

# Structural Modeling of the Relationship Between Organizational Factors and Negative Job Outcomes Mediated by Job Characteristics Among Teachers in Urmia

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### ABSTRACT

**Objective:** The present study aims to structurally model the relationship between organizational factors and negative job outcomes mediated by job characteristics among teachers in Urmia County.

**Methodology:** This correlational research involved a statistical population of all teachers in Urmia County, totaling 10,000 individuals. The research sample, based on the Morgan table, comprised 373 individuals, selected using proportional stratified random sampling. To measure the variables, questionnaires on organizational support (Eisenberger, 1997), organizational identity (Cheney, 1983), job plateau (Judith Bardwick, 1988), intention to leave the job (Mobley-Horner, 1978; Lyons, 1971), organizational silence (Vakola & Bouradas, 2005), job autonomy (Jang, 1995), and job security (Nissi, 2000) were used. The content validity of the questionnaires was confirmed by experts and advisors, and the reliability of the questionnaires was estimated to be 0.953, 0.984, 0.968, 0.972, 0.992, 0.918, and 0.980, respectively. In this study, the PLS method was used with the help of Smart PLS 3.2.9 software to fit the conceptual research model and test the hypotheses.

**Findings:** The results indicate that organizational factors (organizational identity and organizational support) have a significant inverse relationship with negative job outcomes (organizational silence, job plateau, and intention to leave the job). Thus, there is an indirect and significant inverse relationship between the organizational factors of teachers (organizational identity and organizational support) and negative job outcomes (organizational silence, job plateau, and intention to leave the job) mediated by job characteristics (job autonomy and job security) among teachers in Urmia County.

**Conclusion:** Thus, with an increase in organizational identity and organizational support, teachers' job autonomy and sense of job security increase, which in turn reduces their negative job outcomes, namely intention to leave the job, job plateau, and organizational silence.

**Keywords:** *organizational support, organizational identity, intention to leave the job, job plateau, organizational silence, job security, job autonomy.*

## 1 Introduction

Today, the proposition of human resources has become a definitive, universal, and widely accepted concept. Consequently, the significant role of individuals in organizations is emphasized, and their effective management is considered crucial and sensitive. In the current competitive environment where continuous change and innovation are the primary characteristics, only organizations that understand the strategic role of their human resources and possess capable, skilled, and knowledge-driven individuals will achieve excellence. Therefore, the need for a professional human resource management system is highlighted, and the focus is on increasing employee motivation and career path management (Beyran Nejad et al., 2017).

Human problems are addressed through reliance on the small and large organizations present in society. Society, as a super system, comprises numerous subsystems, each holding its significance. Among these, educational systems, which provide the future workforce, are of utmost importance. Undoubtedly, one of the most critical elements of the educational system is the human element, and teachers are among the most important, playing a vital role in the efficiency and effectiveness of the educational system. Teachers are the main component of school educational systems and significantly impact student progress (Hoque et al., 2023). Therefore, the sensitivity and importance of teachers' roles in educating and nurturing students' potential talents, transmitting societal culture, fulfilling spiritual needs, and, in short, human development and training the future generation, deserve attention.

Every job has positive and negative behavioral outcomes, and teaching is no exception. Therefore, addressing the positive and negative job outcomes of teaching and the factors affecting them is crucial, and this research examines the negative behavioral outcomes. One of the most critical negative job outcomes is job plateau. Organizations need individuals who respond to environmental challenges, are not afraid to share information and knowledge, and remain committed to their beliefs and teams to survive (Hoque et al., 2023). Although theoretical literature emphasizes

empowerment and open communication channels, many employees report that their organizations do not support open communication and information sharing, which is a reason for the failure of change management programs and a primary barrier to change initiatives, known as job plateau (Hoque et al., 2023).

The concept of job plateau has long been a topic of interest and discussion in management literature. This term is ancient and has been studied and reviewed by many researchers (Abd-Elrhaman et al., 2020; Chang et al., 2024; Drucker-Godard et al., 2015; Kao et al., 2020; Saremi, 2022; Yang et al., 2019). Job plateau refers to the feeling of failure or hopelessness that individuals experience temporarily or permanently during their career process. It represents a point in a person's career where the likelihood of hierarchical promotion is minimal. According to Viha-Ja (1981), job plateau is a point where both vertical and horizontal movements in the career path are doubtful due to prolonged tenure in the current position. In other words, employees face job plateau when the possibility of promotion is minimal or career progression becomes impossible (Yang et al., 2019).

When employees encounter job plateau, their needs for belonging, meaning, and self-esteem are unmet, leading them to perceive the organization as unjust, resulting in negative behaviors (Chang et al., 2024). Researchers have categorized job plateau into different types. Bardwick (1986) identified three types: structural plateau, content plateau, and life plateau. Each type is caused by specific factors, and all involve feelings of job fatigue (Saremi, 2022).

Another negative job outcome addressed in this research is organizational silence. Despite the prevalent literature on empowerment and open communication channels in organizations, research findings indicate that many employees complain about the lack of support for open communication and explicit and tacit information sharing in their organizations. This can lead to the failure of managerial goals and programs. One of the major obstacles to the success of organizational programs and goals is the lack of information, trust, and what researchers term organizational silence, which involves withholding ideas, opinions, and

information about organizational problems (Beyran Nejad et al., 2017).

Harlos and Pinder define employee silence in organizations as the withholding of genuine and sincere comments about organizational conditions and events from those in positions of influence. Similarly, Henriksson and Dayton describe organizational silence as a collective phenomenon where individuals participate minimally in addressing issues and problems faced by the organization. When a culture of silence is reinforced in a system, diverse viewpoints, beliefs, and goals within the organization are unlikely to encourage open expression. Consequently, such a system falls into a process where the negative impacts of silence on organizational decision-making and change processes are amplified. Therefore, management must recognize the significant managerial risk posed by organizational silence, as it has irreparable consequences for the organization (Beyran Nejad et al., 2017).

The intention to leave the job is another negative job outcome examined in this study. Intention to leave reflects employees' interest in seeking alternative jobs and leaving the organization, representing a logical precursor to actual job turnover (Ernes & Meilani, 2023; Falatah et al., 2021). Today, key employee turnover in leading organizations has become one of the primary concerns of human resource management. Organizations that understand the reasons and factors influencing the intention to leave will be able to implement effective policies and methods to retain and maintain productive human resources before employees decide to leave (Drucker-Godard et al., 2015). It seems that negative job outcomes result from various factors, with organizational and individual factors being two primary sources (Falatah et al., 2021; Saremi, 2022). This research focuses on organizational factors, specifically examining organizational support and organizational identity.

Organizational support is the perceived support employees receive from the organization, including the belief in how much the organization values their contributions, cares about their well-being, and pays attention to shared values. Organizational identity reflects the ways individuals define themselves based on their membership in a particular organization (Hassani et al., 2015).

Job characteristics appear to indirectly affect the positive and negative job outcomes of teachers. Teachers, who work directly with students, play a crucial role in enriching the educational environment for students. They should possess appropriate personality and job characteristics to improve

their performance in academic advancement and students' holistic growth. Therefore, job characteristics play a significant role in their performance. Notably, job characteristics are considered a mediating variable in the relationship between organizational factors and negative job outcomes. The job characteristics model directly influences employees' attitudes toward their jobs and work behaviors, leading to greater job satisfaction. According to this model, enriched jobs with characteristics such as variety, nature, importance, autonomy, and feedback motivate employees to learn and be creative. As job motivation increases through job enrichment, the level of accuracy and effective innovation also rises (Afshari et al., 2019; Avanzi et al., 2023; Hoque et al., 2023; Yang et al., 2019).

The job characteristics model indicates that job features such as skill variety (the extent to which a job requires a variety of activities to complete work), job nature (the extent to which a worker completes a job entirely), job importance (the extent to which a job impacts the lives and jobs of others), job autonomy (the extent to which a job allows freedom, independence, and discretion in planning work and determining procedures), and feedback (the amount of direct and clear information about the effectiveness of one's work activities) are related to job motivation and satisfaction. The first three dimensions contribute to the meaningfulness of work, the fourth dimension relates to responsibility for work outcomes, and the last dimension concerns awareness of work results. The emergence of these psychological states in employees leads to higher motivation, improved work quality, greater satisfaction, reduced absenteeism, and lower intention to leave the job (Ernes & Meilani, 2023). The interaction of the first three dimensions with the fourth and fifth dimensions results in a motivational potential score (MPS), indicating the potential of each job to create motivation. The model suggests that the higher the MPS of a job in terms of these five dimensions (referred to as intrinsic motivational factors), the higher the job motivation and satisfaction. Employees with a higher need for growth respond positively to jobs with higher levels of these core dimensions (Hoque et al., 2023; Kao et al., 2020).

Job autonomy and job security are job characteristics examined in this research. Job autonomy refers to a sense of control over various aspects of one's job and professional life (Fuadiputra & Novianti, 2020). Job security concerns preoccupy employees' minds and consume organizational energy. When employees achieve a satisfactory level of security, they can contribute their energy to the organization

freely, reducing human tensions within the organization (Ernes & Meilani, 2023; Falatah et al., 2021).

Since human resources are the cornerstone of any organization, and education is an institution responsible for training competent, qualified, and specialized individuals for society, it is evident that this mission cannot be accomplished without teachers possessing adequate knowledge and experience, motivation, emotional connection to their job, and an unwavering spirit. Recognizing that in human sciences, an effect is not solely influenced by a single cause, the researcher aims to examine the relationship between organizational factors and negative job outcomes of teachers mediated by job characteristics. Identifying the factors leading to negative job outcomes and striving to prevent them will help the education system succeed in its mission and prevent the waste of resources, capabilities, and the potential of those working in the organization. It is worth noting that the researcher is employed in the research community and is familiar with the problems teachers face and the individual, organizational, and environmental factors affecting their negative job outcomes. Additionally, Urmia County has many educationally deprived areas, exacerbating these factors, making a comprehensive study of all these factors one of the main objectives of this research. Therefore, organizations, particularly educational institutions, need to understand and introduce a healthy working environment to their employees, increasing positive job outcomes and reducing negative ones, ultimately enhancing organizational productivity and efficiency. Research in this area lacks coherence and a focused approach on these factors, with each study addressing the impact of different aspects of the factors affecting job outcomes. Thus, the main question the researcher seeks to answer is whether there is a causal relationship between organizational factors and negative job outcomes of teachers mediated by job characteristics in schools in Urmia County.

## 2 Methods and Materials

### 2.1 Study Design and Participants

This study is an applied research based on its objective and descriptive in terms of data collection, specifically relying on structural equation modeling. The statistical population included all teachers in Urmia County, totaling 10,000 individuals. Based on the Morgan table, the research sample size was determined to be 373. The sampling method was proportional stratified random sampling, determined

according to the size of the statistical population of each educational area in Urmia. The following questionnaires were used to collect data in this study:

### 2.2 Measures

**Job Plateau Questionnaire:** Designed by Judith Bardwick (1988), this questionnaire contains 15 items and is formatted on a six-point Likert scale (Saremi, 2022).

**Organizational Silence Questionnaire:** Designed by Vakola and Bouradas (2005), this questionnaire contains 13 items formatted on a Likert scale.

**Intention to Leave Job Questionnaire:** The voluntary job turnover intention questionnaire was designed by Mobley-Horner (1978) and Lyons (1971), using a five-point Likert scale ranging from 1 (very low) to 5 (very high). It includes 9 items (Saremi, 2022).

**Organizational Support Questionnaire:** This questionnaire, designed by Eisenberger (1997), contains 8 items (Hassani et al., 2015).

**Organizational Identity Questionnaire:** Introduced by Cheney in 1983, this questionnaire has 18 items assessing the dimensions of membership, loyalty, and similarity. It uses a five-point Likert scale ranging from strongly agree to strongly disagree. The content validity of this questionnaire was confirmed by expert opinions and confirmatory factor analysis (Avanzi et al., 2023).

**Job Autonomy Questionnaire:** Designed by Jank (1995), this questionnaire contains 11 items on a five-point Likert scale. Its validity and reliability have been confirmed in multiple studies (Fuadiputra & Novianti, 2020).

**Job Security Questionnaire:** Designed by Nissi (2000), this questionnaire contains 30 items. It was used by Mahmoudi (2002), who found a reliability coefficient of 0.90 through Cronbach's alpha. Ahmadi (2002) also used this questionnaire, finding a reliability coefficient of 0.84 through Cronbach's alpha. Farzi (2015) obtained a reliability coefficient of 0.90 in a study, indicating its appropriate reliability and confirming its validity (Ernes & Meilani, 2023; Falatah et al., 2021).

### 2.3 Data Analysis

Data analysis was performed using Smart PLS 3.2.9 software in two descriptive and inferential sections. Despite the standard nature and frequent use of the tools in domestic and international research, the validity of the present questionnaires was confirmed using the Average Variance Extracted (AVE). The T-statistic was calculated using the

bootstrap method (with fewer than 500 samples) to determine the significance of factor loadings. The Dillon-Goldstein coefficient ( $\rho_c$ ) was used to evaluate the composite reliability of each construct. Since PLS uses factor scores for analysis instead of ordinary least squares (OLS) regression, considering the factor loadings of each item in the reliability index calculation is essential. The Cronbach's alpha coefficient was used as it equally weights the items and may show lower reliability; therefore, the  $\rho_c$  coefficient was used (Manuel et al., 2009). Acceptable

values of  $\rho_c$  should be 0.70 or higher (Fornell & Larcker, 1981). The third indicator of reliability is the AVE (Fornell & Larcker, 1981). AVE values of 0.50 or higher are recommended, indicating that the construct explains about 50% or more of the variance of its indicators.

### 3 Findings and Results

Table 1 presents the descriptive statistics of the research variables.

**Table 1**

*Descriptive Statistics of Central and Dispersion Indices of Research Variables*

Variable	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
Organizational Support	25.56	25	24	6.43	-0.249	1.28	8	40
Organizational Identity	64.64	66	70	14.8	-0.657	0.706	18	90
Job Autonomy	33.98	33	50	12.5	-0.234	-1.13	11	50
Job Security	104.92	107	105	28.8	-1.02	0.724	29	145
Organizational Silence	36.67	44	13	21.6	0.046	-1.81	13	65
Job Plateau	41.34	47.5	17	18.8	-0.163	-1.25	15	75
Intention to Leave Job	24.97	24	9	13.6	0.163	-1.54	9	45

Table 1 indicates the range of score changes in the variables. As observed, the variables all have an acceptable amount for the mentioned index. It is worth noting that the skewness and kurtosis indices for all variables are within the range of -2 to +2. Since the skewness and kurtosis values fall

within this range, it can be inferred that the research variables follow a normal distribution, allowing the researcher to use parametric tests to assess the research hypotheses.

**Table 2**

*GOF Criteria for Research Hypothesis*

Variables	Communality	R Square	Q <sup>2</sup>
Organizational Identity	0.786	-	-
Organizational Support	0.752	-	-
Job Autonomy	0.584	0.387	0.798
Job Security	0.649	0.483	0.789
Organizational Silence	0.917	0.911	0.874
Job Plateau	0.693	0.919	0.855
Intention to Leave Job	0.821	0.888	0.872
Total	5.202	3.588	-
Average	0.743	0.718	-

The calculated GOF value is 0.73. Note that the shared values of second-order latent variables should not be included in the GOF calculation, and the R<sup>2</sup> values for all endogenous latent variables, both first and second-order, should be considered, but exogenous latent variables' R<sup>2</sup> values should not be included. Given the three values of 0.01, 0.25, and 0.36 as weak, moderate, and strong GOF values, respectively, achieving 0.73 indicates a strong model fit for hypothesis 4.

The Q<sup>2</sup> values for the endogenous variables in the model are also reported. For Q<sup>2</sup>, the values of 0.02, 0.15, and 0.35 indicate weak, moderate, and strong predictive power for the endogenous constructs, respectively. Hence, based on the Q<sup>2</sup> values in the above table, the model's strong predictive power and appropriate structural fit are confirmed.

In this section, the correlation of variables was tested using PLS software. Path analysis was used to examine the relationship between independent and dependent variables



and to confirm the overall model. Table 3 summarizes the significance coefficients and results of the relationships proposed in the research hypothesis model.

**Table 3**

*Results of the Structural Model for Research Hypothesis (PLS Approach)*

Structural Path	Path Coefficient	t-value	p-value	Result
<b>Direct Effects</b>				
Job Autonomy -> Intention to Leave Job	-0.412	5.274	0.001	Confirmed
Job Autonomy -> Organizational Silence	-0.615	9.863	0.001	Confirmed
Job Autonomy -> Job Plateau	-0.270	3.414	0.001	Confirmed
Job Security -> Intention to Leave Job	-0.585	7.679	0.001	Confirmed
Job Security -> Organizational Silence	-0.393	5.903	0.001	Confirmed
Job Security -> Job Plateau	-0.751	10.200	0.001	Confirmed
Organizational Support -> Job Autonomy	0.468	5.503	0.001	Confirmed
Organizational Support -> Job Security	0.477	6.064	0.001	Confirmed
Organizational Support -> Intention to Leave Job	0.024	0.734	0.463	Rejected
Organizational Support -> Organizational Silence	0.025	0.797	0.426	Rejected
Organizational Support -> Job Plateau	0.035	1.403	0.161	Rejected
Organizational Identity -> Job Autonomy	0.213	2.752	0.006	Confirmed
Organizational Identity -> Job Security	0.292	3.961	0.001	Confirmed
Organizational Identity -> Intention to Leave Job	-0.001	0.030	0.976	Rejected
Organizational Identity -> Organizational Silence	-0.001	0.030	0.976	Rejected
Organizational Identity -> Job Plateau	0.013	0.625	0.532	Rejected
<b>Indirect Effects</b>				
Organizational Support -> Job Autonomy -> Intention to Leave Job	-0.193	3.624	0.001	Confirmed
Organizational Identity -> Job Autonomy -> Intention to Leave Job	-0.088	2.462	0.014	Confirmed
Organizational Support -> Job Security -> Intention to Leave Job	-0.279	4.690	0.001	Confirmed
Organizational Identity -> Job Security -> Intention to Leave Job	-0.170	3.528	0.001	Confirmed
Organizational Support -> Job Autonomy -> Organizational Silence	-0.288	4.794	0.001	Confirmed
Organizational Identity -> Job Autonomy -> Organizational Silence	-0.131	2.705	0.007	Confirmed
Organizational Support -> Job Security -> Organizational Silence	-0.187	4.417	0.001	Confirmed
Organizational Identity -> Job Security -> Organizational Silence	-0.115	3.110	0.002	Confirmed
Organizational Support -> Job Autonomy -> Job Plateau	-0.126	2.745	0.006	Confirmed
Organizational Identity -> Job Autonomy -> Job Plateau	-0.057	2.046	0.041	Confirmed
Organizational Support -> Job Security -> Job Plateau	-0.358	5.154	0.001	Confirmed
Organizational Identity -> Job Security -> Job Plateau	-0.219	3.703	0.001	Confirmed
<b>Total Effects</b>				
Organizational Support -> Intention to Leave Job	-0.447	5.769	0.001	Confirmed
Organizational Support -> Organizational Silence	-0.450	5.778	0.001	Confirmed
Organizational Support -> Job Plateau	-0.449	5.714	0.001	Confirmed
Organizational Identity -> Intention to Leave Job	-0.259	3.608	0.001	Confirmed
Organizational Identity -> Organizational Silence	-0.246	3.384	0.001	Confirmed
Organizational Identity -> Job Plateau	-0.263	3.506	0.001	Confirmed

Based on the findings of Table 3, concerning direct coefficients, it can be said that organizational identity and organizational support do not have significant effects on negative job outcomes as the t-values in these paths are less than 1.96. However, other relationships with t-values greater than 1.96 are significant.

Regarding indirect coefficients, the results indicate that all paths have t-values greater than 1.96 and are therefore confirmed (t-value > 1.96). This implies that organizational support and organizational identity have a significant inverse

effect on negative job outcomes through job security and job autonomy. Concerning total effects, the significance value of the path between all variables is greater than 1.96, confirming the total effects. Therefore, it can be concluded:

Organizational factors (organizational identity and organizational support) have a significant inverse relationship with negative job outcomes (organizational silence, job plateau, and intention to leave the job). Based on the bootstrap results concerning the mediating variables, it was found that the overall effects of organizational factors

(organizational identity and organizational support) indirectly influence negative job outcomes (organizational silence, job plateau, and intention to leave the job) through job characteristics (job autonomy and job security) significantly and inversely. Since the estimated t-values of the total effects are significant at a level of less than 0.05 and greater than 1.96, and the confidence intervals do not include zero, the indirect relationships are significant. Thus, it can be claimed with 95% confidence that:

There is a significant inverse relationship between organizational factors (organizational identity and organizational support) and negative job outcomes (organizational silence, job plateau, and intention to leave the job) through job characteristics (job autonomy and job security) among teachers in Urmia County. This means that with an increase in organizational identity and organizational support, teachers' job autonomy and sense of job security increase, which in turn reduces their negative job outcomes, namely intention to leave the job, job plateau, and organizational silence.

#### 4 Discussion and Conclusion

The primary objective of this study was to structurally model the relationship between organizational factors (organizational support and organizational identity) and negative job outcomes (intention to leave the job, job plateau, and organizational silence) mediated by job characteristics (job autonomy and job security) among teachers in Urmia County. The results of this study indicated that there is an indirect and significant inverse relationship between organizational factors (organizational identity and organizational support) and negative job outcomes (organizational silence, job plateau, and intention to leave the job) mediated by job characteristics (job autonomy and job security) among teachers in Urmia County. This means that with an increase in organizational identity and organizational support, teachers' job autonomy and sense of job security increase, which in turn reduces their negative job outcomes, namely intention to leave the job, job plateau, and organizational silence.

These findings are consistent with prior studies (Abd-Elrhaman et al., 2020; Afshari et al., 2019; Beyran Nejad et al., 2017; Chang et al., 2024; Drucker-Godard et al., 2015; Eisenberger et al., 1997; Ernes & Meilani, 2023; Falatah et al., 2021; Fuadiputra & Novianti, 2020; Hassani et al., 2015; Hoque et al., 2023; Kao et al., 2020; Ong et al., 2024;

Saremi, 2022; Yang et al., 2019), but are inconsistent with one study (Avanzi et al., 2023).

In explaining this finding, it can be said that recognizing organizational identity and striving to develop and strengthen it is important for managers. Organizational identification reduces employee turnover, increases behaviors aligned with organizational goals, and ultimately leads to the achievement of organizational objectives. Organizational identity can be viewed as a system of shared interpretations, a set of shared cognitions, or a common language and behavior.

Managerial support plays a significant role in employees' morale, motivation, and sense of self-efficacy. Consequently, employees feel more satisfied with their work and show a greater tendency to stay in the organization and continue their job. A leader who respects and acknowledges employees in their interactions, and demonstrates rational, fair, and just acceptance in decision-making, evaluations, and interactions, is viewed as an ethical leader by employees. This factor encourages employees in their job, resulting in increased employee success.

In reality, organizational supportive behavior leads to employee alignment with goals and motivation by providing support, facilitating communication, emphasizing objectives, and easing work processes. Moreover, organizational support significantly influences employees' morale, motivation, and sense of self-efficacy, leading to greater job satisfaction and a higher tendency to stay in the organization. Indeed, organizational support increases employees' work enthusiasm, motivation, and hope. When perceived organizational support increases among employees, they believe the organization supports them in various situations.

Overall, this study contributes significantly to understanding the role of organizational factors on job plateau, organizational silence, and intention to leave the job among teachers, with the mediating role of job autonomy and job security. It has important practical implications. Teachers are the most crucial factor in determining the quality of education students receive, and governments are inherently responsible for ensuring that teachers perform optimally. For the success of teachers, students, schools, society, and ultimately the country's development, job satisfaction and motivation among education staff are crucial.

Given the importance of the teaching profession and its impact on the holistic development of today's children and future generations, and considering the role of motivation in

every job, especially in education, it is essential to identify and eliminate factors that reduce employee motivation. Education and its staff play a fundamental role in the growth and development of any country and in training the future generation. Creating an ideal cultural environment conducive to thought and research and facilitating effective teaching and learning processes requires employees to be cheerful and resilient, facing minimal job and social hardships.

The results of this study can be used to improve the status of stagnated employees. Executive suggestions in this area include periodic assessment and review of job plateau among employees, identifying causes, and finding ways to combat and mitigate this phenomenon. Empowering teachers, developing promotion opportunities, motivating stagnated employees, and striving to reduce job plateau's negative outcomes. Designing educational and empowerment programs for teachers, creating alternative promotion paths, job redesign, and redefining work processes. Job enrichment, job rotation, facilitating horizontal transfers, and continuous and periodic review of organizational structures to reduce centralization in administration and organizational decision-making. Strengthening professional ethics to reduce the effects of job plateau among teachers and increasing teacher participation in organizational decision-making.

### Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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### Declaration of Interest

The authors report no conflict of interest.

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### Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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