

Is Psychological Capital A Mediator Between The Relationship Of Work Engagement And Job Performance In Faculty Of Public Universities?

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Abstract

The objective of this study was to find out the mediating role of Psychological Capital (PC) between the relationships of work engagement (W.E) and job performance (J.P) in teachers of public universities of Khyber Pakhtunkhwa, Sindh, Panjab and Balochistan. Data were collected from four hundred and fifteen (N=415) faculty members including Lecturers (N=172), Assistant Professor (N=114), Associate Professors (N=95) and Professors (N=34). Structure Equation Modeling (SEM) was used to investigate the interrelationship among PC, W.E and J.P. Barron and Kenny's (1986) rules for testing the mediating role of a variable between the relationship of independent and dependent variable were used in this study. The results of correlation showed that W.E, PC and J.P were significantly interrelated. The 3-factor model confirmed that PC partially mediated the relationship between W.E and J.P.

Keywords: PC; W.E; J.P; Faculty; Pakistan.

Introduction

Lack of certainty in enterprises is a result of the changing economic structure, globalization, and intensified rivalry, and it has a detrimental impact on employee engagement and productivity (Gupta & Pandey, 2018). For businesses, employee engagement is essential because it has an impact on the bottom line. W.E benefits businesses and workers alike since it boosts the likelihood that people will do better at their jobs. Positive emotions like pleasure, excitement, and eagerness among engaged staff, as opposed to non-involved employees, contribute to higher

results. (Bakker, Schaufeli, Leiter, & Taris, 2008).

According to organisational studies, one of the most important elements of successful organisations is J.P. So, the high levels of performance of the staff are crucial to these businesses' effectiveness (Colquitt, Lepine, & Wesson, 2010). The education sector, like other sectors, depends on effective instructors. As teachers are the primary drivers of the team that delivers education, their performance is crucial for the educational system (Yusoff, Khan, Mubeen, & Azam, 2013). The phrase "J.P" describes actions performed by employees that

are significant to the objectives of the company and are within their control (Ellinger, Ketchen Jr, Hult, Elmadağ, & Richey Jr, 2008). The principles of J.P depend on the demands of the role, the objectives and missions of the business, as well as its values regarding the most desirable behaviours (Befort & Hatstrup, 2003). According to Demerouti and Cropanzano (2010), J.P is comprised of in-role performance and extra-role performance. (Demerouti & Cropanzano, 2010) state that work performance consists of both in-role and extra-role performance. In-role performance refers to “those officially required outcome and behaviors that directly serves the organization” (Demerouti & Cropanzano, 2010). Extra-role performance refers to “discretionary behaviors on the part of an employee that are believed to directly promote the effective functioning of an organization without necessary directly influencing an employee’s productivity” (Demerouti & Cropanzano, 2010).

According to Kahn (1990), W.E is “the harnessing of organizational members' selves to their work roles; in engagement, people employ and express themselves in their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”. W.E is “an active and positive work related state that is characterized by feelings of vigor (energy), dedication and absorption in one’s work” (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002). Vigor refers to “the high level of energy and high mental resilience that is relate to the workplace, devoting hardworking efforts to the work and show determination in difficult time. It helps individuals in adopting proactive work style for grabbing more opportunities if any” (Lieke & Bakker, 2012). “Dedication is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge” (Schaufeli & Bakker, 2004). Absorption is characterized as “an individual being fully concentrated and happily

engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work” (Schaufeli & Bakker, 2004). According to research, engaged workers are associated with better organisational commitment (Jung, Song, & Yoon, 2021; Kim et al., 2017; Manalo, de Castro, & Uy, 2020; Rani, Agustiani, Ardiwinata, & Purwono, 2020) and performance (Lai, Tang, Lu, Lee, & Lin, 2020; Nas, 2021; Naz, 2019; C.-H. Wang & Chen, 2020; J. Wang, Wang, Zhu, & Qiu, 2022), higher job satisfaction (Giménez-Espert, Prado-Gascó, & Soto-Rubio, 2020; Rai & Maheshwari, 2020), lower absenteeism (Gross, Thaler, & Winter, 2019; King, Gontarz, & Wei, 2020; Neuber, Englitz, Schulte, Forthmann, & Holling, 2022), organizational citizenship behavior (Farid et al., 2019; Meynhardt, Brieger, & Hermann, 2020) and lower turnover intentions (Anasori, Bayighomog, De Vita, & Altinay, 2021; Memon et al., 2020; Park & Johnson, 2019; Tricahyadinata, Hendryadi, Suryani, Zainurossalamia ZA, & Riadi, 2020; Zhang et al., 2020). Personality traits and job burnout have also been found to the strong predictors of J.P (I. Shah, Hussain, Ali, & Sadiq). Job rotation, organizational commitment and J.P are also associated with one another (Khan et al., 2014)

“Self-efficacy, Optimism, Hope, and Resilience” are four categories of positive psychological states that are referred to as PC. Self-efficacy is defined as “beliefs in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands” (Wood & Bandura, 1989). Employees that have a strong sense of self-efficacy believe in the work they accomplish and the efforts they put out to overcome obstacles. Optimistic workers see the good in their job and think success is more likely to be attainable. Workers with a lot of hope have the motivation and know how to accomplish their goals. Resiliency keeps workers adaptable at work. It enables people to overcome challenges

and progress towards their goals with newfound vigor. According to many studies, PC is associated with J.P (Abbas, Raja, Darr, & Bouckenooghe, 2014; Gong, Chen, & Wang, 2019; Kappagoda, Othman, Zainul, & Alwis, 2014; NGO, 2021; Sun, Zhao, Yang, & Fan, 2012), organizational commitment (Hoveida, Mokhtari, & Forohar, 2012; Idris & Manganaro, 2017; Peng et al., 2013; Rego, Lopes, & Nascimento, 2016; Shahnawaz & Jafri, 2009; Yalcin, 2016; Yildiz, 2018), job satisfaction (Abbas et al., 2014; Badran & Youssef-Morgan, 2015; Bergheim, Nielsen, Mearns, & Eid, 2015; NGO, 2021; Salam, 2017), turnover intention (Gupta & Shaheen, 2017; Li et al., 2021; Rehman & Mubashar, 2017; Rivaldi & Sadeli, 2020; Salam, 2017). Different factors as either a moderator or a mediator have been tested between the relationship of W.E and J.P. For instance, perceived organizational support was found to have a moderating role between W.E and J.P (Yongxing, Hongfei, Baoguo, & Lei, 2017). W.E was found to have a bond with J.P through flexible HRM (Sekhar, Patwardhan, & Vyas, 2018). W.E has also been tested as a mediator between high performance work practices and employees' performance (Karatepe, 2013), job resources and J.P (Chung & Angeline, 2010), job resources and turnover intention (Kim, 2017), and leadership styles and J.P (S. M. M. Shah et al., 2016). To our knowledge, no study has tested the mediating effect of PC between W.E and J.P in teachers of universities of Pakistan. Therefore, this study is conducted to know about the mediating role of PC between the relationship of W.E and J.P. we develop the following hypotheses, after the above discussion.

H1: W.E is significantly related to J.P in faculty of universities working in Pakistan.

H2: W.E is significantly related to PC in faculty of universities working in Pakistan.

H3: PC is significantly related to J.P in faculty of universities working in Pakistan.

H4: PC mediates the relationship between W.E and J.P in faculty of universities working in Pakistan.

Research Methodology

Data collection

Data were collected from teachers of public universities of Khyber Pakhtunkhwa, Sindh, Panjab and Balochistan. Five hundred questionnaires were distributed to the faculty members of public sector universities working in Pakistan. Four hundred and eighteen questionnaires were returned after two reminders. Three questionnaires were disposed of due to incomplete data. Four hundred and fifteen (N=415) questionnaires received from Lecturers (N=172), Assistant Professor (N=114), Associate Professors (N=95) and Professors (N=34) were used for data analysis.

Measurement

Work Engagement

WE was assessed using a scale that was developed by Bakker, Demerouti, and Verbeke (2004). The three components of this scale are "vigor, devotion, and absorption." Each dimension has three questions. Examples of vigor comprising five items include "At my work, I feel bursting with energy". Examples of dedication include "I am proud on the work that I do". Examples of absorption include "I am immersed in my work". 5 point Likert scales ranging from 1 strongly disagree to 5 strongly agree was used to collect data from participant. Vigor, devotion and absorption showed a very good reliability of .84, .89 and .83 respectively.

Psychological Capital

The PC scale, created by Luthans, Avey, Avolio, Norman, and Combs (2006), was used to quantify PC and its various components which are "Hope,

Resiliency, Optimism and Efficacy". There are six items/questions in each of the PC dimensions. Examples of Hope include "Right now I see myself as being pretty successful at work" and "If I should find myself in a jam at work, I could think of many ways to get out of it". Examples of Resiliency include "When I have a setback at work, I have trouble recovering from it, moving on" and "I usually take stressful things at work in stride". Examples of Efficacy include "I feel confident in representing my work area in meetings with management" and "I feel confident helping to set targets/goals in my work area". Examples of Optimism include "I always look on the bright side of things regarding my job" and "If something can go wrong for me work-wise, it will". 6 Point Likert Scale ranging from 1 meaning strongly disagree to 6 meaning strongly agree was used. Resiliency, self-efficacy, optimism, and hope showed a very good reliability of .86, .81, .80 and .89 respectively.

The well-known J.P scale, which was developed by Goodman and Svyantek (1999), was used to assess both the in-role and extra-role performance, as well as the overall J.P. Nine questions were used to assess in-role performance, while seven items were used to measure extra-role performance. Examples of In-role Performance include "I achieve the objectives of my job", "I fulfill all the requirements of the job", and "I am competent in all areas of the job, handle tasks with proficiency". Examples of extra-role Performance include "I help others employees with their work when they have been absent", "I assist my colleagues with their duties", and "I make innovative suggestions to improve the overall quality of the department". 5 point Liker scale ranging from 1 meaning "Strongly Disagree to 5 meaning Strongly Agree" was used. In-Role and Extra-Role performance showed a very good reliability of .86 and .79 respectively.

Results

Job Performance

Table 1: Correlations among W.E, J.P and PC

	W.E	PC	J.P
W.E	1	.525**	.634**
PC	.525**	1	.513**
J.P	.634**	.513**	1

Table 1 indicates the relationship among W.E, PC and J.P in faculty of universities working in Pakistan. W.E was found to be related to J.P and PC. PC was also found to be significantly correlated with J.P. Therefore, all the following hypotheses are accepted:

H1: W.E is significantly related to J.P in faculty of universities working in Pakistan.

H2: W.E is significantly related to PC in faculty of universities working in Pakistan.

H3: PC is significantly related to J.P in faculty of universities working in Pakistan.

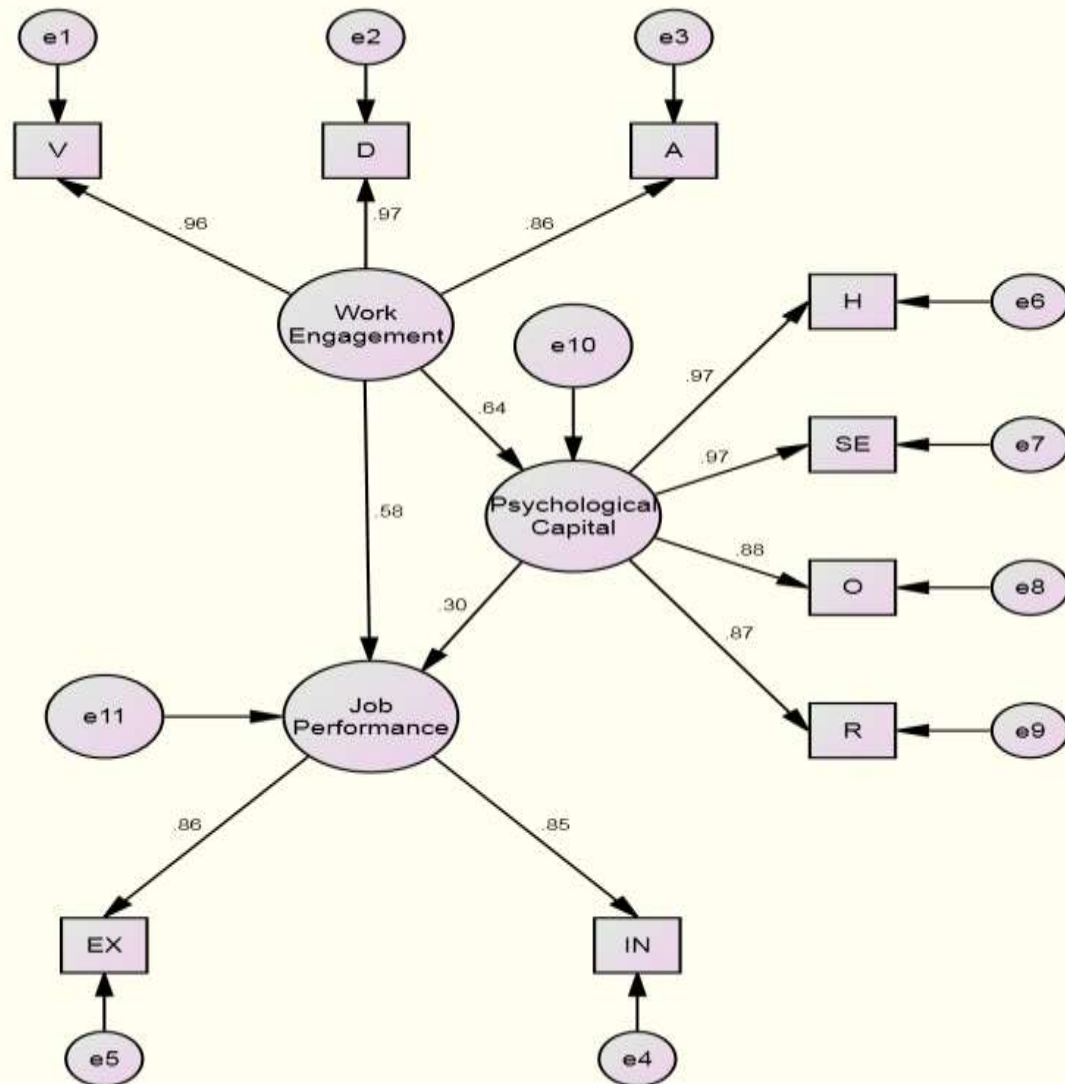


Diagram: Indirect Path from W.E to J.P through PC

The results well fit the three-factor model of PC, J.P, and W.E. A high positive impact of W.E on J.P is shown by the association between W.E and J.P, which has a beta coefficient of .58 and a significant level of .01. According to the beta coefficient, which is .46 at the significance level of .01, the association between PC and W.E is significant. The relationship between PC and J.P has a beta value of .30 with a significant level of .01, indicating that PC significantly related to J.P. The regression weight between W.E and J.P,

which was .77, was reduced to .58 when PC was added as a mediator. It suggests that PC served as a mediator in the relationship between J.P and W.E. The values of Chi-square, CMIN/DF, GFI, RMR, CFI and RMSEA are given in table 2 and are within the acceptable range. The factor loadings of all dimensions of W.E, PC and J.P are given in table 3 and diagram and are within acceptable range. Therefore, the results accept all the following hypotheses:

H1: W.E is significantly related to J.P in faculty of universities working in Pakistan.

H2: W.E is significantly related to PC in faculty of universities working in Pakistan.

H4: PC mediates the relationship between W.E and J.P in faculty of universities working in Pakistan.

H3: PC is significantly related to J.P in faculty of universities working in Pakistan.

Table 2: Values of Chi-square, CMIN/DF, GFI, RMR, CFI and RMSEA

Indices	Values
Chi-square	67.251
Degrees of freedom	24
Probability level	.000
CMIN	67.251
CMIN/DF	2.802
RMR	.026
GFI	.963
CFI	.989
RMSEA	.068

			Estimate
PC	<---	W.E	.639
F1	<---	PC	.299
F1	<---	W.E	.577
V	<---	W.E	.956
D	<---	W.E	.967
A	<---	W.E	.865

			Estimate
IN	<---	F1	.852
EX	<---	F1	.865
H	<---	PC	.974
SE	<---	PC	.971
O	<---	PC	.883
R	<---	PC	.874

Conclusion

The objective of this study was to find out the mediating role of PC between the relationship of W.E and J.P in teachers of public universities of Khyber Pakhtunkhwa, Sindh, Panjab and Balochistan. Data were collected from four hundred and fifteen faculty members including Lecturers, Assistant Professor, Associate Professors and Professors. Structure Equation Modeling (SEM) was used to investigate the interrelationship among PC, W.E and J.P. Barron and Kenny's (1986) rules for testing the mediating role of a variable between the relationship of independent and dependent variable were used in this study. The results of correlation showed that W.E, PC and J.P were significantly interrelated. The 3-factor model confirmed that PC partially mediated the relationship between W.E and J.P.

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