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A STUDY ON RELATIONSHIP BETWEEN EMPLOYEE ENGAGEMENT DRIVERS AND EMPLOYEE PERFORMANCE.

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Abstract

Increasing staff involvement will ultimately help improve staff well-being, especially among teachers in higher education institutions (HEIs). Given the paucity of specific study on the antecedents of employee engagement, the paper presents a complete, unified, and comprehensive model that demonstrates the rationale for further testing and testing hypotheses. test the theory. Based on the Job Demand Resource model (JDR), the current study hypothesizes that employee engagement towards work will affect job resources and, in turn, Employee Engagement will positively affect in-role and extra-role performance of employees. We used a non-experimental research design with a research sample of N = 189 Start – up employees. Structural equation modeling was used to test the model empirically, and the results showed that only one of the three job sources had a positive effect on increasing work engagement. Additionally, employee engagement at work has a positive and significant impact on employee self-esteem. The present study also discusses the theoretical and practical implications of these findings.

Keywords: Employee engagement, job resources, employee performance.

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Introduction

In today's world, especially after the beginning of the 21st century, not only organizational structures are developing rapidly, but also the workforce is changing due to demographic changes and workforce diversity. Today, they understand that talent management is important as the secret of growth for growing companies so HR is the only strategic resource to use. Today's organizations focus on and use scientists as strategic partners to gain competitiveness in the business world employees who respond to scientists at the work level have a higher energy level, greater motivation, can overcome challenges, and work. time flies for them. In fact, they are considered engaged workers Therefore, due to its importance, employee engagement has attracted the attention of academics, business professionals and researchers at the government level. This shows the importance and responsibility of businesses to provide a supportive culture where their employees can be committed and highly engaged. Although building employee engagement is not new, existing constructs and theoretical concepts certainly exist. It has been more than 25 years since Kahn first wrote about the "personal relationship" with work, discussing whether employees choose to invest or become fully and autonomously involved in their work roles.; Maxey and Schneider wrote that since then there have been mushrooming many definitions, measures, theories and conceptualizations of employee engagement. The workplace learning relationship has not only received the interest of researchers, but has become a term that is considered the best friend of HRM's latest Literature defines Engagement as "a positive, performative, work-related state of mind characterized by energy, commitment, and absorption" Vigor is defined as a high level of energy, mental endurance, and willingness to exert energy in work and life despite challenges Motivation is defined as "a sense of importance, excitement, inspiration, pride, and challenge" in a task Absorption is defined as the degree to which an employee pays full attention and deep attention to his work. There are six main streams categorized as the concept of engagement, but the best-studied conceptualization in the literature is the composition of the Utrecht Group and the measurement of "work engagement" and the theoretical framework of "project-resources". especially studied Thus, the JD-R model helps to explain the principle of "relationship"; because these workers are more likely to show a high

level of work engagement and/or high engagement with personal .

Relationships with different job applications have been invested by many researchers and scholars in western countries, dealing with the impact of employee performance in different contexts and especially in human services, but no one has studied a unified framework before in the Higher Education Sector of Karachi , Pakistan. the impact of workers is played. wrote that for the eradication of poverty and the social and economic development of society, education is the only powerful tool that ultimately also develops responsible citizens. The role of higher education institutions/universities in building the future strength and socio-economic development of any country cannot be underestimated, the purpose of universities is to build and accommodate a literate economy. Education is considered an important investment for the socio-economic development of a country.

Literature Review

Theoretical Background

The current study, based on three models and other relevant theories, was combined to investigate the impact on employee performance. Previously, many studies have tried to explain employee engagement and performance, but most of the models have explained this phenomenon with an integrated approach. Employee productivity, considered as the ultimate goal of the management of any organization, must be studied a lot to improve the company's reputation and performance

Empirical Studies

Job Resources and Engagement

Antecedents and results of employee engagement have been done by various researchers, but the first notable study in the academic literature was done by Sachs. In a press analysis, Bailey et al., sixty-five, i.e. thirty-eight (38%) percent of the studies used the demands-resources (JD-R) framework, which helps explain the fact that most papers use the UWES. In this case, Hackman and Oldham draw the theory of work characteristics, showing that the psychological conditions necessary for engagement can be created from various job design attributes, such as task importance, support, autonomy, and voice. This theory suggests that

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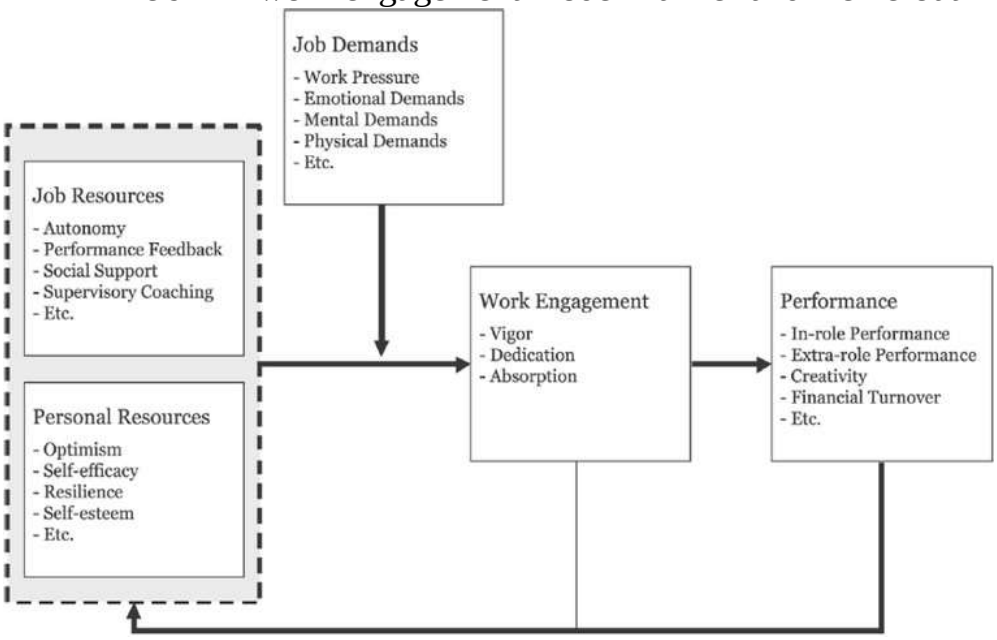
employees who receive social and economic benefits from within their organization are more likely to return to their organization in the form of positive and affirming results. To overcome the limitations of other models in vocational psychology, the job demand control model and the effort-reward inequality model, developed the Job Demand Resources (JDR) model based on the concept that JDR is not. focuses only on the negative aspects of work, but explores and examines the positive aspects of different work characteristics and the health-promoting effects of the results

Figure 1

The JD-R work engagement model Bakker and Demerouti



The JD-R model developed by Demerouti, Bakker, Nachreiner and Schaufeli divides job demands and job resources into two different broad categories (Figure: 1). In this model, it is proposed that any emotional, mental, physical or illegal expectations of an employee with job demands will actually lead to increased burnout among employees. As the second broad class of the JDR model, job resources support autonomy, alleviate negative affect, and help encourage nutrition and engagement. Therefore, in summary, employees who experience a lack of resources along with high job expectations can experience high

burnout along with reduced workplace.The author identified the design and characteristics of work, along with HR development practices, as key drivers of employee engagement in the workforce theory model, as a resource that is not only important in itself, but also in facilitation. deal with job demands, a concept that supports the theory of conservation of resources (COR). Hackman and Oldham's theory of job characteristics emphasizes the motivational aspects of job resources such as feedback, autonomy, support, and task significance. Therefore, we hypothesize that:

H_1: There is significant impact of workplace autonomy on teachers' engagement.

H_2: There is significant impact of feedback on teachers' engagement.

H_3: There is significant impact of supervisor support on teachers' engagement.

Engagement and Performance

In various studies, high-performing teachers not only work harder, but also find more innovation in their final courses, stay on the job longer Teachers act as agents of real change and help to speed up the development process of our society only if the problem of teacher productivity is properly addressed by relevant organizations Staff attraction is a solution to solve the problem of shortage and retention of good teachers in universities However, various scholars have shown great interest in the past in studying construction worker engagement and identifying its relationship with various results The lack of research on this topic can harm organizations that rely more on their employees to perform tasks such as the labor-intensive education sector. The current study tries to fill this research gap by investigating and empirically validating the relationship between employee engagement and employee performance in the context of Pakistani higher education. Based on the arguments given, the following hypothesis is proposed:

H4a: There is a significant effect of staff involvement on teacher roles.

H4b: Staff has a significant effect on teachers' extracurricular performance.

Contribution of this Study

This study fills a necessary gap to address the scant literature on the antecedents and outcomes of engagement in educational settings; Work engagement and performance-based outcomes have recently emerged in academic research. Therefore, this study offers an important theoretical contribution to understanding the relationship between work resources, in addition to the role played by participants and employees; application of the JDR model in the field of education. The key source of the work emerged from the systematic review of the literature that was included in the study for empirical validation and consequent engagement in the educational environment. A new finding in the specific context of the study is that support for supervision is increased and that the feedback mechanism among teachers does not have a significant effect on engagement. Our study also found that the integration of personal resources into the level of employee engagement leads to improvements in role performance, rather than role performance. Therefore, it will help participants identify and promote behavioral and thought processes in practicing teachers when designing interventions and engagement strategies.

Hypothesized Model and Hypotheses

The given below Figure-2 contains the hypothesized model along with the suggested hypothesized paths. The given paths will be tested empirically in the study:

Figure 2

Proposed hypothesized model

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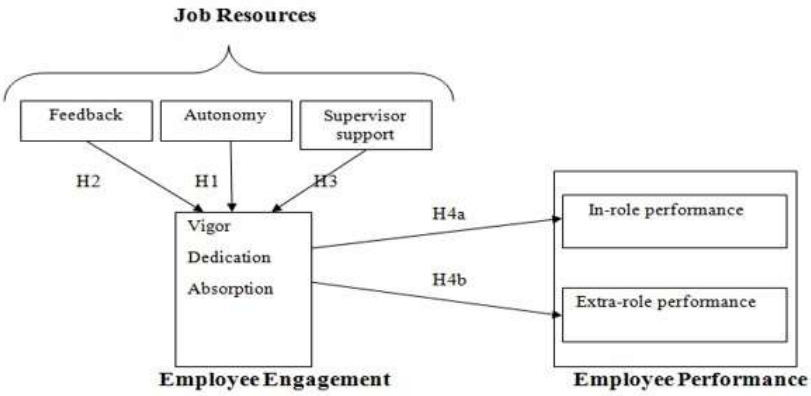

Methodology

The research instrument was designed to empirically test the hypothesized model in Figure 2; using a scale adapted from previously published research. The questionnaire contains two factors and 8 variables: Employee Involvement (UWES Scale) - (Strength, Commitment and Absorption), Autonomy, Feedback, Supervisor Support and Employee Involvement - (In Role and Additional Role). The original 17-item Utrecht Work Engagement Scale (UWES) was used to measure Work Engagement using a seven-point scale by Schaufeli and Bakker The Employee Performance Scale developed by Lynch, Eisenberger, and Armeli was adopted to measure employee performance, consisting of a total of 16 items, of which nine items are measured by role and the remaining seven items are used for additional measurements. role play behavior. Three items developed by Komakiare consistently used to measure supervisor perceptions. A 5-point Likert scale was used to answer this question from (1) strongly disagree to (5).

Data Analysis

Two statistical softwares SPSS 21 and AMOS 21 were utilized for carrying data analysis with a sample of N=189. By recognizing the (Hair et al., 1998) rule if value of Karl Pearsons correlation is > 0.90 identifies that the issue of multicollinearity exists in the study, values in Table-1 shows that there is no issue of multicollinearity as highest

value is 0.486 between Feedback and Supervisor support Nunally and Bernstein suggested to check the reliability of the instrument the Cronbach α value should be more than 0.6, hence in our study after removing 2 items of Supervisor support, 1 item of Feedback and 4 items from in-role employee behavior, all Cronbach alpha values of variables were greater than 0.6

Internal Reliability and Validity of Constructs

Estimation of different indices indicates the fitness of the Measurement model. Measuring validity and reliability ensures the fitness of the instrument and its results, similarly convergent validity ensures that the items from the instrument highly correlates with the specific variable with which it should correlate theoretically. The results of Cronbach alpha (Cα), composite reliability (CR) and average variance explained (AVE) are given in Table-2, establishing the construct and convergent validity. In the current study for all included variables Cronbach alpha values were found more than the threshold value of 0.6. Composite reliability being a more appropriate indicator for construct validity was also used to measure the reliability of the overall scale being used. Based on the suggested criterion for ensuring CR (above 0.7) and AVE (above 0.5) implies the scale as reliable and valid (Bagozzi & Yi, 1988), therefore, data results identifies and accepted in terms of reliability and convergent validity as all the vari- ables surpassed the threshold values, also the composite reliability for feedback is slightly less than threshold of 0.7 that is 0.676; but as per Hair et al., a CR value between 0.6 to 0.7 would be sufficient if a models construct validity is good with factor loadings greater than 0.5. So it was concluded in this study no serious issue of validity existed, therefore the data and constructs can be carried further.

Table 1

Cronbach Alpha (CA), Composite Reliability (CR) and Average Variance Explained (AVE)

Variables	Final (33) items extracted in CFA	CR[a]	AVE[b]	ronbachAlpha[c]
SS	4	0.818	0.531	0.820
FB	2	0.676	0.511	0.672
AUT	2	0.847	0.740	0.719
EE	16	0.899	0.574	0.860
EPIR	5	0.794	0.759	0.685
EPER	4	0.832	0.555	0.604

Source: Authors Estimation
(N=189) a: CR>0.7 Bagozzi and Yi (1988)
b: AVE>0.5 Bagozzi and Yi (1988)
c: Cronbach > 0.6 Nunally and Bernstein (1978)

Common Method Variance

CFA was performed in the present research with thirty three (33) final loaded items thatsignify six factors that are, employee engagement (EE), feedback (FB), autonomy (AUT), supervisor support (SS), in-role performance (EPIR) and extra-role performance (EPER) of employees. The CFA model as per Byrne (2013) identifies the relationship between latent variables and measured items. Results of the convergent validity are given in Table2 including final extracted items, composite reliability (CR) and average variance explained (AVE), as the recommended threshold were met the constructs were carried forward for conceptual analyses. The CFA model fitness relies on estimation different model fit indices for its efficiency. The literature for that purpose supports on not to rely on reporting

any single index, a combination of indices for measuring the fitness of the model shall be

reported (Crowley & Fan, 1997).

The fit indices values suggest our data fits well in the measurement model thus confirming to the existing theories and validating the constructs. As shown in Table-3 the CMIN/DF value of our final CFA model is calculated as 1.336, CFI value is calculated as 0.944, RMSEA value is measured to be 0.042 and SRMR is calculated as 0.0544 which satisfied all recommended threshold prescribed by various authors. In the final measurement many error terms has been incorporated but only within a factor and not among different factors, as in our measurement model the correlation among er- ror terms has been applied in the way that previously accepted and suggested by various researchers .Although, the results of our final model reflect the best fitness and efficiency of model; but the previous studies emphasize that good fitness models can also have misspecification .Therefore to deal with the issue it is recommended to compare alternate models' fitness results with the hypothesized model.

Structural Equation Modeling

The present study was tested by structural equation modeling (SEM) in order to validate the theoretical framework and test the hypothesis constructed for the study. Byrne (2013) suggested the structural model investigates the relationship among latent variables. The results of our hypothesized structural model are displayed in Table 3 which ensures the goodfit and efficiency of our model evaluated by the value of normed chi-square (CMIN/DF)
= 1.512 significantly lower than the Byrne (2013)'s recommended value of 5, also than the recommended value of 2 by Tabachnick et al. (2007); CFI = 0.912; and RMSEA = 0.050 (PCLOSE = 0.921). The recommended values reported for different fit indices have beenexceeded for the current study data and therefore our model exhibit good

fitness.

Figure 2

The Structural Model Results [Note: *p < 0.10; **p < 0.05; ***p < 0.01]

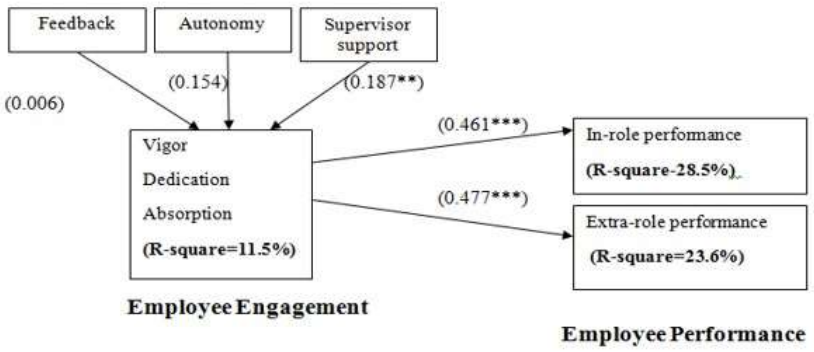

Table 2

SEM Hypothesis Testing

Hypothesis	Hypothesized Path			Path Coefficient			
				S.E.	C.R.	P-value	Remarks
H1	EE	< —	AUT	0.154	0.082	1.885	0.059	Not supported
H2	EE	<	F	0.006	0.099	0.0	0.9	Not

		——	B			61	52	supported
H3	EE	< ——	SS	0.187	0.08	2.348	0.019	Supported
H4a	EP IR	< ——	E	0.461	0.099	4.656	***	Supported
H4b	EP ER	< ——	E	0.477	0.103	4.613	***	Supported

Squared Multiple correlations(R-square)

EE	11.50%
EP IR	28.5
EP ER	23.6 0%

The statistical significance of determinants and outcome for employee engagement were all tested for their hypotheses given in the study and confirm the validity. Table 4 shows the results of SEM regression paths, standardized regression weights, standard errors, critical ratios, probability values and concluding remarks of the hypothesis. The results suggested the non-significant impact of two drivers of engagement i.e. feedback(FB) and Autonomy (AUT) on faculty's engagement at workplace. Whereas, Supervisory support as an important job resource do have a significant impact ($\beta = 0.187$, p=0.019), on faculty's engagement. Further, it is also statistically supported that employees engagement (EE) do have a significant positive influence on the employees in-role ($\beta = 0.461$, p ***), and extra-role work performances ($\beta = 0.477$, p***).

Among three endogenous variables, employees In role work performance behavior (EPIR) is most vital construct in explaining the engagement model. EPIR explains

28.5% and EPER explains 23.6% of the variation in engagement model. When engagement (EE) israised by one standardized unit, EPIR is enhanced by 0.461 and EPER by 0.477 stan-dardized units. Moreover, confirming the hypothesis H4a and H4b. In total the present study contains the five formulated hypotheses, out of which three are statistically found significant from our analysis of the data. Displayed in Figure 2 are the empirical findings of our research hypotheses.

Conclusion:

This study found that two out of three job resources had a weak and 36 insignif- icant influence on employees engagement; it may also be attempted in future researches to explore some other drivers of engagement such as individual factors as discussed above like monitoring and control factors i.e. style of leadership or type of personalities as predictors of engagement. It is also suggested to design and implement real engagement practices in institutions, observe significant changes over time and then validate the outcomes of engagement thus recommending longitudinal researches, which can be productive for prac- titioners in academia as well as for researcher

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