employees' perception of fairness and managerial skills of their supervisors.

		Equity Index	SAS Index
Equity Index	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.000
	N	395	395
SAS Index	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.000	
	N	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Correlation test results between employees' affective well-being with their perceptions of their supervisors' abilities.

		SA Index	JAWS Index
JAWS Index	Pearson Correlation	1	.401**
	Sig. (2-tailed)		.000
	N	395	395
SA Index	Pearson Correlation	.401**	1
	Sig. (2-tailed)	.000	
	N	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Correlation test results between employees' affective well-being with Family Supportive Supervisor Behavior.

		JAWS Index	FSSB Index
JAWS Index	Pearson Correlation	1	.377**
	Sig. (2-tailed)		.000
	N	395	395
FSSB Index	Pearson Correlation	.377**	1
	Sig. (2-tailed)	.000	
	N	395	395

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX B

Figure 1. Distribution by ages.

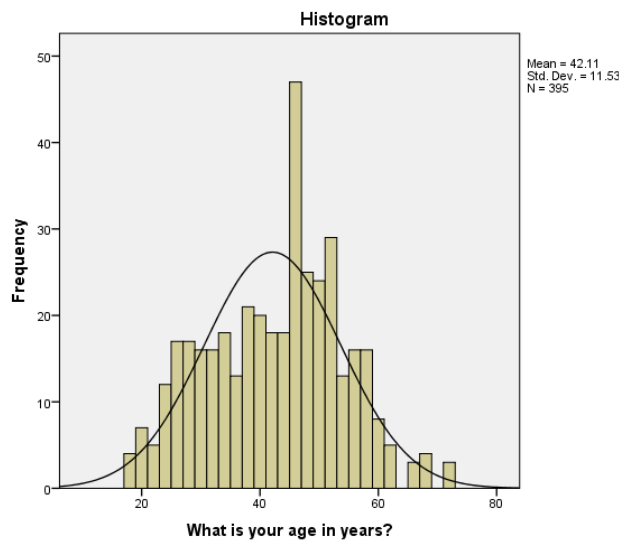
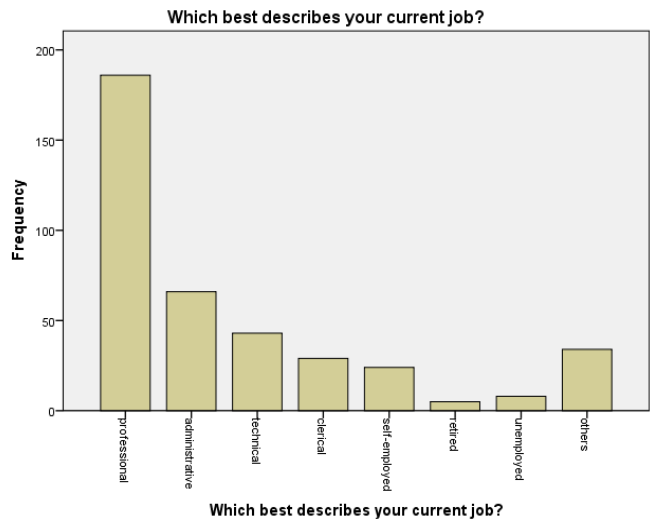


Figure 2 Distribution by Jobs



APPENDIX C

Email recruitment:

Greetings!

My name is _____. I am a student at Carlos Albizu University in the Master's Program in Industrial and Organizational Psychology. I am doing a class project together with a research team about affective well-being, equity, and creative work management, and I am inviting you to participate using your experience in work settings.

I appreciate your support in completing a survey found below, which will take approximately 15-20 minutes. This survey is voluntary and anonymous. Use the following link to participate in the survey

<https://docs.google.com/forms/d/e/1FAIpQLSdLyRwnGySuf411a9DJ0EE5xttcbGIlf1vs1IH5Oii0ghVgAg/viewform>

It would be especially helpful if you can forward this survey to your friends, family, coworkers, and classmates who meet the criteria and who may also be interested in learning about this research study.

Thank you in advance for your participation

Team member

Phone number

Text message recruitment:

I am conducting a survey about affective well-being, equity, and creative work management in the workplace for my research class. I'd appreciate your participation completing it and if you can forward to friends and coworkers. The link is <https://docs.google.com/forms/d/e/1FAIpQLSdLyRwnGySuf411a9DJ0EE5xttcbGIlf1vs1IH5Oii0ghVgAg/viewform>

Thank you in advance. Team member name

Social media recruitment:

I am conducting a survey about affective well-being, equity, and creative work management in the workplace for my research class. I'd appreciate your participation completing it and if you can forward to friends and coworkers. The link is <https://docs.google.com/forms/d/e/1FAIpQLSdLyRwnGySUF411a9DJ0EE5xttcbGIlf1vs11H5Oii0ghVgAg/viewform>

Thank you in advance. Team member name

APPENDIX D

Affective Well-being Scale (JAWS)

	Never	Rarely	Sometimes	Quite often	Extremely often
1. My job made me feel angry.					
2. My job made me feel anxious.					
3. My job made me feel at ease.					
4. My job made me feel bored.					
5. My job made me feel calm.					
6. My job made me feel content					
7. My job made me feel depressed					

d.					
8. My job made me feel discouraged.					
9. My job made me feel disgusted.					
10. My job made me feel ecstatic					
11. My job made me feel energetic.					
12. My job made me feel enthusiastic.					
13. My job made me feel excited.					
14. My job made me feel fatigued.					
15. My job made me feel frightened.					
16. My job made me feel furious					
17. My job made me feel gloomy					

18. My job made me feel inspired.					
19. My job made me feel relaxed					
20. My job made me feel satisfied					

7.- I give everyone a chance.					
8.- I am committed to principles of justice and equality					
9.- I Believe that everyone should have a say.					

The Items Included in Each of the 24 Revised IPIP-VIA Scales

(Values in Action [VIA]: Peterson & Seligman, 2004)

Equity/Fairness [Equ] (9 items; Alpha = .70)

	1- Very Inaccurate	2- Moderately Inaccurate	3- Neither Inaccurate nor Accurate	4- Moderately Accurate	5- Very Accurate
1.-I admit when I am wrong.					
2.-I treat all people equally.					
3.- I take advantage of others.					
4.- I am a good listener.					
5.- I believe that everyone's rights are equally important.					
6.- I treat others differently if I don't like them.					

Supervisor ability & support subscale

	1- Strongly Disagree	2- Disagree	3- Neither Agree or Disagree	4- Agree	5-Strongly Agree
1. My supervisor is very capable of performing his/her job.					
2. My supervisor is known to be successful at the things s/he tries to do.					
3. My supervisor has a lot of knowledge about the work to be done.					
4. I feel very confident about my supervisor's skills.					
5. My supervisor has specific capabilities that can increase our performance.					
6. My supervisor is well qualified.					
7. My supervisor thinks about how the work in my department can be organized to jointly benefit employees					

and the company.					
8. My supervisor asks for suggestions to make it easier for employees to balance work and non-work demands.					
9. My supervisor is creative in reallocating job duties to help my dept. work better as a team.					
10. My supervisor is able to manage the dept. as a whole team to enable everyone's needs to be met.					

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